

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

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<p>Signature of the Chief State School Officer:</p> <p>X _____</p>	<p>Date:</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

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PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS: An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State’s Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State’s persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA’s definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition.

Tennessee State Board of Education (SBE) Identification of *Persistently Lowest-Achieving Schools* submitted to USED is as follows:

Two “tiers” of low achieving schools compose the persistently lowest-achieving schools.

- **Tier 1** – Any Title I high priority school (a Title I school in improvement, corrective action, or restructuring as defined in ESEA) that is either in the lowest five percent of all Title I high priority schools in the **ALL** subgroup for math and reading/language arts combined achievement or is a Title I secondary school (defined as a high school in TN) with a graduation rate of less than 60% (for two out of the last three years). In Tennessee, there are 10 identified Tier 1 schools in 2009-2010.
- **Tier 2** – Any Title I secondary school eligible but not “served” by Title I that is in the lowest five percent of these schools in the **ALL** subgroup for math and reading/language arts combined achievement or has a graduation rate of less than 60% (for two out of the last three years). In Tennessee, there are five identified Tier 2 schools for 2009-2010.

The State of Tennessee has the following process for identifying the persistently lowest-achieving schools, referred to as Tier 1 and Tier 2 schools.

The lowest-achieving five percent is calculated by the numerical rank within each pool of schools (Title I high priority schools and Title I eligible but not served high schools). The numerical rank is determined based upon the following series of calculations:

- 1) The current year math score for all students is ranked;
- 2) The current year reading/language arts score for all students is ranked;
- 3) The math and reading/language arts ranks are summed for current year rank;
- 4) Two prior years are ranked using the same method;
- 5) Two prior year ranks are averaged for prior years rank;
- 6) Current year rank and prior years rank are summed to create the combined rank;
- 7) If a school has failed adequate yearly progress (AYP) 6 years or more, the combined rank was multiplied times 6 (lack of progress factor) for the final rank.

Notes:

High priority schools are defined as schools with an improvement status or those in improvement, corrective action, or any form of restructuring as specified in ESEA. Elementary and secondary schools are weighted equally.

Schools with N count less than 10 for AYP determinations that are not in improvement, corrective action, or restructuring have been removed from the school list and are not included in the rankings.

PK-2 schools with no AYP status from a receiving school have been removed from the school list and are not included in the ranking.

For schools serving both grade spans, high school achievement data is used.

Secondary schools are defined as high schools.

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- **Tier 3** - In addition, Tier 3 schools are any Title I high priority school (a Title I school in improvement, corrective action, or restructuring as defined in ESEA) that is not Tier 1; therefore, did not rank in the lowest 5% of all Title I high priority schools in the **ALL** subgroup for math and reading/language arts achievement nor is a high priority high school with a graduation rate of less than 60%.

Tier 3 newly eligible schools only include Title I secondary (TN high schools) who successfully participated in high school School Improvement Grants (SIG) redesign funds in 2008-09 and did not make AYP for two years (2007-08 and 2006-07).

The table with the eligible schools and their qualifying information is in Appendix A.

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA’s application for a School Improvement Grant.

Part 1

The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:

A. The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA’s application and has selected an intervention for each school.

RESPONSE: The SDE has created a rubric based upon the LEA application. This rubric ensures that a LEA has determined the needs of the school and selected an appropriate intervention model for Tier I and/or Tier II schools. (Appendix B: SIG Scoring Rubric) Each school is required to complete a Tennessee School Improvement Plan Process. Tennessee has consolidated the planning process so that the Tennessee School Improvement Plan Process (TSIPP) analyzes needs of the school and addresses how various funding sources (SIG, IDEA, CTE, Title I, etc) will be utilized to meet student needs. Exemplary Educators/Achievement Gap Educators, who are highly trained in working with data, are assigned to individual schools to assist the school leadership team with the development of the TSIPP. TSIPP includes: defining each school’s beliefs, common mission, and shared vision and detailed data collection and analysis. From this detailed analysis of data, school and student needs are identified. The information is then distilled into prioritized student needs and prioritized goals. TSIPP Component 4 which include goals, action steps, and implementation plans must match the identified needs supported by the data. Appendix C: TSIPP Component 4 is attached to each application for thorough review. Schools will also be encouraged to complete a ‘What is a Good School’ evaluation (Appendix D: WAGS).

B. The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.

RESPONSE: The SDE has created a rubric based upon the LEA application. This rubric ensures that a LEA has the capacity to implement their selected intervention model fully and effectively. Items 13-18 on the rubric (Appendix B: SIG Scoring Rubric) are used as primary indicators of LEA capacity. LEAs must score a “Yes” on each item: modifying policies and practices, plans for sustainability, LEA support to implementation, realistic timelines, plans for on-going evaluation/monitoring, and the district leadership support team. In cases where the LEA does not score “Yes”, additional evidence of capacity is required in the revision process.

C. The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

RESPONSE: SDE has created a rubric based upon the LEA application. LEA's are required to submit a three year budget for each school including detailed budget justifications which link activities and funds. The SDE will verify that there are adequate funds to implement the selected intervention model for Tier I and Tier II and the school improvement activities for Tier III. The budget includes a section for district activities to support the implementation of the school improvement grants.

Part 2

The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant but, most likely, will take after receiving a School Improvement Grant. Accordingly, an SEA must describe how it will assess the LEA's commitment to do the following:

A. Design and implement interventions consistent with the final requirements.

RESPONSE: SDE has created a rubric based upon the LEA application. During the scoring of the application, the required components of each intervention will be reviewed. LEAs are asked to answer a series of questions for the selected model. In addition, the LEAs are provided a copy of the final requirements with highlights covered in webinars/trainings. (Appendix E: SIG Final Requirements). The grant monitor, as well as the school improvement grant coordinator, will oversee the implementation of the model.

B. Recruit, screen, and select external providers, if applicable, to ensure their quality.

RESPONSE: SDE has created a rubric based upon the LEA application. The LEA is required to list the qualifications of external providers and their selection protocols. The protocols may include educators' paper review of provider qualifications, interviews of providers, etc. The LEA must name an external provider and indicate if they are working for the LEA / district office and/or school site/s. The LEA must detail specific protocols for the whole school reform models required for schools in corrective action or restructuring 1. (Tennessee refers to these as Renewal Schools.) LEA will attach Appendix J: External Providers Form as part of the completed application, if applicable.

C. Align other resources with the interventions.

RESPONSE: SDE has created a rubric based upon the LEA application. The LEA must identify additional resources that will be used to implement the intervention.

D. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

RESPONSE: The LEA will provide evidence that a review of LEA board policies/procedures and school handbooks have been reviewed to enable it to implement the interventions fully and effectively. If practices or policies are determined to impose barriers to the implementation of the intervention, the LEA will be required to review the policy or practice in a timely manner for modification. Barrier issues will be addressed with the district staff at milestone visits.

E. Sustain the reforms after the funding period ends.

RESPONSE: SDE has created a rubric based upon the LEA application. The LEAs will sign an assurance stating that the reforms will be sustained.

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school. The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

RESPONSE: The SDE will carefully evaluate the sufficiency of any LEA that claims that it lacks sufficient capacity to serve each of its Tier I schools using one of the four school intervention models. The SDE will review the LEA capacity on a case by case basis.

The LEA will be required to indicate in what area(s) it lacks this capacity: resources or support. The SDE will look at such areas as number of Tier I and Tier II schools, access/proximity to higher performing schools (closure model); recruiting ability for principals, especially for rural areas (turnaround and transformation models) ; EMO/CMO availability and capacity (restart model) ; relationship with teachers union; school board commitment; timeline, etc., in reviewing the LEA's capacity. If the SEA determines that the LEA has more capacity than the LEA demonstrates, the SEA will require that the LEA fulfill the requirements or release that portion of the grant funds. SDE has created a rubric based upon the LEA application.

D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.

(1) Describe the SEA's process and timeline for approving LEA applications.

RESPONSE: The SEA's process for approving LEA applications is as follows:

- A. SEA consultants will work with LEA and school staff during a Webinar and regional technical meetings regarding the application process, school intervention models, allowable uses of funds, etc. Approvable school improvement strategies based on their data must contribute to their achieving their annual measurable objectives to meet AYP and exit from improvement, corrective action, or restructuring status. The Exemplary Educators/Achievement Gap Educators/STAT will meet with the LEA and/or individual schools to assist with the selection of the intervention model.**
- B. The SDE will put out RFI or providers for school support services for Tier III schools, corrective action and restructuring 1, called Renewal Schools in Tennessee. (Appendix F: Tennessee Pyramid of Intervention)**
- C. Each school improvement grant application will be reviewed and evaluated for funding by an Exemplary Educator and an NCLB Field Service Consultant for grant compliance and quality of proposed interventions. Grants that reflect strong commitment to implementation of school improvement strategies will be funded as funds allow. Approval of grant applications will be done in a timely manner.**

The SDE Tennessee SIG timeline is on the next page.

Tennessee SIG Timeline

Event	Dates
Informational Webinar for state staff and LEAs	November 2009
Preparatory Webinars for state staff and LEAs	February 8,12,16, 2010
State Department of Education (SDE) issues Request for Information (RFI) for Providers for School Support Services for Tier III Schools in corrective action or restructuring 1	March 2010
Posting of application to SDE/Federal Program website	March 15, 2010
Technical assistance meetings held by region	March-April, 2010
Applications due to the SDE	May 1, 2010
Grants reviewed and evaluated	May 15-30, 2010
Grant award notification letters sent to LEAs	June 1-July 1, 2010
Grant awards posted to state website	July 1, 2010
Implementation Year I	School Year 2010-11
Milestone Visits	Sept. 2010, Nov. 2010, Mar. 2011, May 2011
Evaluation of Year 1 for Year 2 funding by SDE	May-June 2011(dependent on student achievement data and SIG indicators)
LEA submission of updated budget/grant for Year 2/3	July 2011
New 2011-12 Tier 1, 2, 3 schools identified and beginning of new grant cycle (while continuing with prior grant cycle). A school may only be in one grant cycle.	Aug 2011
Implementation Year 2	School Year 2011-12
Milestone Visits	Sept. 2011, Nov. 2011, Mar. 2012, May 2012
Evaluation of Year 2 for Year 3 funding by SDE	May-June 2012(dependent on student achievement data and SIG indicators)
LEA submission of updated budget/grant for Year 3	July 2012
New 2011-12 Tier 1, 2, 3 schools identified and beginning of new grant cycle (while continuing with prior grant cycle). A school may only be in one grant cycle.	Aug 2012
Implementation Year 3	School Year 2012-13
Milestone Visits	Sept. 2012, Nov. 2012, Mar. 2013, May 2013
Grant evaluation reporting	July 2013

- (2) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier I or Tier II schools in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

RESPONSE: The SEA's process for reviewing an LEA's annual goals for student achievement for Tier I and Tier II schools will be done as follows:

- A. LEAs will submit their district and school plans [Tennessee Comprehensive Systemwide Planning Process (Appendix G: TCSPP, Component 5) and the Tennessee School Improvement Planning Process (TSIPP)], respectively, for review on an annual basis in their respective SEA Field Service Centers. These plans contain their annual goals for student achievement, which will also be required to be incorporated into their School Improvement Grants.**
- B. Any Tier II school that did not have an improvement status and was not required to submit its plan this year will be required to do so and have the plan reviewed as a condition to receive the grant. This will occur prior to the renewal of the grant.**
- C. Verification of approval of the goals will be part of the LEA grant application.**
- D. Achievement School District is a SDE takeover option and is considered an LEA for this purpose.**

If one or more Tier I or Tier II schools in the LEA are not meeting those annual student achievement goals and making progress on the leading indicators, the SDE will determine whether to renew an LEA's SIG based on grant implementation as well as the progress of the other schools toward meeting their goals.

- (3) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals.

RESPONSE: The SDE's process for reviewing an LEA's annual goals for student achievement for Tier III schools will be done as follows:

- A. LEAs will submit their district and school plans [TCSPP and the TSIPP, respectively,] for review on an annual basis in their respective SDE Field Service Centers. These plans contain their annual goals for student achievement, which will also be required to be incorporated into their School Improvement Grants.**
- B. Any newly eligible Tier III school is required to submit its plan this year and have the plan reviewed as a condition to receive the grant.**
- C. Verification of approval of the goals will be part of the LEA grant application.**
- D. If one or more Tier III schools in the LEA are not meeting those goals, the SDE will determine whether to renew an LEA's School Improvement Grant. The SDE may reduce the amount of the grant for the school(s) not being renewed.**

Refer to Appendix H for the TCSPP Rating Sheet and Appendix I for TSIPP Scoring Rubric.

- (4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

RESPONSE: State education consultants, fiscal consultants, and support staff will be assigned to coordinate the distribution, oversight of grant awards, and provide technical assistance throughout the grant period. The monitoring of LEAs that receive SIG grants is a three pronged process:

1. **Quarterly milestone visits – A grant monitor will be assigned to each school to make milestone visits to the school to meet with the principal and other appropriate school and district personnel. Milestone visits will review programmatic implementation and uses of SIG funds to ensure that expenditures are contained in the grant proposal. The grant monitor will coordinate necessary grant addenda or budget amendments.**
2. **Annual fiscal and programmatic monitoring – State NCLB consultants, who typically monitor Title I programs, will monitor each LEA receiving SIG grant funds. The monitoring process will include:**
 - a. **Documentation of how LEA TCSP and school(s) improvement plans were amended to incorporate activities, timelines and milestones for implementation of the intervention model or evidence-based school improvement strategies identified in the application.**
 - b. **Appropriate use of SIG funds.**
 - c. **Implementation of strategies according to time line proved in the LEA and school level descriptive information.**
 - d. **Increased achievement in the ALL or subgroup category where the school did not meet the LEA or SDE benchmarks.**

Annual performance reports – LEAs receiving SIG grants will be required to submit annual performance reports to the SEA.

- (5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

RESPONSE: If the SDE does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies, priority will be given to LEAs seeking funds for Tier I and/or Tier II schools.

(6) Describe the criteria, if any that the SEA intends to use, to prioritize among Tier III schools.

RESPONSE: The SDE intends to use the following criteria to prioritize Tier III schools:

- A. Tier III schools that are in restructuring 2 or beyond (heading for ASD)**
- B. Tier III schools that are renewal schools (schools in corrective action or restructuring I status,**
- C. Tier III high schools currently implementing High School ReDesign,**
- D. Tier III high schools not currently implementing High School ReDesign,**
- E. Tier III middle schools,**
- F. Tier III elementary schools.**

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

RESPONSE: SEA plans to create a state Achievement School District (ASD) as authorized by Tennessee Code Annotated. The ASD can be composed of schools in Tier I or a school with the status of restructuring 2 and beyond. In March/April of 2010, a decision will be made as to which schools will be in the ASD for the following year. During 2010-2011 the SDE will implement the restart model with each school enrolled in the ASD. Schools will remain in the state ASD for 4 years (this is based upon the Race to the Top plan). Schools may be allowed to present an alternative to the ASD to the Commissioner of Education. The Commissioner of Education will decide which schools will be entered into the ASD during the school year. Please refer to Appendix A for the list indicating those schools eligible for ASD. The state does not have the authority to take over any Tier II schools unless they are in restructuring 2 or beyond.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA's approval to have the SEA provide the services directly.¹

RESPONSE: N/A

¹ If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

E. ASSURANCES: The SEA must provide the assurances set forth below.

By submitting this application, the SEA assures that it will do the following:

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
- Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

F. SEA RESERVATION: An SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with the State-level funds it has received from its School Improvement Grant.

RESPONSE: The 5% reservation will support the administration of the School Improvement Grants and be will be consolidated with the other NCLB funds. State educational consultants, fiscal consultants, and support staff will be assigned to coordinate the distribution, oversight of the grant awards, and provide technical assistance throughout the grant period. These funds will provide for a grant monitor to be assigned to every Tier 1, 2, or 3 school who receives funding. The grant monitor will schedule the quarterly milestone visits with the appropriate school and district personnel. Milestones visits will review programmatic implementation and uses of SIG funds to ensure that expenditures are contained in the grant proposal. The grant monitor will coordinate necessary grant addenda or budget amendments. In addition, fiscal and programmatic annual monitoring will be done with each LEA receiving SIG funds with state NCLB consultants who typically monitor the LEA Title programs.

Funds will also be used to provide webinars, trainings on how to complete and implement the LEA SIG application. SDE staff and Exemplary Educators or Achievement Gap Educators will be available to consult with the LEAs on their application and intervention model or strategies.

G. CONSULTATION WITH STAKEHOLDERS: An SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

- The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application on February 3, 2010.

The SEA may also consult with other stakeholders that have an interest in its application.

The SEA has consulted with other relevant stakeholders, including the Tennessee State Board of Education.

H. WAIVERS: The final requirements invite an SEA to request waivers of the requirements set forth below. An SEA must list in its application those requirements for which it is seeking a waiver.

Tennessee requests a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.
- Waive to exclude schools below a minimum N and from the schools identified as persistently lowest achieving schools.

The SDE assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The SDE assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The SDE assures that, prior to submitting this request in its School Improvement Grant application, the SDE provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. The SDE also assures that it provided notice and information regarding this waiver request to the public in the manner in which the SDE customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Website) and has attached a copy of, or link to, that notice.

The SDE assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

PART II: LEA APPLICATION
Title I School Improvement Funds
School Improvement Grant Application
May 1, 2010-- September 30, 2013

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PART II: LEA APPLICATION
Title I School Improvement Funds
School Improvement Grant Application
May 1, 2010-- September 30, 2013

SCHOOL YEAR <u>2010-2013</u>		
Name of School District:		
Address:	City, State and Zip Code:	
Area Code/Telephone Number:	Area Code/Fax Number:	
District Grant Contact Person	Title:	
Address:	City, State and Zip Code:	
Telephone No.:	Fax No.:	E-Mail:

A. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- 1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- 2) Modify its practices and policies as necessary to enable its schools to implement the interventions fully and effectively;
- 3) Establish annual goals for student achievement on the SDE's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SDE) to hold accountable its Tier III schools that receive school improvement funds;
- 4) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- 5) Report to the SDE the school-level data required under section III of the final requirements;
- 6) The requirement that School Improvement Funds will be used only to supplement and not supplant; federal, state, and local funds a school or school district would otherwise receive;
- 7) The lower-tier certification covering lobbying and debarment/suspension under 34 CFR Parts 82 and 85;
- 8) Participation in evaluation studies conducted by the U.S. Department of Education, the Tennessee Department of Education, and the local school district;
- 9) Completing and submitting an end of the year written report to the Tennessee Department of Education documenting the use of these funds and the impact it has on school improvement.

<p>10) ARRA funds (Title I-A)</p> <p>A. Comply with all applicable laws and regulations including any directives or requirements from the Tennessee Recovery Act Management (TRAM) Office;</p> <p>B. Submit reporting requirements as specified by federal and state laws, regulations and/or policies;</p> <p>C. Track all ARRA funds and expenditures in separate budget accounts and categories as required.</p>		
Print Name of Director of Schools (or designee):	Signature of Director of Schools (or designee):	Date
Print Name of Board Chair:	Signature of Board Chair	Date

Signatures of the NCLB Field Service Consultant and the local Title I director indicate the proposed plan verifies that the application addresses the designated purposes for the use of these School Improvement funds.

The School Improvement funds are appropriately allocated. The proposal is in substantially approvable form. The application will be forwarded to the Office of Federal Programs in Nashville for final approval.

Name of School District:		
Title I Director's Name:	Title I Director's Signature:	Date
NCLB Field Service Consultant's Name:	NCLB Field Service Consultant's Signature:	Date

Review and Initial Approval Signature Page

If multiple schools are applying, complete the table below for each school with the signatures of the assigned Exemplary Educator, AGE, or STAT. The signature indicates awareness, not agreement with the application. (Copy and paste as many signature tables as necessary.)

School Name:		
Exemplary Educator/AGE Name:	Exemplary Educator/AGE Signature:	Date
STAT Name:	STAT's Signature:	Date

School Name:		
Exemplary Educator/AGE Name:	Exemplary Educator/AGE Signature:	Date
STAT Name:	STAT's Signature:	Date

School Name:		
Exemplary Educator/AGE Name:	Exemplary Educator/AGE Signature:	Date
STAT Name:	STAT's Signature:	Date

School Name:		
Exemplary Educator/AGE Name:	Exemplary Educator/AGE Signature:	Date
STAT Name:	STAT's Signature:	Date

Tennessee SIG Timeline

Event	Dates
Informational Webinar for state staff and LEAs	November 2009
Preparatory Webinars for state staff and LEAs	February 8,12, 16, 2010
State Department of Education (SDE) issues Request for Information (RFI) for Providers for School Support Services for Tier III Schools in corrective action or restructuring 1	March 2010
Posting of draft application to SDE/Federal Program website	March 15, 2010
Technical assistance meeting	April 27, 2010
Applications due to the SDE	June 2, 2010
Grants reviewed and evaluated	June 7-18, 2010
Grant award notification letters sent to LEAs	June 21-July 1, 2010
Grant awards posted to state website	July 1, 2010
Implementation Year I	School Year 2010-11
Milestone Visits	Sept 2010, Nov 2010 Mar 2011, May 2011
Evaluation of Year 1 for Year 2 funding by SDE	May-June 2011(dependent on student achievement data and SIG indicators)
LEA submission of updated budget/grant for Year 2/3	July 2011
New 2011-12 Tier 1, 2, 3 schools identified and beginning of new grant cycle (while continuing with prior grant cycle). A school may only be in one grant cycle.	Aug 2011, May 2012
Implementation Year 2	School Year 2011-12
Milestone Visits	Sept 2011, Nov 2011 Mar 2012, May 2012
Evaluation of Year 2 for Year 3 funding by SDE	May-June 2012(dependent on student achievement data and SIG indicators)
LEA submission of updated budget/grant for Year 3	July 2012
New 2011-12 Tier 1, 2, 3 schools identified and beginning of new grant cycle (while continuing with prior grant cycle). A school may only be in one grant cycle.	Aug 2012
Implementation Year 3	School Year 2012-13
Milestone Visits	Sept 2012, Nov 2012 Mar 2013, May 2013
Grant evaluation reporting	July 2013

I. General Information

A. Overview

Tennessee has a comprehensive statewide system of support for public schools and local educational agencies (LEAs) in the state. The system differentiates support to schools and districts based on their need as determined by the results of annual adequate yearly progress determinations. This grant application addresses how LEAs with the lowest achieving schools and the greatest capacity can use the funds to raise the achievement of their students to enable the school to make adequate yearly progress and exit improvement status.

Section 1003(g) of Title I of the Elementary and Secondary Act (ESEA), also known as the School Improvement Grant (SIG) Fund, authorizes funds to help LEAs address the needs of schools in improvement, corrective action, and restructuring in order to improve student achievement. In conjunction with basic grant allocations and school improvement funds reserved under section 1003(a), Section 1003(g), School Improvement Funds are to be used to leverage change and improve technical assistance under sections 1116 and 1117 of Title I, Part A, through LEAs targeting activities toward measurable outcomes as described in this document.

Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010, school improvement ‘g’ funds are to be focused on the State’s “Tier I”, “Tier II”, and “Tier III” schools. Tier I and Tier II compose those called *persistently lowest-achieving schools*.

Additional available resources are listed on the school improvement page of the federal programs website.

Tier 1 and 2

Tennessee State Board of Education (SBE) Identification of *Persistently Lowest-Achieving Schools* submitted to USED is as follows:

- Two “tiers” of low achieving schools compose the persistently lowest-achieving schools.
- **Tier 1** – Any Title I high priority school (a Title I school in improvement, corrective action, or restructuring as defined in ESEA) that is either in the lowest five percent of all Title I high priority schools in the **ALL** subgroup for math and reading/language arts combined achievement or is a Title I secondary school (defined as a high school in TN) with a graduation rate of less than 60% (for two out of the last three years). In Tennessee, there are 10 identified Tier 1 schools in 2009-2010.
 - **Tier 2** – Any Title I secondary school eligible but not “served” by Title I that is in the lowest five percent of these schools in the **ALL** subgroup for math and reading/language arts combined achievement or has a graduation rate of less than 60% (for two out of the last three years). In Tennessee, there are five identified Tier 2 schools for 2009-2010.

The State of Tennessee has the following process for identifying the persistently lowest-achieving schools, referred to as Tier 1 and Tier 2 schools.

The lowest-achieving five percent is calculated by the numerical rank within each pool of schools (Title I high priority schools and Title I eligible but not served high schools). The numerical rank is determined based upon the following series of calculations:

- 1) The current year math score for all students is ranked;
- 2) The current year reading/language arts score for all students is ranked;
- 3) The math and reading/language arts ranks are summed for current year rank;
- 4) Two prior years are ranked using the same method;
- 5) Two prior year ranks are averaged for prior years rank;
- 6) Current year rank and prior years rank are summed to create the combined rank;
- 7) If a school has failed adequate yearly progress (AYP) 6 years or more, the combined rank was multiplied times 6 (lack of progress factor) for the final rank.

Notes:

High priority schools are defined as schools with an improvement status or those in improvement, corrective action, or any form of restructuring as specified in ESEA. Elementary and secondary schools are weighted equally.

Schools with N count less than 10 for AYP determinations that are not in improvement, corrective action, or restructuring have been removed from the school list and are not included in the rankings.

PK-2 schools with no AYP status from a receiving school have been removed from the school list and are not included in the ranking.

For schools serving both grade spans, high school achievement data is used.

Secondary schools are defined as high schools.

In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model

Tier 3

In addition, Tier 3 schools are any Title I high priority school (a Title I school in improvement, corrective action, or restructuring as defined in ESEA) that is not Tier 1; therefore, did not rank in the lowest 5% of all Title I high priority schools in the **ALL** subgroup for math and reading/language arts achievement nor is a high priority high school with a graduation rate of less than 60%.

Tier 3 newly eligible schools only include Title I secondary (TN high schools) who successfully participated in high school SIG redesign funds in 2008-09 and did not make AYP for two years (2007-08 and 2006-07).

B. Funding Priority and Schools to be Served

The goal of School Improvement ‘g’ funds is to target persistently lowest-achieving schools to implement robust and comprehensive reforms to transform school culture dramatically and increase student outcomes.

The SDE has posted a listing of all Tier I, II, and III schools on the Federal Program Website: <http://tennessee.gov/education/fedprog/index.shtml> . The required National Center for Education Statistics (NCES) identification number is on the posted list. The LEA must complete a chart for schools that it commits to serve, a chart for state achievement school district, a chart for renewal schools intervention, and another chart for schools it will *not* serve. A description of the allowable intervention models for Tier I and Tier II are located in the final requirements. Renewal interventions for Tier III schools that are in correction action or restructuring 1 status will be posted on the state website.

LEAs should refer to the chart below which describes Tiers that must be served to receive SIG funds. In addition, the SDE funding priorities listed under the Funding section of this grant application should be reviewed by the LEA.

If an LEA has one or more . . .	In order to get SIG funds, the LEA <u>must</u> commit to serve . . .
Tier I, Tier II, and Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school <i>OR</i> at least one Tier II school
Tier I and Tier II schools, but no Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school <i>OR</i> at least one Tier II school ¹
Tier I and III schools, but no Tier II schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school
Tier II and Tier III schools, but no Tier I schools	The LEA has the option to commit to serve as many Tier II and Tier III schools as it wishes
Tier I schools only	Each Tier I school it has capacity to serve
Tier II schools only	The LEA has the option to commit to serve as many Tier II schools as it wishes
Tier III schools only	The LEA has the option to commit to serve as many Tier III schools as it wishes

C. Funding

Each LEA will be given a score that represents the applicant's demonstration of need for the funds and its commitment to meet the goals for improvement. Successful LEA applicants are awarded a minimum of \$50,000 and up to \$2,000,000 annually per school for the term of the grant. Grant awards will be determined based upon the complexity of the intervention model, size of the school, and costs typically associated with the intervention model. Funds are prioritized by:

- Tier I and Tier II schools,
- Tier III that are eligible for the ASD,
- Tier III schools that are renewal schools (schools in corrective action or restructuring I status),
- Tier III high schools currently implementing High School ReDesign,
- Tier III high schools not currently implementing High School ReDesign,
- Tier III middle schools, and
- Tier III elementary schools.

Grants are renewable for the two subsequent years, contingent upon progress in implementing and meeting the student achievement goals established by the LEA and approved by the SDE. Each LEA/school will be required to submit an update to its grant, including budget and program information, in order to receive the grant renewal.

D. Timelines and Milestones

LEAs awarded discretionary SI grants that continue to meet the program and student achievement requirements may be funded for two additional years, pending federal SI funding and a successful year one project. Examples of how the SDE will monitor year one progress include:

- 1) Documentation of how the LEA TCSPP and the school(s) improvement plans were amended to incorporate the activities, timelines, and milestones for implementation of the intervention model or evidence-based school improvement strategies identified in the application.
- 2) Appropriate use of SIG funds to implement research-and evidence-based school improvement strategies identified in the LEA application for each school for which SI funds were provided.
- 3) Implementation of the strategies according to the timeline provided in the LEA and school level descriptive information.
- 4) Increased achievement in the ALL or subgroup category where the school did not meet the LEA or SDE benchmarks

E. Reporting and Evaluation Requirements

Applicants awarded SI grant funds must satisfy periodic reporting and accountability requirements throughout the term of the grant. These requirements address (a) fiscal accountability, (b) program accountability, (c) fiscal and program reporting, (d) site visits, and (e) internal evaluation.

1. Fiscal Accountability

Each identified school and LEA receiving SI grant funds is responsible for carrying out its school improvement responsibilities under section 1116(b) and (c), respectively.

2. Program Accountability

Each LEA and school receiving a SI grant is responsible for carrying out its school improvement responsibilities in accordance with its approved grant application and action plan.

3. Fiscal and Program Reporting Requirements

SI grantees must submit at least quarterly expenditure reports and implementation progress reports to the SDE. The LEA is responsible for ensuring that reports are accurate, complete, and submitted on time. Each district must agree to respond to data requests from SDE and USED including EdFACTS data.

4. Site Visits by SDE Representatives

LEAs and their schools must agree to site visits which will validate information provided in expenditure and progress reports and gather more detailed information on implementation efforts and challenges.

5. Internal Evaluation

LEAs and schools funded under the SI grant program will create and use data systems that include formative and summative assessments to provide staff, students, and parents, and community/business partners continuous feedback, to identify program processing and practices that are resulting in improved teaching and learning and to identify and make adjustments where needed. A report must be sent to the state annually to include leadership team and milestone meeting notes.

F. Application, Application Review and Grant Award Process

1) Application Submission

- a. There is no word count limit in the text boxes.
- b. The LEA must submit the School portion for each school they intend to serve.
- c. The LEA must submit the SIG application electronically to Rita.Fentress@tn.gov
- d. A paper copy of ONLY the first two pages of the application must be submitted with original signatures. The LEA should keep a copy of the signed application.

These two pages must be sent in to Rita Fentress at the address listed below:

Rita Fentress

TN State Department of Education, Office of Federal Programs

5th floor – Andrew Johnson Tower

710 James Robertson Pkwy

Nashville, TN 37243-0379

- e. The SDE will make a paper copy of the entire application from the LEA electronic file.

2) Criteria and Scoring System

The SDE will organize and coordinate the SI grant application readers and scoring. Application readers will rate each application on its own merits. Readers will rate the applications according to how well an application reflects rubric expectations. The scoring rubric is located in Appendix B.

3) Determination of Award Amounts

The SDE reserves the right to fund applications at a lesser amount if the grant application does not fully justify the budget expenditures.

4) Award Notification

Successful applicants will be notified within 60 days of the application closing date. Information will also be posted on the SDE Federal Programs website.

II. SIG Schools

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. TIER I OR III SCHOOLS ELIGIBLE TO BE IN THE STATE ACHIEVEMENT SCHOOL DISTRICT (ASD):

An LEA must identify Tier I or III schools eligible to be in the ASD and mark if it will be requesting an exemption from the ASD.

SCHOOL NAME	NCES ID #	TIER I	TIER III	ASD	EXEMPTION REQUEST

C. TIER III SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the Tier III schools it will serve with a School Improvement Grant.

An LEA must identify Tier III schools the LEA commits to serve and identify the state model that the LEA will use in Tier III schools that are renewal schools by Tennessee’s definition, which are schools in corrective action or restructuring I status.

SCHOOL NAME	NCES ID #	RENEWAL SCHOOLS INTERVENTION			
		TBD	TBD	TBD	TBD

D. SCHOOLS THAT THE LEA WILL NOT SERVE:

An LEA must identify each Tier I, Tier II, and Tier III school the LEA will ***not*** serve.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III

III. LEA Annual Student Achievement Goals

The district must list the annual goals for student achievement on the SDE's assessments in **both reading/language arts and mathematics AND applicable graduation or attendance rate** (whichever is applicable) that it has established in order to monitor its Tier I, Tier II and Tier III schools that receive school improvement funds. This list should be part of the LEA's TCSPP. Please attach the Component 5 and any other applicable section of your updated TCSPP. Indicate in the box how many pages are attached.

IV. LEA Descriptive Information

DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

- 1) If the LEA is **not** applying to serve each **Tier I** school, the LEA must explain why it lacks capacity to serve each Tier I school. Must match the table labeled ‘Schools That The LEA WILL NOT Serve’ in section E:

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- 2) The LEA must describe actions it has taken, or will take, to—

- a) Design and implement interventions consistent with the final requirements;

--

- b) Recruit, screen, and select external providers, if applicable, to ensure their quality;

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- c) Align other resources with interventions and update and attach TCSPP Component 5. Provide a budget narrative describing how the resources, as indicated below will support intervention activities.

- Describe federal resources to support the interventions/activities.
- Describe state and local resources to support the interventions/activities.
- Describe community or other resources to support the intervention/activities.

--

- d) Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively. The LEA will provide:

- Name of School Improvement Grant Coordinator or other person who will address policy and procedural barriers throughout the implementation of the grant. (This responsibility will be included in the roles of the SIG Coordinator p. L-14.);
- Date of review and status of LEA board policy;
- Date of review and status of LEA practices or procedures;
- Date of review and status of handbooks of schools receiving SIG funds;
- The LEA shall describe topic(s) requiring modification and current progress of these modifications.

--

- e) Describe actions the LEA will take or has taken to demonstrate how the reform changes will be sustained after the funding period ends.

- Identify resources, including but not limited to federal, state, and local education funding.
- Describe the level and amount of technical assistance and professional development to schools and staff in each year of the grant funding.
- Detail any Board-adopted policies and practices pertinent to recruiting and retaining effective teachers and leaders in persistently lowest-achieving schools.

--

- f) Other LEA level activities designed to support implementation that might be mentioned in the school budget.

--

- 3) **Timeline and Milestones.** The LEA must include a timeline with quarterly milestones delineating the steps it will take to implement the selected intervention in each Tier I and Tier II schools identified in the LEA’s application.

- 4) **Consultation with Stakeholders.** As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools. List your stakeholders and consultation dates as appropriate.

- 5) **Internal Evaluation.** LEAs and schools funded under the SI grant program will create and use data systems that include formative and summative assessments to provide staff, students and parents, and community/business partners continuous feedback, to identify program processing and practices that are resulting in improved teaching and learning and to identify and make adjustments where needed. A report must be sent to the state annually to include leadership team and milestone meeting notes. Please briefly describe your process to create internal evaluations of your SI grant.

V. LEA Capacity

LEA CAPACITY

A. General Capacity. The LEA is required to indicate its capacity to serve schools. The SDE will look at such areas as number of Tier I and Tier II schools, access/proximity to higher performing schools (closure model); recruiting ability for principals, especially for rural areas (turnaround and transformation models); EMO/CMO availability and capacity (restart model); relationship with teachers union; school board commitment; timeline, etc., in reviewing the LEA's capacity.

If the SDE determines that the LEA has more capacity than the LEA demonstrates, the SDE will require that the LEA fulfill the requirements or release that portion of the grant funds.

Please describe your capacity to utilize school improvement funds.

B. LEA SIG Leadership. The LEA that accepts Title I 1003 (g) school improvement funds agrees to establish a district support team to oversee the implementation of the selected models in Tier I and Tier II schools as well as the strategies that the LEA will implement in Tier III schools. Moreover, the LEA commits to assign or hire a School Improvement Grant (SIG) Coordinator. This position can be funded with SIG funds. This coordinator will lead the district support team and facilitate the implementation of the grant at the school sites. The team will support, monitor, and assess the progress for the identified schools. One member must be the Federal Programs Director. Complete the table on next page.

Name of SIG Coordinator: (if not hired or assigned, insert TBD in box) _____

SIG Coordinator 's E-Mail address: _____

District Support Team				
Members	Title	Responsibility	Tier Assignment e.g. Tier I Tier II or Tier III schools	Estimate of the time each member will devote to supporting Tier I, II, and III schools (Hours/Month)
Leader:				
a. How often will the LEA 1003(g) district support team meet?				
b. How often will they report on their work and the work on Tier I, II, and III schools to the superintendent?				
c. How often will they report on their work and the work on Tier I, II, and III schools to the Board of Education?				
d. Has the LEA 1003(g) district support team met prior to the submission of the grant application to review the individual school descriptions and to discuss how it will coordinate and manage the support, monitoring and assessment outlined in those plans? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, briefly describe the plans for the district support team to begin work on the Tier I, II, and III schools. _____				

C. School-level Leadership. For Tier I and Tier II schools, the LEA must submit resumes for school principals utilizing the turnaround or transformation model and describe search process used to attract an effective leader who can enact significant reform.

Attributes of the principal should include:

- good communication skills with community leaders, parents, teachers, and students;
- thorough knowledge of rigorous curriculum standards; instructional leadership;
- data driven decision making skills;
- experience in turning around a school;
- committed to high student achievement;
- skill to recruit and retain effective teachers and staff; etc.

The effective practices and indicators for principals:

- The Principal takes time early in the process to gain a thorough understanding of the school's operations and develop a plan of action;
- The Principal relentlessly pursues significantly improved results in student learning and related goals;
- The Principal engages, motivates, and enlists the contribution of people inside the school and in the community to achieve school goals; and
- The Principal creates metrics to measure, report, and constructively review progress on all aspects of the school's operations and its results (student learning).²

Describe your search process for effective leaders:

Number of principal resumes attached:

²Indicators of Effective Practice (Rapid Improvement Leader) Center on Innovation & Improvement
http://www.centerii.org/handbook/Resources/Appendix_Indicators_Rapid.pdf

D. External Providers

If external providers are to be funded as collaborative partners, describe how the LEA will recruit, screen and select external providers to ensure their quality.

Please attach your district protocol for evaluating external providers. This protocol should contain an analysis of the connection between the external provider’s experience/expertise and the district and schools needs.

Complete form in Appendix J about external providers, if applicable, and attach to your application

Please check appropriate box if Appendix J is attached. Yes No

E. Professional Development

Ongoing professional development, including job-embedded training designed to build capacity and support staff, is an integral part of successful school reform. While no specific amount of SIG funds are required for professional development, plans for professional development to be provided through SIG must be included in TSIPP Component 4 (goals, actions steps, and implementation plans). This includes literacy training for the staff unless the school demonstrates proficiency in this area.

Who in the LEA will ensure implementation of professional development plans with SIG funds?

VI. Budget

BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. The amount budgeted must not exceed \$2 million per year multiplied by the number of Tier I, Tier II, and Tier III schools the LEA commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.
- Three-year budgets (SY 10-11, SY11-12, and SY12-13) are required for all Tier I, Tier II and Tier III schools. The budget must be of sufficient size and scope to implement the intervention model or intervention selected for each Tier I, II and III school the LEA commits to serve.
- Any LEA-level activities to support implementation of a school's intervention model or strategies that are funded by the grant must be reflected in the district portion of the grant budget.

School improvement budget spreadsheets (Excel format) and justifications must be completed for the LEA and each school requesting funds (See Appendix K (a separate document)). Both tabs are necessary for the application. The budget must be detailed using the SDE’s budget codes and include a budget narrative fully explaining each budget line item.

First Tab of Excel Spreadsheet: Budget Spreadsheet

Revenue section for grants for Title I 1003 (g)

- Line 1: Insert submission date.
- Line 4: Insert LEA name
- Line 5: Insert LEA number (three digit number)
- Beginning in column I (for **Title I 1003 (g)** recipients) on line 7: Click in the cell containing the text “(School Name)” and enter the name of one funded school receiving funds from the **Title I 1003 (g) SI grant**. Press the “Enter” key to display the name of the school in all other appropriate cells.
- Beginning in **Column E on line 9** (FY10 LEA/School Status): Click in the cell and select the high priority status of the LEA from the drop-down list displayed. Click in **Column I, line 9** and select the status for each funded school from the drop-down list.
- Beginning in Column I on line 10 (FY 2010 SI Grant Award/Allocation): Insert each funded school’s budget for the year. (e.g. If your budget is \$350,000, enter “350000” and the spreadsheet will format your entry appropriately.) Repeat on line 10 in both columns J and K to display the entire three-year budget for the school.
- Enter the district portion of each school’s total award in columns E, F and G, if applicable. The spreadsheet is formatted to total the budget amount entered in columns E through K and will enter the combined total on line 10 in Column D. The amount

displayed in Column D, line 10 **cannot exceed the total school award** for the three-year grant period.

- In Column I, line 11, select the Intervention Model to be used by the displayed school.

Appropriations section

*The first two columns are “frozen” so you can scroll over to the appropriate column for each year’s budget and have the descriptions right next to the cells where you **enter the budgeted amounts.***

- **Lines 18-176:** Insert proposed appropriations for the district and the funded school. (e.g. district-wide are expenses such as teachers who provide district-wide services) Each category’s sub-total will automatically calculate.
- **Line 13, Check cell:** **Look to see that the budget minus expenditures equals zero.**

Second Tab of Excel Spreadsheet: Budget Justification Sheet

- On line 1, the LEA name and LEA number will auto fill from the spreadsheet, so no entry is needed. The cells are locked.
- Complete the Justification cells for those items by year.
- Beginning on line 9, enter one account number/line item number per section/line for each budgeted item on tab 1. (e.g. 71100/722) Press “Tab” to go to the next column.
- Enter the line item description matching that line item number in the first column. (e.g. IF you entered 71100/722 in the first column, the description typed in the second column would be “Regular Instructional Equipment”.) Press “Tab” to go to the Justification columns.
- For each year that district-wide and funded school expenses included line item 71100/722, enter a detailed justification for that expense. (If the justification is the same for multiple years, type the justification in the first applicable column and then “copy and paste” the information in the other applicable columns.)
- Once the description has been entered, press “Alt-Enter” two times and enter the total cost for the line item being funded by the district or school funds.
- Press the “Tab” key to go to the next column.
- Continue for each line item budgeted with these grants.

VII. School Level Descriptive Information

An LEA must submit this section for each individual school. A separate template is included with the application package so the LEA can create a separate electronic file for each school served. Label each electronic file with the LEA name and School name.

A. DESCRIPTIVE INFORMATION: An LEA must include the following information for each school in its application for a School Improvement Grant.

Name of School: _____

Principal Name for SY10-11: _____

(mark TBD if unknown at this time)

Tier: I II III

(Please check appropriate tier)

Needs of School: All and disaggregated Student Achievement Data (Insert most recent TSIP data, not AYP data, for math, reading/language arts, graduation or attendance rate by all students and subgroups)(copy and paste data into the box):

School Achievement and Goals for other Indicators: Attach an electronic copy of your TSIP Action Plan (Component 4) to your application.

Professional Development: Ongoing professional development, including job-embedded training designed to build capacity and support staff, is an integral part of successful school reform. While no specific amount of SIG funds are required for professional development, plans for professional development to be provided through SIG must be included in TSIPP Component 4 (goals, actions steps, and implementation plans). This includes literacy training for the staff unless the school demonstrates proficiency in this area.

Provide your school's PD plan including topics and projected dates. **For a Tier I and Tier II school only:** State the intervention model from the SIG final requirements and answer the questions in Appendix F applicable to the selected model. Provide your rationale for the selection of the model. These questions address requirements under the law and were taken from the *Handbook on Effective Implementation of School Improvement Grants*. Model

- Answers: 1.
2.
3.
4.
5.
6.

- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.

Rationale:

For Renewal Schools (Corrective Action and Restructuring 1) ONLY

List the intervention and describe rationale for choosing the state intervention(on the state’s website):

Intervention:

Rationale:

For Tier III Focus Schools (School Improvement 1 and School Improvement 2) ONLY:

List the intervention activities the school will implement.

For a Tier I, Tier II or Tier III school: Describe your implementation plan including quarterly milestone goals for each year and three-year timeline.

ARRA Fraud Notice

Recipients of awarded funds made available under the Recovery Act shall promptly refer to an appropriate inspector general any credible evidence that a principal, employee, agent, contractor, sub-grantee, subcontractor, or other person has submitted a false claim under the False Claims Act or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving those funds.

APPENDIX A

*Tier I, II and III Schools
(Determined in 2009-2010)*

Appendix A: Tennessee TIER 1, 2 and 3 Schools 2009-10

NCES LEA ID	NCES SCH ID	District	Title I School	Grades	NCLB Status 2009-10	TIER	Model	Grad Rate <60%	Lowest 5% of Tier
4700180	37	Bedford County	* Harris Middle School	6-8	School Improvement 2 - Improving	T3			
4700300	882	Blount County	Everett Learning Opportunity Center	6-12	Good Standing	T2			Y
4700300	1652	Blount County	* Union Grove Middle School	PK 6-8	School Improvement 1 - Improving	T3			
4701390	425	Bradford	* Bradford High School	7-12	School Improvement 2 - Improving	T3			
4700420	117	Campbell County	* Campbell County Comprehensive High School	9-12	School Improvement 2 - Improving	T3			
4700420	125	Campbell County	* Jellico High School	9-12	School Improvement 1 - Improving	T3			
4700570	229	Cheatham County	* East Cheatham Elementary	PK-4	School Improvement 1	T3			
4703180	1270	Davidson County	* Cameron Middle School	5-8	Restructuring 2 (Alt. Governance)	T3	ASD		
4703180	1299	Davidson County	* Glenciff Comp High School	9-12	Restructuring 2 (Alt. Governance)	T3	ASD		
4703180	1311	Davidson County	Harris Hillman Special	PK-12	Corrective Action	T2			Y
4703180	1319	Davidson County	* Hillwood Comprehensive High	9-12	Good Standing	T3N			
4703180	1961	Davidson County	* Hunters Lane Comprehensive High	9-12	Good Standing	T3N			
4703180	1337	Davidson County	* Maplewood Comprehensive High	9-12	Good Standing	T3N			
4703180	1255	Davidson County	* Amqui Elementary	PK-4	School Improvement 1	T3			
4703180	1257	Davidson County	* Antioch High School	9-12	School Improvement 2	T3			
4703180	1052	Davidson County	* Antioch Middle School	5-8	Corrective Action	T3			
4703180	1258	Davidson County	* Apollo Middle School	5-8	Restructuring 1	T3			
4703180	1647	Davidson County	* Bailey Middle School	5-8	School Improvement 1	T3			
4703180	1400	Davidson County	* Brick Church Middle School	5-8	School Improvement 2	T3			
4703180	1273	Davidson County	* Chadwell Elementary	PK-4	School Improvement 1	T3			
4703180	1274	Davidson County	* Charlotte Park Elementary	PK-4	School Improvement 1	T3			
4703180	1279	Davidson County	* Cotton Elementary	PK-4	School Improvement 1	T3			
4703180	1307	Davidson County	* Gra-Mar Middle School	5-8	School Improvement 1	T3			
4703180	1318	Davidson County	* Hillsboro Comp High School	9-12	School Improvement 2 - Improving	T3			
4703180	1322	Davidson County	* Isaac Litton Middle School	5-8	School Improvement 1 - Improving	T3			
4703180	1323	Davidson County	* Jere Baxter Middle School	5-8	Restructuring 1	T3			
4703180	1326	Davidson County	* John B Whitsitt Elementary	PK-4	School Improvement 1	T3			
4703180	1701	Davidson County	* John Early Paideia Middle Magnet	5-8	School Improvement 1	T3			
4703180	1346	Davidson County	* John T. Moore Middle School	5-8	School Improvement 1	T3			
4703180	1334	Davidson County	* Lakeview Elementary Design Center	K-5	School Improvement 1	T3			
4703180	1338	Davidson County	* Margaret Allen Middle School	5-8	School Improvement 2	T3			
4703180	1342	Davidson County	* McGavock Comp High School	9-12	Restructuring 1	T3			
4703180	1350	Davidson County	* Napier Elementary Enhancement Option	PK-4	School Improvement 1 - Improving	T3			
4703180	1370	Davidson County	* Stratford Comp High School	9-12	School Improvement 2	T3			
4703180	1374	Davidson County	* Tusculum Elementary	PK-4	School Improvement 1 - Improving	T3			
4703180	1382	Davidson County	* West End Middle School	5-8	School Improvement 1 - Improving	T3			
4703180	1386	Davidson County	* Whites Creek Comp High School	9-12	Restructuring 1	T3			
4703180	1389	Davidson County	* Wright Middle School	5-8	Corrective Action	T3			
4701080	346	Dyersburg	* Dyersburg Intermediate School	3-5	School Improvement 1	T3			
4701080	349	Dyersburg	* Dyersburg Primary	PK-2	School Improvement 1	T3			
4701590	759	Hamilton County	* Howard School Of Academics Technology	6-12	State/LEA Reconstitution Plan 1	T1	ASD	Y	
4701590	750	Hamilton County	Hixson High School	9-12	Good Standing	T2			Y
4701590	938	Hamilton County	* Calvin Donaldson Elementary	PK-5	School Improvement 1	T3			
4701590	691	Hamilton County	* Clifton Hills Elementary	PK-5	School Improvement 1	T3			
4701590	502	Hamilton County	* East Ridge Middle School	6-8	School Improvement 1	T3			

Appendix A: Tennessee TIER 1, 2 and 3 Schools 2009-10

NCES LEA ID	NCES SCH ID	District	Title I School	Grades	NCLB Status 2009-10	TIER	Model	Grad Rate <60%	Lowest 5% of Tier
4701590	781	Hamilton County	* Lookout Valley Middle / High School	6-12	School Improvement 2	T3			
4701590	801	Hamilton County	* Orchard Knob Middle	6-8	School Improvement 1	T3			
4701590	517	Hamilton County	* Red Bank High School	9-12	School Improvement 1	T3			
4701590	521	Hamilton County	* Sequoyah High School	9-12	School Improvement 1	T3			
4701800	1427	Henderson County	* Scotts Hill High School	9-12	Good Standing	T3N			
4701800	603	Henderson County	* Lexington High School	9-12	School Improvement 2 - Improving	T3			
4701950	633	Humboldt	* East End Magnet Academy	PK-5	School Improvement 1	T3			
4701950	637	Humboldt	* Stigall Magnet Academy	PK-5	School Improvement 1	T3			
4702220	767	Knox County	* Austin East High/Magnet	9-12	State/LEA Reconstitution Plan 1	T1	ASD		Y
4702220	770	Knox County	* Bearden Middle School	6-8	School Improvement 1 - Improving	T3			
4702220	772	Knox County	* Beaumont Elementary/Magnet	K-5	School Improvement 1	T3			
4702220	773	Knox County	* Belle Morris Elementary	K-5	School Improvement 2	T3			
4702220	725	Knox County	* Carter High School	9-12	Corrective Action	T3			
4702220	775	Knox County	* Central High School	9-12	Corrective Action	T3			
4702220	473	Knox County	* Christenberry Elementary	K-5	School Improvement 1	T3			
4702220	1847	Knox County	* East Knox Elementary	PK-5	School Improvement 1 - Improving	T3			
4702220	783	Knox County	* Fulton High School	9-12	Restructuring 1 - Improving	T3			
4702220	732	Knox County	* South Doyle High School	9-12	Corrective Action	T3			
4702220	816	Knox County	* Spring Hill Elementary	K-5	School Improvement 1 - Improving	T3			
4702220	822	Knox County	* West High School	9-12	School Improvement 2 - Improving	T3			
4702310	1970	Lauderdale County	* Lauderdale Middle School	6-8	School Improvement 1	T3			
4702310	549	Lauderdale County	* Ripley Elementary	3-5	School Improvement 2	T3			
4702310	838	Lauderdale County	* Ripley High School	9-12	School Improvement 2 - Improving	T3			
4702310	840	Lauderdale County	* Ripley Primary	PK-2	School Improvement 2	T3			
4702520	893	Loudon County	* Ft Loudoun Middle School	6-8	School Improvement 1 - Improving	T3			
4702520	896	Loudon County	* Greenback School	PK-12	School Improvement 2	T3			
4702550	2115	Macon County	* Red Boiling Springs Elementary	K-6	School Improvement 1	T3			
4702580	653	Madison County	* Jackson Central Merry High School	9-12	Restructuring 2 (Alt. Governance)	T3	ASD		
4702580	2032	Madison County	* Liberty Technology Magnet High School	9-12	Corrective Action	T3			
4702760	974	Maury County	* Mt Pleasant High School	9-12	Good Standing	T2			Y
4702940	1064	Memphis	* Frayser Middle/High School	9-12	State/LEA Reconstitution Plan 2 - Improving	T1	ASD	Y	
4702940	1080	Memphis	* Hamilton High School	9-12	State/LEA Reconstitution Plan 4	T1	ASD	Y	Y
4702940	1093	Memphis	* Kingsbury High School	9-12	School Improvement 1	T1	ASD	Y	
4702940	1113	Memphis	* Manassas High School	9-12	School Improvement 2	T1	ASD	Y	
4702940	1125	Memphis	* Northside High School	9-12	State/LEA Reconstitution Plan 1	T1	ASD	Y	Y
4702940	1136	Memphis	* Raleigh Egypt Middle School	6-8	Restructuring 2 (Alt. Governance)	T1	ASD		Y
4702940	1153	Memphis	* Sheffield High School	9-12	Corrective Action	T1	ASD	Y	
4702940	1166	Memphis	* Trezevant High School	9-12	Restructuring 2 (Alt. Governance) - Improving	T1	ASD	Y	Y
4702940	1027	Memphis	* Carver High School	9-12	Good Standing	T3N			
4702940	1058	Memphis	* Fairley High School	9-12	Target	T3N			
4702940	1859	Memphis	* Kirby High School	9-12	Good Standing	T3N			
4702940	1127	Memphis	* Oakhaven Middle/High School	9-12	Good Standing	T3N			
4702940	1013	Memphis	* Alcy Elementary	PK-5	School Improvement 1	T3			
4702940	1016	Memphis	* B T Washington High School	9-12	Restructuring 1	T3			
4702940	1030	Memphis	* Cherokee Elementary	K-5	Restructuring 1	T3			

Appendix A: Tennessee TIER 1, 2 and 3 Schools 2009-10

NCES LEA ID	NCES SCH ID	District	Title I School	Grades	NCLB Status 2009-10	TIER	Model	Grad Rate <60%	Lowest 5% of Tier
4702940	1040	Memphis	* Craigmont High School	9-12	School Improvement 2	T3			
4702940	1044	Memphis	* Cypress Middle School	6-8	School Improvement 2	T3			
4702940	1972	Memphis	* Dunbar Elementary	PK-5	School Improvement 2	T3			
4702940	1055	Memphis	* Egypt Elementary	PK-5	School Improvement 1	T3			
4702940	1056	Memphis	* Evans Elementary	PK-5	School Improvement 1	T3			
4702940	1057	Memphis	* Fairley Elementary	PK-5	School Improvement 1	T3			
4702940	1059	Memphis	* Fairview Jr High School	6-8	School Improvement 1	T3			
4702940	1067	Memphis	* Georgia Ave Elementary	PK-5	School Improvement 1	T3			
4702940	1068	Memphis	* Georgian Hills Elementary	PK-6	School Improvement 2	T3			
4702940	1605	Memphis	* Getwell Elementary School	PK-5	School Improvement 1	T3			
4702940	2042	Memphis	* Grizzlies Academy	9-12	School Improvement 2	T3			
4702940	1078	Memphis	* Guthrie Elementary	PK-5	School Improvement 1	T3			
4702940	1081	Memphis	* Hamilton Middle School	6-8	School Improvement 1	T3			
4702940	1085	Memphis	* Hillcrest High School	9-12	School Improvement 1	T3			
4702940	1958	Memphis	* Lester Elementary School	PK-8	School Improvement 1	T3			
4702940	2113	Memphis	* River City High School of Leadership Service	9-12	School Improvement 1	T3			
4702940	1592	Memphis	* Ross Elementary	PK-5	School Improvement 1	T3			
4702940	1169	Memphis	* Volland Elementary	PK-5	School Improvement 1	T3			
4702940	1186	Memphis	* Wooddale High School	9-12	Restructuring 1	T3			
4702970	464	Milan	* Milan Elementary	PK-4	School Improvement 1	T3			
4703000	1199	Monroe County	* Sweetwater High School	9-12	Restructuring 1 - Improving	T3			
4703000	1201	Monroe County	* Tellico Plains High School	9-12	School Improvement 1	T3			
4703750	1544	Sequatchie County	* Sequatchie Co High School	9-12	School Improvement 1 - Improving	T3			
4703750	1546	Sequatchie County	* Sequatchie Co Middle School	5-8	School Improvement 1	T3			
4703780	1131	Sevier County	* Parkway Academy	6-12	School Improvement 1 - Improving	T2			Y
4704290	870	Union County	* Union County High School	9-12	Good Standing	T3N			
4704350	1750	Warren County	* West Elementary	K-5	School Improvement 1	T3			
4704500	1798	White County	* White County High School	9-12	School Improvement 1	T3			

High Priority Schools are Tennessee schools identified as in improvement, corrective action, or any level of restructuring under ESEA. Secondary Schools are Tennessee high schools. (For schools serving both grade spans, high school achievement data is used.)

TIER 1: Persistently Lowest-achieving Schools - Includes schools meeting either criteria:

- 1) 5% of Title I High Priority Schools with the highest numerical Final Rank; **or**
- 2) Title I High Priority High Schools with a graduation rate less than 60 percent for any 2 of the last 3 years.

TIER 2: Persistently Lowest-achieving Non-Title I Secondary Schools - Includes schools meeting either criteria:

(Non-Title I Schools are Title I eligible but not served (Low Income Family =>35%))

- 1) 5% of Non-Title I Secondary Schools with the highest numerical Final Rank; **or**
- 2) Non-Title I High Schools with a graduation rate less than 60 percent for any 2 of the last 3 years.

TIER 3: Not Persistently Lowest-achieving Schools - Includes schools meeting either criteria:

- 1) (T3) Title I High Priority Schools that are NOT Tier 1; **or**
- 2) (T3N - newly eligible) Title I Secondary Schools successfully participating in High School Redesign SIG funds in 2008-09 based on prior 2 years failing AYP.

When determining Tiers 1, 2, & 3, the USDOE requires that percentages for ALL STUDENTS TESTED be used and not AYP data.

Appendix A: Tennessee TIER 1, 2 and 3 Schools 2009-10

NCES LEA ID	NCES SCH ID	District	Title I	School	Grades	NCLB Status 2009-10	TIER	Model	Grad Rate <60%	Lowest 5% of Tier
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Math % proficient/advanced derived from results of ALL students tested for K8: TCAP 3-8 Math & HS: Algebra I assessments.

RLA % proficient/advanced derived from results of ALL students tested for K8: TCAP 3-8 Reading/Language Arts (RLA) & HS: English II assessments.

Rank within each pool of schools determined as follows:

- 1)** Current Year Math Ranked; **2)** Current Year Reading/Language Arts (RLA) Ranked; **3)** Math and RLA Ranks added for Current Year Rank;
- 4)** Two prior years ranked using the same method; **5)** Two prior year ranks averaged for Prior Years Rank;
- 6)** Current Year Rank and Prior Years Rank added for Combined Rank;
- 7)** For lack of progress, if school Failed AYP 6 years or more, Combined Rank multiplied times 6 for Final Rank.

ASD: Achievement School District

APPENDIX B

Title I School Improvement Grant

Rubric

2010-2013

Appendix B (LEA B)

Title I School Improvement Grant Rubric 2010-13

Name of LEA _____ ACCEPTABLE ___ NEEDS REVISION __
Schools Included for Funding in Grant--
Readers: _____ and _____
<i>NOTE: LEAs will address all "No" responses in an application revision.</i>

Date of Phone Interview _____(if needed for minor clarifications or revisions)

Name of LEA Interviewee_____

LEA Application

1. Is there a signature page with all original signatures on LEA application?

Yes No N/A

If no, which LEA signatures are missing?

2. Has the LEA identified each Tier I, II, and III school it commits to serve and identified the model it will use for each Tier I and II school? Yes No

If not, what is missing?

3. Has the LEA identified each Tier I or III school eligible to be in the ASD and indicated if an exemption from the ASD is being submitted? Yes No

If not, what is missing?

4. Has the LEA identified each Tier III school it commits to serve and indicated the state model that it has selected based on the analysis of the needs? Yes No

If not, what is missing? *Models currently TBD.*

5. Are the “identified” schools in questions 2 and 3 the same as those on SDE allocation sheet? Yes No

If not, list discrepancy.

6. Has the LEA identified the Tier I, II, and III schools that it will not serve? Yes No

7. Did the LEA provide an explanation of why it is NOT serving each eligible Tier I schools? (*why it lacks capacity*) (Must match table "Schools That the LEA Will Not Serve" in Section E)

N/A or Why?

8. If provided, was this an adequate explanation for not serving each eligible Tier I school? Yes No Explain. Did the LEA provide the annual student achievement goals on TCAP in both reading/language arts and math and applicable graduation or attendance rate for monitoring schools receiving school improvement funds? Yes No

9. Did the LEA attach an updated Component 5 of its TCSSP? Yes No

10. Did the LEA describe actions it has taken or will take to design and implement interventions consistent with the final requirements in Appendix E for Tier I and Tier II schools? Yes No

- 11a. Did the LEA recruit, screen, and select external providers, if applicable, to ensure their quality? Yes No

- 11b. Does the district protocol include an analysis of the connection between each external provider’s experience/expertise and the district and the schools needs? Yes No

12. Did the LEA align other resources with the interventions? Yes No

Did the LEA provide a budget narrative of how other resources such as regular Title I, Title II, state/local commitment community resources including descriptions of the following:

- a. Federal resources to support these interventions/activities? Yes No
- b. State and local resources to support these interventions/activities? Yes No
- c. Community or other resources to support these interventions/activities?
Yes No

13. Has or will the LEA modify its practices or policies as necessary to enable its schools to implement the interventions fully and effectively? Yes No

The LEA has provided the following evidence to ensure it has a process to modify its practices and policies as necessary to enable schools to implement the interventions:

- a. Name of School Improvement Grant Coordinator (or other designee) who will address policies and procedure barriers throughout the implementation of the grant. (This responsibility will be included in the roles of the SIG Coordinator, p. L-14.)
Yes No
- b. Date of review and status of LEA board policies; Yes No
- c. Date of review and status of LEA practices/procedures; Yes No
- d. Date of review and status of handbooks for each school receiving SIG funds;
Yes No
- e. The LEA shall describe topic(s) requiring modification and current progress of these modifications. Yes No

14. Did the LEA describe actions that it will take to sustain the reforms after the funding period ends, specifically through resources, technical assistance to schools, and policies related to the recruitment and retention of effective teachers and leaders in persistently-lowest achieving schools? Yes No

Did the LEA provide thorough, well-defined actions detailing how it will accomplish the following:

- a. Sustain resources including but not limited to federal, state, and local education funding; Yes No
- b. Provide level and amount of technical assistance and professional development to schools and staff in each year of the grant; Yes No
- c. Change policies related to recruitment and retention of effective teachers and leaders after the funding periods ends? Yes No

15. Did the LEA include other LEA level activities designed to support implementation that might be mentioned in the school budget? Yes No

16. Did the LEA provide a timeline for the grant that includes quarterly milestones and steps for implementation of intervention for each Tier I and II school in their grant application?
Yes No
17. Did the LEA include on-going internal evaluation/monitoring in its implementation of the grant, including a annual report? Yes No
18. Did the LEA include information about the district leadership grant support team, their responsibilities in the grant implementation, and district contact? Yes No
19. Did the LEA demonstrate its capacity to use school improvement funds to provide adequate resources and support to each Tier I and II school it identified to serve so that the intervention models in those schools can be implemented fully and effectively?
Yes No

School Section

LEA

SCHOOL

CLASSIFICATION

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1. Did the LEA submit a school section for each school in its application?
Yes No
2. Is the most recent student achievement data of the school provided for all students and each subgroup? Yes No
3. Were achievement needs and other goals submitted via the school's TSIP action plan?
Yes No
4. Tier I and II Schools--Was there a rationale for selection of the intervention model in the application? Yes No

Did they address the questions in Appendix F about their model in this rationale?

Yes No

If not, what is missing?

Were the following final requirements in Appendix E for the selected model addressed?

Turnaround Model – 1) Replace principal; 2) Use locally adopted “turnaround” competencies to review and select staff for school; 3) Implement strategies to recruit, place and retain staff 4) Select and implement an instructional model based on student needs; 5) Provide job-embedded PD designed to build capacity and support staff; 6) Ensure continuous use of data to inform and differentiate instruction 7) Provide increased learning time for staff and students; 8) Provide social-emotional and community-oriented services and supports; 9) Adopt a new governance structure 10) Grant operating flexibility to the school leader

Yes No NA

Transformation Model – 1) Replace principal 2) Implement new teacher evaluation system that uses student growth as a significant factor 3) Identify and reward staff who are increasing student outcomes and remove those who, after ample opportunity to improve opportunities have not improved professional practices 4) Implement strategies to recruit, place and retain staff. 5) Provide ongoing job-embedded professional development designed to build capacity and support staff; 6) Ensure continuous use of data to inform and differentiate instruction; 7) Provide increased learning time for staff and students 8) Provide ongoing mechanism for community and family engagement; 9) Partner to provide social-emotional and community-oriented services and supports; 10) Provide sufficient operating flexibility to implement reform; 11) Ensure ongoing technical assistance

Yes No NA

Restart Model – Convert or close and reopen under a charter management organization or an education management organization selected through a rigorous review process.

Yes No NA

School Closure Model – Close the school and enroll student attending that school in other schools in the LEA that are higher achieving, ensuring that they are within reasonable proximity to the closed school.

Yes No NA Is the rationale strong? Yes No

5. Renewal Schools--Was the intervention from the list posted on the state's website selected? Yes No

Was a rationale for its selection provided? Yes No

Is the rationale strong? Yes No

6. Tier III Focus Schools--Were the intervention activities that the school will implement given? Yes No

7. Tier I and II Schools-- If the school will be implementing either the turnaround or transformation model, did the resumes for the principal and the search process get submitted. Yes No

8. Was the form for External Providers completed, if applicable? Yes No

9. Are plans for ongoing professional development that includes job-embedded training designed to build capacity and support school staff described in the application, if applicable?
Yes No NA
10. Was literacy training included for staff in schools that demonstrated a lack of proficiency in the area? Yes No

Budget

1. Is there an electronic copy of the budget for each school to be served?
Yes No
2. Does the revenue section match the SDE's allocation? Yes No
3. Do the allocations match the proposed model/activities? Yes No
4. Line 13 check cell is zero? Yes No
5. If an intervention model is used, is it selected on line 11 (drop down box)?
Yes No
6. Line 9 LEA/School Status information given? Yes No
7. Is there a separate three year budget for each LEA and school? Yes No
(Match budget to proposed program on school sheets)
8. Is the budget adequate for full and effective implementation for the models in Tier I and II schools and improvement activities in Tier III schools as per the application during the time funds are available? Yes No
9. Are budget justifications completed for 3 years? Yes No
10. Do budget justifications give specific information and end with total of the line item?
Yes No
11. Do budget justifications match the line item budget? Yes No

TSIP Rubric –Component 4- Action Plan Development Rubric

Indicator	Performance Levels				Rating
	4 <i>Exemplary Goals</i>	3 <i>Adequate Goals</i>	2 <i>Limited Goals</i>	1 <i>Inadequate Goals</i>	
4.1					
Goals	In developing our school goals, we addressed <i>all</i> of the following. The school goals are:	In developing our school goals, we addressed at least <i>four</i> of the following. The school goals are:	In developing our school goals, we addressed at least <i>one</i> of the following. The school goals are:	In developing our school goals, we did not address any of the following.	4
	<input type="checkbox"/> statements that are based on desired student performance with defined performance standard <input type="checkbox"/> linked to a reasonable timeline				3
	<input type="checkbox"/> measurable <input type="checkbox"/> designed to address No Child Left Behind (NCLB) benchmark requirements <input type="checkbox"/> addressing needs identified by the data				2
	<input type="checkbox"/> linked to the system’s Five Year Plan <input type="checkbox"/> representative of a comprehensive planning process				1
Rationale for Performance Level Decision:					

Indicator	Performance Levels				Rating
	4	3	2	1	
4.2	<i>Exemplary Action Steps</i>	<i>Adequate Action Steps</i>	<i>Limited Action Steps</i>	<i>No Action Steps</i>	
Action Steps	In developing our school action steps, we addressed <u>all</u> of the following. The school action steps:	In developing our school action steps, we addressed at least <u>five</u> of the following. The school action steps:	In developing our school action steps, we addressed at least <u>one</u> of the following. The school action steps:	In developing our school action steps, we did not address the following.	4
	<input type="checkbox"/> are aligned to identified needs/stated goals <input type="checkbox"/> are clearly linked to specific student behaviors <input type="checkbox"/> include specific implementing and evaluating steps <input type="checkbox"/> detail how frequently the action occurs <input type="checkbox"/> define professional development activities for addressing identified diverse needs of instructional staff and administrators <input type="checkbox"/> describe how the school will promote parent and community involvement <input type="checkbox"/> state how technology will address varied needs of teachers, administrators and paraprofessionals <input type="checkbox"/> provide for effective communication between and among school personnel and all stakeholders. <input type="checkbox"/> are student-centered, teacher-centered, and school organization-centered				3
Rationale for Performance Level Decision:					2
					1

Indicator	Performance Levels				Rating
	4	3	2	1	
4.3	<i>Exemplary Implementation Plan</i>	<i>Adequate Implementation Plan</i>	<i>Limited Implementation Plan</i>	<i>No Implementation Plan</i>	
Implementation Plan	In developing our school implementation plan, we addressed <u>all</u> of the following. The school implementation plan:	In developing our school implementation plan, we addressed at least <u>three</u> of the following. The school implementation plan:	In developing our school implementation plan, we addressed at least <u>one</u> of the following. The school implementation plan:	In developing our school implementation plan, we did not address the following.	4
	<input type="checkbox"/> has varied timelines which give specific beginning and ending dates for each action <input type="checkbox"/> clearly identifies person who is responsible for timely and complete work scheduled for each action <input type="checkbox"/> lists projected costs/required resources required to address and support action activities to successful completion* <input type="checkbox"/> identifies funding sources for each activity <input type="checkbox"/> specifies well-defined evaluation strategies for each action relating to student achievement				3
<input type="checkbox"/> has varied timelines which give specific beginning and ending dates for each action <input type="checkbox"/> clearly identifies person who is responsible for timely and complete work scheduled for each action <input type="checkbox"/> lists projected costs/required resources required to address and support action activities to successful completion* <input type="checkbox"/> identifies funding sources for each activity <input type="checkbox"/> specifies well-defined evaluation strategies for each action relating to student achievement				2	
<input type="checkbox"/> has varied timelines which give specific beginning and ending dates for each action <input type="checkbox"/> clearly identifies person who is responsible for timely and complete work scheduled for each action <input type="checkbox"/> lists projected costs/required resources required to address and support action activities to successful completion* <input type="checkbox"/> identifies funding sources for each activity <input type="checkbox"/> specifies well-defined evaluation strategies for each action relating to student achievement				1	
* Money and personnel time are included as resources					
Rationale for Performance Level Decision:					

APPENDIX C

Tennessee School Improvement Planning Process (TSIPP) Component 4

Tennessee School Improvement Planning Process (TSIPP)

SIP Guide



Tennessee Department of Education
Commissioner Lana C. Seivers

August, 2007



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GOVERNOR

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LANA C. SEIVERS, Ed.D.
COMMISSIONER

July, 2007

Dear Educators:

For fifteen years, Tennessee schools have been involved in school improvement planning through use of the Tennessee School Improvement Planning Process (TSIPP). The purpose has been to assist educators in using data to prioritize performance targets for each school. I believe the TSIPP should be a “lesson plan” for schools, used much the same as good teachers use their own lesson plans... to reflect on where you’ve been, determine where you are, and decide what you need to do to accomplish your goals.

With the accountability demands of *No Child Left Behind* and other federal and state mandates, each school’s plan now serves as the accountability document for measuring adequate yearly progress (AYP). Areas of strengths and needs at the school level will assist you in designing strategies to increase student performance for all students. It is extremely important that the TSIPP be utilized as a tool for meeting individual student needs.

The Department of Education, in consultation with practitioners, has worked to enhance the existing TSIPP process to meet federal, regional, and state requirements in one process, one plan. Due to the continuing partnership with the Southern Association of Colleges and Schools (SACS), Tennessee schools may use the one planning process for both school approval and accreditation purposes. The TSIPP is also directly aligned with the State’s Tennessee Comprehensive Systemwide Planning Process (TCSPP).

All schools on alternate year schedules for elementary and high school, with the exception of high priority schools, will submit a TSIPP by May 15 of each year to their Field Service Center Office. State identified high priority schools will submit a complete plan beginning November 1 of each year to their Field Service Center Office. The complete TSIPP process guide with Rubric is located on our state website at tennessee.gov/education.

I appreciate and applaud those practitioners who gave their time to assist Department staff in the TSIPP development. We are committed to involving you in this process, and your comments and input are important. The TSIPP should be continuously reviewed and refined so that it addresses our mission to “help teachers teach and children learn.”

Each school year holds many challenges for educators in Tennessee and throughout the country. We have a tremendous opportunity to improve education in all our classrooms and schools and an even greater responsibility to be the kind of teacher and principal we would want for our own children.

Sincerely,

Lana C. Seivers
Commissioner of Education

Tennessee School Improvement Planning Process (TSIPP)

Assurances

with Signature of Principal

I certify that _____ School has utilized the data and other requirements requested for each component. The school 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 Principal

Date Signed

Overview

School improvement is a continuous process utilized in Tennessee schools to ensure that schools are meeting all students' needs. School Improvement teams are one way to begin building the professional learning communities needed to support the continuous improvement effort. These teams are charged with learning to effectively use data to determine student performance goals and to use research to identify strategies and interventions to achieve these goals. Schoolwide planning includes all constituencies involved in the school. The quest for tools to improve student learning will be sustained throughout the continuous school improvement process.

Over the past year, educators in the state of Tennessee have done work to update and streamline the TSIPP used. One of the guiding principles of our efforts was to make one plan suffice for a school. The school-level plan will incorporate the current TSIPP, SACS, and other plan requirements for NCLB. Although previously at the district level, vocational, special education, technology, and federal programs information was generally reported in a series of system-level plans, the State Department has now developed a one plan, one process approach for district level supervisors and directors of schools called the "Tennessee Comprehensive Systemwide Planning Process or TCSPP". The Tennessee School Improvement Planning Process is now aligned with the TCSPP process.

- Elementary schools will be asked to submit a TSIPP by May 15, 2008 for a state review.
- Unit, middle, and high schools will be asked to submit a TSIPP by May 15, 2009 for a state review.
- A unit school will need to submit a TSIPP which addresses both elementary, middle, and high school student performance data and needs.
- A school currently state identified as "high priority" will be required to submit a complete SIP each November to the state for review.

Guide for TSIPP Component 1

Collaborative Process, Data Collection and Analysis/Synthesis, and School Profile Development

Introduction to

Component 1a - Collaborative Process, Data Collection and Analysis/Synthesis and School Profile Development

Component 1 encourages collaboration among all constituencies involved in the school in collecting, organizing, and analyzing data for developing the school's profile. Initial and ongoing conversations need to be inclusive in involving all constituencies. Personnel should be responsible for 'getting their arms around the data' in determining performance targets which later become goals. This Component has been expanded from previous years in wrapping the collaboration/communication process into the data collection/analysis/synthesis process with the final product culminating in the School Profile being developed, thus combining previous planning Components 1 and 3.

Improvement planning research has been critical of the extended use of personnel time used in Plan development as compared to use of personnel time in the implementation of the Plan once development is completed. Component 1 has been combined with Component 3 in streamlining the collection of data with conversations about student performance and immediate school priorities which are data driven.

In this component of the school improvement planning process, there is a need to begin a conversation about the development of an accurate and succinct profile of the students and community served by your school. In order to accomplish this, information will need to be gathered and analyzed in a variety of areas. Collection and careful analysis of pertinent information is critical in determining the effectiveness of the existing programs and services. Moreover, the types of data collected for the profile can assist schools in planning and sustaining their school improvement initiatives in behalf of student learning.

The development of the school improvement plan needs to take into account the learning needs of students and the characteristics of the students, school, and community. The profile helps to ensure that the design of the school improvement plan is customized to the individual school. The school's plan should be designed to directly address the specific learning needs of the students served by the school.

The development of the profile includes four major steps: namely, the collection and management of the profile data, the analysis and synthesis of data, the communication of the data with the school's stakeholders, and the use of the data for school improvement planning. In

addition, a self-assessment tool in the form of a rubric is provided to help you evaluate progress on each of the key tasks in developing your school profile.¹

The School Profile has been expanded from merely a demographic depiction of the school to a complete Profile of both academic and nonacademic analyses of the school's data. In combining Components 1 and 3, ALL relevant student performance data are discussed simultaneously and immediate priorities can be quickly established rather than waiting lockstep to move forward. Because of the long school improvement planning history, Tennessee school personnel are ready for this change in streamlining conversations around improvement.

¹ Kathleen Fitzpatrick, School Improvement: Focusing on Student Performance. National Study of School Evaluation (NSSE). 1997

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.2: Subcommittee Formation and Operation

Subcommittees should represent various grade levels within the school and relevant stakeholders. It is desirable to include stakeholders on subcommittees when possible. Stakeholders should be strategically assigned to appropriate committees based on strength, skills and knowledge.

If there are guiding initiatives within your school, be sure to place those key faculty members involved in the initiatives on the appropriate subcommittees. Subcommittees have the responsibility to monitor the development and implementation, as appropriate, of the respective component so that the subcommittee chair can communicate the progress to the SIP Leadership Team.

In completing the templates that name the members of the subcommittees, be sure to indicate each member's position within the school or stakeholder group. Indicate which member serves as the subcommittee chair.

After each list of the members for a subcommittee, be sure to indicate the signatures for the subcommittee chairs are on file and check the box to indicate assurance the subcommittee has met and minutes are on file.

TEMPLATE 1.2: Subcommittee Formation and Operation

(Rubric Indicator 1.2)

Subcommittee for COMPONENT 1 School Profile and Collaborative Process

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>

(tab in last cell to create a new row as needed)

Component 1 Subcommittee has met to address critical components of the SIP and minutes are on file.

<input type="checkbox"/> YES	<input type="checkbox"/> NO
------------------------------	-----------------------------

Subcommittee 1 Chair Signature

Subcommittee for COMPONENT 2 Beliefs, Mission and Vision

Member Name	Position	Chair

(tab in last cell to create a new row as needed)

Component 2 Subcommittee has met to address critical components of the SIP and minutes are on file.

<input type="checkbox"/> YES	<input type="checkbox"/> NO
------------------------------	-----------------------------

Subcommittee 2 Chair Signature

Subcommittee for COMPONENT 3 Curricular, Instructional, Assessment, and Organizational Effectiveness

Member Name	Position	Chair

(tab in last cell to create a new row as needed)

Component 3 Subcommittee has met to address critical components of the SIP and minutes are on file.

<input type="checkbox"/> YES	<input type="checkbox"/> NO
------------------------------	-----------------------------

Subcommittee 3 Chair Signature

Subcommittee for COMPONENT 4 Action Plan Development

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>

(tab in last cell to create a new row as needed)

Component 4 Subcommittee has met to address critical components of the SIP and minutes are on file.

<input type="checkbox"/> YES	<input type="checkbox"/> NO
------------------------------	-----------------------------

Subcommittee 4 Chair Signature

Subcommittee for COMPONENT 5 The School Improvement Plan and Process Evaluation

<i>Member Name</i>	<i>Position</i>	<i>Chair</i>

(tab in last cell to create a new row as needed)

Component 5 Subcommittee has met to address critical components of the SIP and minutes are on file.

<input type="checkbox"/> YES	<input type="checkbox"/> NO
------------------------------	-----------------------------

Subcommittee 5 Chair Signature

Component 1a - School Profile and Collaborative Process

TEMPLATE 1.3 Collection of Academic and Nonacademic Data and Analysis/Synthesis

TEMPLATE 1.3.1: Data Sources (Including surveys)

Use surveys to capture perceptual data. Administer some kind of survey to all shareholders with reasonable frequency. Determine how often to administer your surveys by considering several factors:

- Mobility of student families
- Grade span served (if you serve only three grades, you could have a complete turnover of parents every three years)
- Change in leadership
- Change in organizational practice.

A school will rarely have each of the surveys listed here, but at least one survey should be administered and evaluated. Common survey types include: Title I Needs Assessment, Title I Parent Surveys, District school climate surveys. Staff Development SACS Surveys (NSSE).

TEMPLATE 1.3.1: Data Sources (including surveys)

(Rubric Indicator 1.3)

Data Source	Relevant Findings

TEMPLATE 1.3.2: Narrative and Analysis of Relevant School and Community Data

Some of the factors to consider in this narrative and analysis might be historical background, facilities, environmental and safety concerns, socio-economic factors, parent/guardian demographics, honors classes, unique programs, parental support, school-business partnerships, major employers, and any other demographic factor (school or community) of major impact, including major changes and/or events that have adversely impacted your school..

TEMPLATE 1.3.2: School and Community Data

(Rubric Indicator 1.3)

Narrative and analysis of relevant school and community factors:

--

COMPONENT 1a – SCHOOL PROFILE AND COLLABORATIVE PROCESS
(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)

Quality schools show progress by changing school and classroom practices in ways that improve student achievement. These schools focus on practices that have proven most effective in advancing student achievement.

List School Improvement Team members’ names and the subcommittee or group they represent as a separate page.

- ◆ Members of the team are the stakeholders within the community. Depending on the school configuration the representatives might include, key academic teachers, career/technical teachers, administrators, guidance counselors, student, parents/guardians, community members, business partners, industry representatives, and post-secondary professors.
- ◆ Subcommittees are formed to address components and break the work into manageable units. The chair of the subcommittees would be standing members of the SIP Leadership Team.
- ◆ Collect and review student, parent or guardian, and community data
- ◆ Collect and review material and environmental data
- ◆ Survey of stakeholders
- ◆ Address the following critical domains: school characteristics, student population, parent or guardian demographics and community characteristics.

- ◆ **School Characteristics:**

1. Historical background
2. Facilities
3. Environmental and safety conditions
4. Grade distribution
5. Length of school year
6. Length of school day
7. Operating budget distribution equity
8. Per pupil expenditures
9. Administration, faculty, and staff demographics (race, gender, ethnicity)
10. Years of experience of faculty and administration
11. Percentage of courses taught by Highly Qualified teachers
12. Percentage of faculty and staff who hold advanced degrees
13. Percentage of faculty teaching courses outside their area of certification
14. Enrollment data
15. Curriculum offerings
16. Unique programs
17. Honors Classes
18. Advanced Placement Classes
19. IB Program/Classes
20. Dual Enrollment Classes
21. Parental support
22. Drug, alcohol, or tobacco incidents or arrests
23. School-business partnerships
24. Mobility and longevity of staff at school
25. Grant awards
26. Staff involvement in school/system leadership activities
27. High Qualified Paraprofessionals
28. Trained and qualified mentors

- ◆ **Student Population Data such as:**

1. Number of students

COMPONENT 1a – SCHOOL PROFILE AND COLLABORATIVE PROCESS
(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)

2. Student demographics (race, gender, ethnicity)
3. English proficiency
4. Free and reduced lunch rate (economically disadvantaged)
5. Discipline referrals
6. Retention rate
7. Transfer rate (mobility)
8. Drop-out rate
9. Graduation rate
10. Special Education Disability Types, Numbers, Percents
11. Students attending Preschool
12. Extracurricular activities
13. Post graduate employment
14. Student attitudes/perceptual data

◆ **Parent or Guardian Demographics:**

1. Race
2. Ethnicity
3. Marital Status
4. Level of education
5. Employment status
6. Income level

◆ **Community Characteristics:**

1. Size of community
2. Demographic breakdown of the populous
3. Average income or economic level
4. Number of private schools in the area
5. Major employers
6. Residents with school-age children
7. Community involvement or participation in school activities
8. Group homes/substance abuse centers/homeless shelters

Component 1b – Academic and Non-Academic Data Analysis/Synthesis

Introduction to

Academic and Non-Academic Data Analysis/Synthesis

Component 1 has been expanded to include all types of data collection, organization, analysis and synthesis for quick access of necessary information for collaboration and communication around what is working and not working for students in your school. It includes all kinds of data reporting, both non-academic and academic. You may also address the impact of key community events here (e.g., tornadoes, plant closings, major economic shifts).

Data are essential for planning. Effective planning assesses student needs accurately and completely.

Conduct a comprehensive needs assessment to direct attention to the most critical student achievement needs and those non-academic needs that significantly impact academic performance. A needs assessment is a cyclical process. The district's strategic plan will use your school improvement plan and the data you collected as part of the needs assessment process that it will undertake in its planning process.

The important steps in a comprehensive needs assessment are

1. Review current SIP and other relevant school-level reports and documents;
2. Identify the non-academic and academic data within the plans and reports;
3. Decide if more data are needed and, if so, make decisions about collecting those data;
4. Disaggregate data by NCLB required student subgroups;
5. Identify accountability subgroups for the school;
6. Analyze data to determine strengths and needs;
7. Prioritize and list needs.

Component 1b – Academic and Non-Academic Data Analysis/Synthesis

TEMPLATE 1.4: Variety of Academic and Non-Academic Assessment Measures
Refer to Component 1 Academic/Nonacademic Helpful Hints.

TEMPLATE 1.4: Variety of Academic and Non-Academic Assessment Measures
(Rubric Indicator 1.4)

List Data Sources

TEMPLATE 1.5: Data Collection and Analysis
Describe the data collection and analysis process used in determining your strengths and needs. Collection refers to the types of data gathered. Analysis would be the process used for the full review of all data gathered.

TEMPLATE 1.5: Data Collection and Analysis
(Rubric Indicator 1.5)

Describe the data collection and analysis process used in determining your strengths and needs.

TEMPLATE 1.6: Report Card Data Disaggregation

Provide narrative analysis of disaggregated Report Card data. Disaggregation is the separating of data into pieces for a detailed review. The results would focus on what you learn about the individual data pieces.

TEMPLATE 1.6: Report Card Data Disaggregation

(Rubric Indicator 1.6)

Report Card Data Disaggregation

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TEMPLATE 1.7: Narrative Synthesis of All Data

Give a narrative synthesis of all data. Synthesis would be the blending of the data reviews to give the big picture.

TEMPLATE 1.7: Narrative Synthesis of All Data

(Rubric Indicator 1.7)

Narrative Synthesis of Data

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COMPONENT 1b – ACADEMIC AND NON-ACADEMIC DATA ANALYSIS
(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)

- ◆ Develop performance targets. This is an Essential part of your plan. Remember that the most basic requirement of the plan is that it be DATA-DRIVEN.

In your narrative synthesis of the *academic* data, here are some areas to review:

1. TCAP Results
2. Writing Assessment
3. End of Course Tests
4. SAT
5. ACT
6. Value-Added Scores
7. Criterion-referenced Exams
8. Performance-based Measures
9. Text Book Tests
10. Samples of Student Work (portfolios, project demonstrations, lab journals, service learning participation)
11. Gateways
12. Formative and Summative Assessments
13. Pre-K and early grades assessments, DIBELS, etc.
14. Career-Technical competencies, as applicable

Guide for TSIPP Component 2

Beliefs, Mission and Vision

Introduction to

Component 2 – Beliefs, Common Mission and Shared Vision

To be an effective school, you must be a community of professional learners. Effective professional learning communities must have a common mission, beliefs and shared vision. These serve to focus and guide your work. They also hold all members of the professional learning community to the same standards of expectation and serve to ensure accountability.

Beliefs are statements of collective underlying values and principles that guide decisions and actions. Beliefs are the school's shared values and expectations for students' future success. Beliefs address areas such as expectations and conditions for learning; instructional interactions; ways assessments are used to improve student success; the extent of supportive, positive relationships and interactions ("the way we get along"); and ways decisions are made. Belief statements indicate that the students are valued as people and as learners.

A **mission statement** expresses the school's purpose for being and existing. It conveys the uniqueness of a school, what it is doing for students, and how it is being accomplished. It guides their action, promotes accountability for the work and for how the work is to be carried out. It is reflective of the belief of the school and its stakeholders

The vision requires you to take the opportunity to focus beyond where your school currently is while you revisit your beliefs and mission –what are your collective expectations for the future. These expectations for the future become your **shared vision**. The vision provides a clear picture of the quality of the product one can expect from your organization.

Schools that have articulated the shared vision, and beliefs of their constituents, which have a clear mission statement focused on student achievement, make progress and continually improve the educational, instructional, and organizational environment. The entire faculty and **all** stakeholders need to adopt the beliefs on which your mission statement is based. Using a collaborative process is extremely important in ensuring everyone adopts these beliefs. To ensure collective ownership, collective responsibility and accountability, it is imperative that you reach consensus on what your beliefs, mission and shared vision are. Get direct input from all faculty members and from as many stakeholders as possible.

There are two critical elements that are prevalent in the beliefs, mission and shared vision of high performing schools; 1) stakeholders are keenly aware of and understand the importance of the attributes of such schools-they answer the question "what kind of work should we be engaged in-what kind of work will yield the outcomes we are seeking to generate for our students?", and 2) the beliefs, mission and shared vision are focused on student achievement-everything that we do should serve to improve student achievement.

Component 2 – Beliefs, Common Mission and Shared Vision

TEMPLATE 2.1: Beliefs, Common Mission and Shared Vision

Use Template 2.1 to articulate your Beliefs, Common Mission and Shared Vision

Template 2.1: Beliefs, Common Mission and Shared Vision

(Rubric Indicators 2.1 and 2.2)

Beliefs

Common Mission

Shared Vision

COMPONENT 2 – BELIEFS, COMMON MISSION and SHARED VISION
(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)

For Your Consideration:

- State your beliefs, **mission and shared vision clearly in understandable language**, without educational jargon. Parents and community members should have as clear an understanding and ownership of the belief statements as the school faculty and administration.
- Beliefs, **mission and shared vision** statements should encompass all aspects of the school including learning, instruction, assessment, decision making, relationships, and expectations.

Beliefs, common mission and shared vision statements should:

- ◆ Reflect values and practices in the school.
- ◆ Be comprehensive, clear, and brief.
- ◆ Be easily understood by all stakeholders.
- ◆ Be supportive of articulated beliefs.
- ◆ Be reflective of consensus from all stakeholders
- ◆ Describe the purpose of school
- ◆ Be concise, memorable and clear
- ◆ Be the focal point of all goals and strategies
- ◆ Answer the question “What is our ideal future?”

Sample belief statements:

There is a positive correlation between learning and school attendance.

Schools are inviting, nurturing places for children.

Every child has a success experience every school day.

Schools have responsibility to help students develop in other areas, as well as academics, and must work with the parents and community to be successful.

Appropriate learning opportunities must be based on appropriate data and be research-based.

All students will be successful when policies, procedures and practices are designed to address student needs.

The ability to think creatively is necessary in a changing society.

Sample Mission Statement:

To provide for all students a challenging, nurturing and safe learning environment where they can learn and excel; by ensuring that the appropriate curriculum, instruction, time, and other required resources are provided.

Sample Vision Statement:

All students and teachers demonstrate high levels of achievement in all endeavors.

Guide for TSIPP Component 3

Curricular, Instructional, Assessment, and Organizational Effectiveness

Introduction to

Component 3 – Curricular, Instructional, Assessment, and Organizational Effectiveness

Purpose of Analyzing Effectiveness

This phase of the school improvement planning process calls for an in-depth analysis of the effectiveness of the school's Curricular, Instructional, Assessment, and Organizational practices supporting students' achievement of the desired results for their learning. The purpose of this analysis of the Curricular, Instructional, Assessment, and Organizational effectiveness is to identify the school's strengths and limitations and then to determine how the school can best build on its strengths and address the areas of limitation in the development of the school improvement plan. Component 4 focuses on an analysis of the quality of the work of the school in behalf of student learning.

One of the chief aims of the school improvement plan is to build and to strengthen the capacity of the school's Curricular, Instructional, Assessment, and Organizational conditions to support students' achievement of the desired results for their learning. This phase of the planning process helps the school target those areas of capacity-building that can make the greatest difference in improving student learning.²

Part I. Curricular Practices

A school leader's primary responsibility is to help teachers focus. There must be clear expectations with an alignment of the school's resources. A school, like any other organization, demonstrates what it values by what it pays attention to. Schools must be attentive to meeting AYP targets and improving student learning for all students.

Schools need to align their curriculum to the state content standards and design professional development that helps teachers understand the intent of the content standards, identify how students demonstrate proficiency on the standards, know how to interpret student performance, and use the diagnostic information to make instructional decisions (Hillcrest and Main).

It is imperative for schools to ensure that all teachers have access to and training in the use of a standards-based curriculum that is aligned with the state mandated standards and the state assessment. Curricular practices designed to yield high achievement must be research-based

² Kathleen Fitzpatrick, School Improvement: Focusing on Student Performance. National Study of School Evaluation (NSSE). 1997

and have a track record of success.

As you begin the analysis process, you should examine the current curricular practices utilized in your school. Are these practices research-based and are they principles and practices of high-performing schools, such as those outlined in the rubric for this component.

The following focus questions have been provided to stimulate and guide your thinking and conversation in this process. The evidence or lack of evidence will determine the level of effectiveness and the need for improvement. The findings should be supported by your data.

1. Is the curriculum based on the defined Tennessee Department of Education state approved standards included in the Blueprint for Learning (SPI and TPI)?
2. Is the curriculum academically challenging for all students?
3. Are teaching strategies, learning activities, and assessments aligned to the Tennessee Department of Education state approved standards?
4. Are the support services and resources adequate to support the curriculum implementation?
5. Are curriculum offerings articulated at different grade levels to avoid redundancy and gaps in student learning?
6. Do all stakeholders have a shared vision for what students should know and be able to do at each grade level?
7. Is there a process for continuous improvement of the curriculum?
8. Is the curriculum adapted and utilized for students with disabilities?

Focus Questions adapted from the following publications:

(NSSE, 2003, 90-92)

(Tennessee Consolidated Planning)

(Tennessee Framework for Evaluation)

To begin your analysis, please complete Template 3.1.a to identify and demonstrate the effectiveness of the curricular practices currently employed by the school and implemented in each of your classrooms. Have your current practices been effective? Why or why not?

TEMPLATE 3.1.b: Curriculum Gap Analysis

Setting priorities is one way to narrow a school’s improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – “What Is” –which is identified in your practices – and the desired future state – “What Ought To Be” – which is found in the rubric. Completing Template 3.1.b (the gap analysis) should help school team members discover “What Ought To Be.”

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to curricular practices, also to be recorded in Template 3.1.b.

Template 3.1.b: Curriculum Gap Analysis**Curriculum Gap Analysis - Narrative Response Required****“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES**

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality curricular practices?)

- TIME
- MONEY
- PERSONNEL
- OTHER RESOURCES

“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality curricular practices?)

- TIME
- MONEY
- PERSONNEL
- OTHER RESOURCES

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers?

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?

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

TEMPLATE 3.1.c: Curricular 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.

Template 3.1.c: Curricular Summary Questions
(*Rubric Indicator 3.2*)

Curriculum Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Curriculum Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **curricular** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component 1.)

Curriculum Summary Questions- Narrative Response Required

How will we address our challenges?

Part II. Instructional Practices

Highly skilled, highly effective teachers must have the capacity to determine where their students are in relation to the content standard indicators. Schools must create avenues, professional development, which promotes the following knowledge as a common phenomenon among teachers: the intent (knowledge and cognitive domains) of the content standard indicators; how to align instruction and classroom assessment with content standard indicators; what proficiency looks like and how to reach consensus as a grade level team on what defines proficiency; how to create opportunities for students to demonstrate proficiency; how to interpret student performance; how to monitor progress; how to analyze monitoring data; how to examine student work; how to identify implications for instruction based on the data and how to use data to plan interventions (Hillcrest and Main).

Thompson and Zeuli believe that professional development aimed at changing teachers' knowledge, beliefs, and practices should have the following requirements (Hillcrest and Main):

- "The creation of cognitive dissonance between teachers' current beliefs and practices and their experiences with student learning
- Sufficient time to work through the dissonance through discussion and critical thinking
- The connection of these cognitive activities to teachers' contexts of practice, for example through examining student work
- The development of a repertoire of practices consistent with teachers' new understanding about what reforms require
- Help with transferring teachers' new knowledge to the classroom through practice and peer support"

Given how critical these knowledge and skills are to improve student learning, schools must be very deliberate in their efforts to provide opportunities for induction, implementation, and monitoring of these processes for every teacher, especially where the needs are the greatest.

As you begin the analysis process, you should examine the current instructional practices utilized in your school. Are these practices research-based and are they principles and practices of high-performing schools, such as those outlined in the rubric for this component.

The following focus questions have been provided to stimulate and guide your thinking and conversation in this process. The evidence or lack of evidence will determine the level of effectiveness and the need for improvement. The findings should be supported by your data.

1. Are classroom instruction, learning activities, and assessments aligned to the standards based curriculum?
2. Are teachers' instructional and assessment functions integrated to support data-driven instruction and decision making?

3. Are students actively engaged in meaningful and challenging learning activities?
4. Are effective classroom management and organizational strategies employed in each classroom?
5. Does the classroom environment create a climate that supports the development of student abilities?
6. Are students highly engaged in learning activities, making contributions, asking questions, participating in discussions, and using technology to learn?
7. Are teachers ensuring student success by providing assistance beyond the regular classroom instruction?
8. Is classroom instruction designed to address the needs of students with diverse cultural and language backgrounds and different learning needs?
9. Is there an opportunity to develop high-quality teachers who exhibit in-depth knowledge of content, pedagogy and students?
10. Does the teaching and learning environment provide students with multiple opportunities to succeed?

To begin your analysis, please complete Template 3.2.a to identify and demonstrate the effectiveness of the instructional practices currently at and implemented in each of your classrooms. Have your current practices been effective? Why or why not?

TEMPLATE 3.2.b: Instructional Gap Analysis

Setting priorities is one way to narrow a school’s improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – “What Is” –which is identified in your practices – and the desired future state – “What Ought To Be” – which is found in the rubric. Completing Template 3.2.b (the gap analysis) should help school team members discover “What Ought To Be.”

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to instructional practices, also to be recorded in Template 3.2.b.

Template 3.2.b: Instructional Gap Analysis**Instructional Gap Analysis - Narrative Response Required****“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES**

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?)

- TIME
- MONEY
- PERSONNEL
- OTHER RESOURCES

“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality instructional practices?)

- TIME
- MONEY
- PERSONNEL
- OTHER RESOURCES

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers?

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?

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

TEMPLATE 3.2.c: 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.

Template 3.2.c: Instructional Summary Questions (*Rubric Indicator 3.4*)

Instructional Summary Questions- Narrative Response Required
What are our major strengths and how do we know?

What are our major strengths and how do we know?

Instructional Summary Questions- Narrative Response Required
What are our major challenges and how do we know. (These should be stated as instructional practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component 1.)

What are our major challenges and how do we know. (These should be stated as **instructional** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component 1.)

Instructional Summary Questions- Narrative Response Required
How will we address our challenges?

How will we address our challenges?

Part III. Assessment Practices

Principals and teachers need good data to make informed decisions for improving student achievement. Though data-driven decision making is a critical and well-accepted strategy, the kinds of data schools use makes all the difference. Most schools have mounds of data; determining which data are relevant is key (Hillcrest and Main).

Since new NCLB guidelines for state reporting require data be disaggregated by the eight subgroups, the schools needs formative data about where students and subgroups of students within schools are performing in relation to their attainment of the content standards assessed on the state tests (Hillcrest and Main).

High performing schools rely on state assessment data, participation rate, and other academic and non-academic indicators — which will tell them in what areas they met or failed to meet the AYP target. These accountability data are distributed by the state annually. Schools need to monitor their progress by determining where their students are in relation to the content standards on a continuous basis. Schools must have the capacity to determine whether they have in place the necessary monitoring system, a process for collaborative examinations of student work, and professional development to support teachers in understanding where their students are currently achieving. If not, the role of the school is to build the capacity to develop these tools.

Although much of the current emphasis on using assessment data began with data from high-stakes tests, schools that are the most effective users of assessment data have begun to recognize and capitalize on the power of classroom assessment results. Improved student achievement will only occur to the extent that each school develops and uses a monitoring system that is aligned with the state content standards and that yields timely and meaningful results for decision making and interventions.

As you begin the analysis process, you should examine the current assessment practices utilized in your school. Are these practices research-based and are they principles and practices of high-performing schools, such as those outlined in the rubric of this component. Are they utilized consistently from classroom to classroom? Has there been effective PD to assist teachers to learn how to develop and use assessments to inform instruction?

The following focus questions have been provided to stimulate and guide your thinking and conversation in this process. The evidence or lack of evidence will determine the level of effectiveness and the need for improvement. The findings should be supported by your data.

1. Are the assessments of student learning aligned with Tennessee Department of Education standards based curriculum?
2. Are appropriate assessment strategies and instruments used to obtain information about students and their ongoing progress and to make instructional decisions?

3. Do the assessment methods (such as forced-choice or open-ended items, essay questions, or performance tasks) accurately measure the desired results for student learning?
4. Does the formative and summative assessment system solicit and use information from a variety of sources about students' experiences, learning behaviors, needs, attitudes, and progress to make initial and ongoing instructional decisions.
5. Are assessments designed, developed, and used in a fair and equitable manner that eliminates any source of bias or distortion which might interfere with the accuracy of results?
6. Do assessment profiles serve to inform high stakes decisions such as promotion, placement in a special program or graduation?
7. Are schools and teachers engaging in a collaborative process to use data effectively to drive instruction?
8. Does the school invite central office to provide the staff development needed to ensure teachers develop the skills and knowledge needed to make data-driven instructional decisions?

Focus Questions adapted from the following publications:

(NSSE, 2003, 90-92)

(Tennessee Consolidated Planning)

(Tennessee Framework for Evaluation)

To begin your analysis, please complete Template 3.3a to identify and demonstrate the effectiveness of the assessment practices currently employed by the school and implemented in each of your classrooms. Have your current practices been effective? Why or why not?

TEMPLATE 3.3.b: Assessment Gap Analysis

Setting priorities is one way to narrow a school’s improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – “What Is” –Which is identified in your practices and – and the desired future state – “What Ought To Be” – which is found in the rubric. Completing Template 3.3.b (the gap analysis) should help school team members discover “What Ought To Be.”

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to assessment practices, also to be recorded in Template 3.3.b.

Template 3.3.b: Assessment Gap Analysis**Assessment Gap Analysis – Narrative Response Required****“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES**

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality assessment practices?)

- TIME
- MONEY
- PERSONNEL
- OTHER RESOURCES

“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality assessment practices?)

- TIME
- MONEY
- PERSONNEL
- OTHER RESOURCES

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers?

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?

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

TEMPLATE 3.3.c: 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.

Template 3.3.c: Assessment Summary Questions

(Rubric Indicator 3.6)

Assessment Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Assessment Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **assessment** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component 1.)

Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

Part IV. Organizational Practices

Weak school level organizations can undermine the most powerful instructional school level changes. Simply put, both instructional change and organizational reform are needed for systematic gains in order for academic achievement to occur (Bryk, Kerbow, & Rollow, 1997). Effective organizational structures at the student and teacher level have been identified in the middle school literature and have been adopted by a growing number of schools. These include but are not limited to: the use of small learning communities, looping, teacher teams, and common planning periods. Questions for schools should revolve around whether or not their organizational structures support these types of research-based best practices, and if not, why not? (MacIver and Balfanz).

Do school administrators and staff schedule their schools to create a serious learning environment and to support effective instructional programs (Legters, 1998)? Do administrators organize their staff, students, and parents into a community that supports learning (Legters, in press; McPartland, Balfanz, Jordan, & Legters, 1998)? Are procedures in place to ensure that materials and supplies are provided to teachers in a timely fashion and in sufficient quantities? While this may seem like a simple matter, in the most dysfunctional schools it almost never happens. Finally, efforts should be made to overcome the social distance that separates teachers and students in many urban schools (Balfanz, in press).

High performing schools must also develop procedures for identifying organizationally weak and disorganized practices that actively create low-student performance (Balfanz, in press) and design a system of supports and oversights to ensure sustained progress.

As you begin the analysis process, you should examine the current organizational practices utilized in your school. Are these practices research-based and are they principles and practices of high-performing schools, such as those outlined in the rubric of this component.

The following focus questions have been provided to stimulate and guide your thinking and conversation in this process. The evidence or lack of evidence will determine the level of effectiveness and the need for improvement. The findings should be supported by your data.

1. Do the school beliefs, mission, and shared vision define a compelling purpose and direction for the school?
2. Do the elements of your organizational processes serve to support success in all classrooms?
3. To what extent does the organization articulate and communicate high expectations for student learning to teachers and other staff members?
4. To what extent can teachers and other staff members explain in their own words the school's expectations and reflect on student learning?
5. To what extent is coherent and consistent action taken to advance the school's expectations for student learning?
6. To what extent is the school effective in building capacity to support and improve teaching and learning in each classroom.

Focus Questions adapted from the following publications:

(NSSE, 2003, 90-92)

(Tennessee Consolidated Planning)

(Tennessee Framework for Evaluation)

To begin your analysis, please complete Template 3.4a to identify and demonstrate the effectiveness of the organizational practices currently employed by the school and implemented in each of your classrooms. Have your current practices been effective? Why or why not?

TEMPLATE 3.4.b: Organizational Gap Analysis

Setting priorities is one way to narrow a school’s improvement focus. As we know, we have more needs than we have resources. Priority needs can be identified through a Gap Analysis. The process will identify the discrepancy, or the gap, between the current state – “What Is” –which is identified in your practices – and the desired future state – “What Ought To Be” – which is found in the rubric. Completing Template 3.4.b (the gap analysis) should help school team members discover “What Ought To Be.”

Completion of the gap analysis should enable the School Leadership Team to answer the equity and adequacy questions relative to organizational practices, also to be recorded in Template 3.4.b.

Template 3.4.b: Organizational Gap Analysis**Organizational Gap Analysis – Narrative Response Required****“What is” The Current Use of: TIME, MONEY, PERSONNEL And OTHER RESOURCES**

(How are we currently allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality organizational practices?)

- TIME
- MONEY
- PERSONNEL
- OTHER RESOURCES

“What Ought to Be” – How Should we be Using Our: TIME, MONEY, PERSONNEL And OTHER RESOURCES

(How should we be allocating our time, money, personnel and other resources and building capacity around understanding and implementing high quality organizational practices?)

- TIME
- MONEY
- PERSONNEL
- OTHER RESOURCES

Equity and Adequacy:

Are we providing equity and adequacy to all of our teachers?

Are we targeting funds and resources effectively to meet the needs of all of our teachers in being effective with all their students?

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

TEMPLATE 3.4.c: Organization 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.

Template 3.4.c: Organization Summary Questions

(Rubric Indicator 3.8)

Organization Summary Questions- Narrative Response Required

What are our major strengths and how do we know?

Organization Summary Questions- Narrative Response Required

What are our major challenges and how do we know. (These should be stated as **organizational** practice challenges identified in the templates above, that could be a cause of the prioritized needs identified in component 1.)

Organization Summary Questions- Narrative Response Required

How will we address our challenges?

COMPONENT 3 – CURRICULAR, INSTRUCTIONAL, ASSESSMENT AND ORGANIZATIONAL EFFECTIVENESS

(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)

In the process of analyzing your current practices around curriculum, instruction, assessment and organization, it is critical to complete a thorough self-assessment of each area in order to determine how you might strengthen the educational process in your school. You will note the redundancy in the questions about each area; this is purposeful.

I. Current Practice Analysis

As you answer the questions in Templates 3.1.a; 3.2.a; 3.3.a and 3.4.a, please consider:

- ◆ Current Curricular Practices
 1. List all of the curricular practices you are currently implementing in your school.
- ◆ Evidence of Practice (state in definitive/tangible terms)
 1. What tangible document, report, log, etc., can you show that indicates this practice is being implemented every day in every classroom. Example: Standards Based Teaching – show your curriculum standards guide that all teachers have and use.
- ◆ Is the current practice research-based?
 1. This is usually a yes or no answer.
- ◆ Is it a principal and practice of high performing schools?
 1. Compare your practices to research on what curricular practices are prevalent in high performing schools. Example: “90-90-90” schools or “High Schools that Work” or “Schools to Watch” schools.
- ◆ Has the current practice been effective or ineffective?
 1. This is usually a yes/effective or no/ineffective answer.
- ◆ What data source(s) do you have that support your answer? (identify all applicable sources)
 1. This could include data sources identified/collected and analyzed in component one that are applicable to this particular practice. Example: Standards Based Curriculum would be assessed by what? _____
That would be your data source for that practice.
- ◆ Evidence of Effectiveness or Ineffectiveness (state in terms of quantifiable improvement)
 1. What percentage (%) of increase or decrease has been demonstrated by the data source listed above?
 2. Is there growth, decline or no detectable difference (NDD)?
 3. Scores are flat or limited changes occurred?
- ◆ Evidence of equitable school support for this practice
 1. The key word is equitable. What logs, sign-in sheets, distribution process, etc., can you use to demonstrate that all teachers in all grades received

COMPONENT 3 – CURRICULAR, INSTRUCTIONAL, ASSESSMENT AND ORGANIZATIONAL EFFECTIVENESS

(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)

equitable and sufficient support for their assigned students based on the students’ needs?

- ◆ Next Steps (changes or continuations)
 1. How will you change, will you change the entire practice or make adjustments, and why based on the effectiveness or ineffectiveness.
 2. This answer should correspond to the challenges identified in template 3.1.c; 3.2.c; 3.3.c and 3.4.c and will also serve to help you develop your action steps in component 4.

II. Gap Analysis

As you complete your Gap Analysis on Templates 3.1.b; 3.2.b; 3.3.b and 3.4.b, your focus is on continuing to identify opportunities to both celebrate and improve the work of your school as you carry out the mission and vision of your school based on your beliefs as stated in component 2.

III. Summary Questions

In completing Templates 3.1.c; 3.2.c; 3.3.c and 3.4.c, you will use the information from the two previous sections, practice analysis and gap analysis, to answer three major questions.

- ◆ What are our strengths and how do we know?
 1. What are the strengths of your current practices?
 2. What practices do we do well that are really having a positive impact on our students in the aggregate or you may see certain practices are really benefiting a subgroup of your students.
 3. You will answer the same two questions about curricular strengths, instructional strengths, assessment strengths and organizational strengths.
- ◆ What are our major challenges and how do we know?
 1. Likewise, what practices are not effective and from your gap analysis, what areas (time, money, personnel, other resources) are not being optimized to support student needs around your practices?
 2. Remember to take those same questions into consideration about your curricular challenges, instructional challenges, assessment challenges and organizational challenges.
- ◆ How will we address our challenges?
 1. As you identify ways to address your challenges in Templates 3.1.c; 3.2.c; 3.3.c and 3.4.c, revisit the “Next Steps” row in Templates 3.1.a; 3.2.a; 3.3.a and 3.4.a.
 2. What changes do you need to make to strengthen the curriculum, the instruction, the assessment and the school organization?
 3. Now in component 4, these needed changes become your “Action Steps” to address student learning needs identified in component 1, prioritized goal targets.

Guide for TSIPP Component 4

Action Plan Development

Introduction to

Component 4 – Action Plan Development

Part I. Introduction

You have completed the first three components of the Tennessee School Improvement Planning Process (TSIPP). Your findings direct you to the development of your school's action plan. "The incorporation of the findings from the three components into the action plan will yield a data-driven, research-based plan focused on improving student learning. The action plan is to be driven by goals that address the needs identified as you analyzed the academic and non-academic data and the effectiveness of your instructional practices and organizational procedures (NSSE, 1997)."

As you begin the process of developing your Action Plan, it is imperative that the process is collaborative; your school's beliefs, mission, and vision are reflected in your goals; and the implementation plan serves to build capacity at the local school level. A key indicator of success is that school personnel must collaborate for the plan to be successful.

In addition to establishing goals, your school personnel will identify action steps that address the stated goal. These action steps should be aligned with the needs/challenges determined through the detailed analysis of all data and the overall review of school effectiveness pertaining to instructional practices and organizational procedures in Component 3. The action plan's implementation phase should include timeline, person(s) responsible, projected costs(s)/required resources, funding source, evaluation strategies, professional development, parent and community involvement, technology, communication, and measures of success/evaluation tools.

To assist you in your work, the following definitions are given (TCSPP).

1. **Goal** – Goals are statements of desired student performance with the amount of expected, measurable growth and a reasonable end date. Therefore, they are measurable, data driven, specifically based on identified needs, linked to a reasonable timeframe, and express desired results. They should be written in student terms. "The students will..."
2. **Action Steps** – Action steps are interventions, objectives, activities, programs, and/or strategies to be taken to address the identified goals/needs. The major criterion for high-quality interventions is that they are research-based. These define what the administrator, teacher, or other responsible adult does and are written in educator terms. "The administrator, teacher, other responsible adult, etc. will..."

3. **Timeline** – The beginning and ending dates should be specified for each action. Be realistic when assigning the dates. Ongoing is not realistic as a timeline.
4. **Person(s) Responsible** – Much thought should be given to naming the person or persons, including position title, responsible for ensuring the timely and complete work schedule of each action step.
5. **Projected Cost(s)/Required Resources** – Resources needed for each action step must be budgeted. This may possibly bring the most challenging decisions. You may wish to take an inventory of all available resources and how they are currently used. If gaps appear between what resources are available and what is needed, school personnel must address availability of funding for conducting the action plan.
6. **Funding Sources** – Various revenues available for conducting the specific action steps.
7. **Evaluation Strategy** – Define how you will know that the action step has been successful or there is a need to re-evaluate/redesign the action step. Describe process to be used to evaluate each action step.
8. **Professional Development** – Many of the action steps will require varying degrees of professional development and training. State how your school will use professional development to meet the diverse needs of teachers, administrators, paraprofessionals, and possibly others.
9. **Parent and Community Involvement** – Research indicates that the support of parents, guardians, and community members is important to school improvement while parental involvement is a critical influence on the academic success of their students. Describe how your school will promote parent and community involvement.
10. **Technology Plan** – State how your school will use technology planning to meet the needs of teachers, administrators, paraprofessionals, and possibly others.
11. **Communication Plan** – State how your school will use the communication plan to provide for effective communication between and among school personnel and all stakeholders.

Part II. Action Plan Development

Begin work on your Action Plan through the development of **goals** based on prioritized challenges/needs identified in Component 1. Templates 4.1, 4.2, and 4.3 will be used to develop the action plan. Five templates are provided labeled “Goal 1” through “Goal 5”. However, there is not a minimum or maximum requirement for the number of goals. If you identify more than five goals, simply copy one of the templates and modify the heading to reflect the goal number.

Component 4 – Action Plan Development

TEMPLATE 4.1: Goals (Based on the prioritized goal targets developed in Component 1.)

Describe your goal and identify which need(s) it addresses. The findings in Component 1 should drive the goal statements. How does this goal connect to your system's five year or systemwide plan?

(Rubric Indicator 4.1)

TEMPLATE 4.2: Action Steps (Based on the challenges/next steps identified in Component 3 which focus on curricular, instructional, assessment and organizational practices.)

Descriptively list the action you plan to take to ensure that you will be able to progress toward your prioritized goal targets. The action steps are strategies and interventions, and should be based on scientifically based research where possible. Professional Development, Parent/Community Involvement, Technology and Communication strategies are to be included within the action steps of each goal statement.

(Rubric Indicator 4.2)

TEMPLATE 4.3: Implementation Plan

For each of the Action Steps you list, give the timeline for the step, the person(s) responsible for the step, the projected cost(s), funding sources and the evaluation strategy.

(Rubric Indicator 4.3)

GOAL 1 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

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

Which need(s) does this Goal address?

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

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

GOAL 2 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

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

Which need(s) does this Goal address?

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

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

Action Step

Action Step

Action Step

GOAL 3 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

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

Which need(s) does this Goal address?

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

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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						
Action Step						
Action Step						
Action Step						

GOAL 4 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

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

Which need(s) does this Goal address?

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

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

Action Step

Action Step

Action Step

GOAL 5 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

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

Which need(s) does this Goal address?

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

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

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

Action Step

Action Step

Action Step

COMPONENT 4– ACTION PLAN DEVELOPMENT

(Helpful Hints for planners, from the “Look-fors” and focus questions used by readers who review your plan)

Quality Schools enjoy continuous improvement and increased student achievement because of their commitment to thoroughly analyze all pertinent data and follow an action plan that addresses the prioritized needs of the school through purposeful and planned changes in school and classroom practices.

Strategic Action/Results Plan

◆ **Link the action plan to:**

1. the School Board Five-Year Strategic Plan
2. the System’s systemwide planning process (TCSPP)
3. Federal Program Requirements
4. the State Board of Education Master Plan

◆ **Goals (Based on prioritized goal statements developed in Component 1)**

1. State what the student will know and be able to do (High schools must address both academic and career-technical goals).
2. Be measurable.
3. Data-driven.
4. Academic focus.
5. Be attainable within a realistic period.
6. Link each goal to the School Board Five-Year Plan/TCSPP.

◆ **Action Step/Strategy/Intervention: Identify activities that will need to take place in order to accomplish the goal. (Based on needs identified in Component 3 with a focus on curriculum, instruction, assessment and organization.)**

◆ **Timelines**

1. Establish and insert dates of periodic monitoring for informal and formal review of the action plan (i.e., 6 weeks, 3 months, semester)
2. Provide starting date and completion date for each action step.
3. Monitor and address progress within the action plan.

◆ **Required Costs/Resources**

1. Estimate cost for each activity or intervention. For example, training materials, supplies, copies, cost of consultants, release time for teachers, ...

◆ **Staff/Personnel/Person Responsible**

1. Identify who is responsible for ensuring the completion of each activity.
2. Do not use term “faculty” or “administration.”
3. Examples include a person, school improvement leadership team, grade chair, etc.

◆ **Professional Development**

1. Include professional development activities within the action steps for each goal.
2. A common mistake has been to write a general professional development paragraph that is not inextricably linked to the goals delineated in the plan.

◆ **Parent and Community Involvement**

1. Include parent and community involvement activities within the action steps for each goal.

COMPONENT 4– ACTION PLAN DEVELOPMENT

(**Helpful Hints** for planners, from the “Look-fors” and focus questions used by readers who review your plan)

2. Involve a parent (not employed by the district) and/or a community leader in the development of your plan.
3. Identify the person in your plan.
4. Recommend that you list names of persons involved in the development of your plan and the group they represent.

◆ **Means of Evaluation**

1. Include a monitoring activity for each action step.
2. Identify how you will know if each action step has been successful.
3. Identify the student behaviors or performance that will indicate the success of an action step.
4. A common mistake is to list documents.

◆ **Technology**

1. Include technology activities within the action steps for each goal.

◆ **Communication**

1. Include communication activities within the action steps for each goal.

◆ **Funding Sources**

1. Identify the various revenues available for conducting the specific action steps.
2. List the identified funding sources.

Guide for TSIPP Component 5

The School Improvement Plan and Process Evaluation

Introduction to

Component 5 – The School Improvement Plan and Process Evaluation

The Tennessee School Improvement Planning Process (TSIPP) is scientifically researched based and designed to be a continuous improvement planning process for use in all Tennessee schools. Careful study, thoughtful planning, and hard work invested by the school in developing its school improvement plan will not yield any significant benefits to the school unless the plan is actually implemented. The purpose of the school improvement process is not to simply develop a plan but to improve student achievement, and to build and strengthen the instructional and organizational capacity of the school.³

The purpose of the process is to positively impact student achievement by thorough evaluation of the current state of the school's SIP, its implementation, and continued attention to all its components.

TEMPLATE 5.1: Process Evaluation

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

TEMPLATE 5.1: Process Evaluation

(Rubric Indicator 5.1)

Evidence of Collaborative Process – Narrative response required
What evidence do we have that shows that a collaborative process was used throughout the entire planning process?

Evidence of Alignment of Data and Goals – Narrative response required
What evidence do we have that proves alignment between our data and our goals?

³Kathleen Fitzpatrick, School Improvement: Focusing on Student Performance. National Study of School Evaluation (NSSE). 1997

Evidence of Communication with All Stakeholders – Narrative response required

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

Evidence of Alignment of Beliefs, Shared Vision, and Mission with Goals – Narrative response required

What evidence do we have that shows our beliefs, shared vision and mission in Component 2 align with our goals in Component 4?

Evidence of Alignment of Action Steps with Curriculum, Instruction, Assessment and Organization – Narrative response required

What evidence do we have that shows our action steps in Component 4 align with our analyses of the areas of curriculum, instruction, assessment and organization in Component 3?

Suggestions for the Process – Narrative response required

What suggestions do we have for improving our planning process?

TEMPLATE 5.2: Implementation Evaluation

The following summary questions are related to **TSIPP Implementation**. They are designed as a culminating activity for you to plan the monitoring process that will ensure that the action steps from Component 4 are implemented.

TEMPLATE 5.2: Implementation Evaluation

(Rubric Indicator 5.2)

Evidence of Implementation – Narrative response required

What is our plan to begin implementation of the action steps?

Evidence of the Use of Data – Narrative response required

What is the plan for the use of data?

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

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

TEMPLATE 5.3: Monitoring and Adjusting Evaluation

(Rubric Indicator 5.3)

Evidence of Monitoring Dates – Narrative response required

What are the calendar dates (Nov/Dec and May/June) when the School Leadership Team will meet to sustain the Tennessee School Improvement Planning Process? Identify the person(s) responsible for monitoring and the role they will play in the monitoring process.

Evidence of a Process for Monitoring Plan – Narrative response required

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

Evidence of a Process for Adjusting Plan – Narrative response required

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

Evidence of a Plan for Communicating to All Stakeholders – Narrative response required

How will the School Leadership Team communicate success/adjustments of the plan to stakeholders and solicit ongoing input from stakeholders?

APPENDIX D

***What is a Good School?
(WAGS)
Appraisal Guide and Rubric***

WHAT IS A GOOD SCHOOL?

APPRAISAL GUIDE & RUBRIC



Tennessee Department of Education
Commissioner Timothy K. Webb, Ed.D.

February, 2010

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

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INTRODUCTION

The “What is a Good School?” Appraisal Guide and Rubric is Tennessee’s answer to assessing effective performance in advocating improvement for student achievement. Governor Phil Bredesen has mandated accountability for expenditures earmarked for educational improvement in Tennessee schools; specifically in determining effective practice in moving students through high school graduation on to post-secondary education and/or successful careers.

In answering the question: ‘What is a good school?,’ the Tennessee Department of Education has developed a practitioner based accountability documentation process for assessing effective teaching and learning and determining areas of strengths and needs in Tennessee schools. Rubrics are used in the process with objective measures to determine if teachers are really teaching and if all students are really learning to the best of their potential.

With the legislated mandate of “At-Risk” Funding, B.E.P. 2.0 funding reform, and the need for a process of tracking the use of educational funds in a qualitative manner, the “Good School Appraisal” is a tool designed for performance based evaluation. Each Director of Schools will have a guide for what should constitute effectiveness in a “Good School” and a means of evaluating current activities in each school.

The process is based on first developing a set of criteria for effective, exemplary, and good schools, then developing a set of standards and measurements statements with complimentary rubrics for use on-site in schools. The result will be an individual school profile of strengths and areas of needs with an implementable plan for improvement.

OVERVIEW

With No Child Left Behind, states are rushing to implement accountability measures in all schools and school systems. The Tennessee Department of Education preempted NCLB by two years in developing an accountability system for identifying high priority schools and school systems which were not moving all students, all subgroups to proficiency. Putting schools and school systems on a List is not fair without also providing the technical assistance necessary to move these schools and systems off the List.

The Tennessee Department of Education organized a practitioner and state department personnel Task Force to study existing national and state models in answering the question: “What is a good school? What is a good school system?” How to measure school and system effectiveness in meeting the needs of all students was the essential question for the Task Force.

Several models were available, but were not complete in their approach to measuring the total school’s effectiveness. Tennessee personnel decided to develop a tool which could be used by teams and/or individuals to measure the capacity of a school in the provision of equity and adequacy in educating all students. The “What is a Good School?” Appraisal Guide and Rubric is the result. This Appraisal is research based and focuses on answering the question: “Is this a good school?” and if so, “How do you know?” The following is a set of Domains, Standards, Measurement Statements, and Rubrics which is a complete assessment of school operations aligned with research based practice.

DOMAINS, STANDARDS, & MEASUREMENT STATEMENTS

DOMAIN A. STUDENT ACHIEVEMENT

STANDARD:

The primary purpose of the school is to promote and improve student performance for all students.

MEASUREMENT STATEMENTS:

1. All students are held to high performance standards.
2. All staff hold high expectations for all students.
3. The school's vision, mission and beliefs are focused on student achievement.
4. There is a culture of clear expectations and accountability for achievement.
5. The structure and organization of the school supports maximum student performance for a diverse population of students.
6. Student achievement is monitored and recorded throughout the learning process for analysis and interventions.
7. The student is afforded multiple learning opportunities for success.
8. Expectations for student achievement are guided by the State of Tennessee's Performance Standards.
9. Diagnostic-prescriptive processes are in place to provide immediate attention, feedback and assistance to students who are below proficient.
10. Collaboration around improved student achievement occurs among all involved constituencies.
11. There is a culture of focused improvement among all constituencies working in a partnership.
12. Student successes are celebrated and individual student successes are rewarded.
13. Professional development offerings are based on innovation in improving the teaching and learning process.

DOMAINS, STANDARDS, & MEASUREMENT STATEMENTS

DOMAIN B. PERSONNEL ROLES & RESPONSIBILITIES

STANDARD:

Highly qualified personnel assume appropriate roles and responsibilities to ensure student-focused teaching and learning is in place to meet the needs of a diverse student population, driven by a continuous planning process.

MEASUREMENT STATEMENTS:

Administrators, Faculty, and Staff:

1. Assist in the developing, articulating and modeling of the vision and mission of the school.
2. Are highly qualified for the assignment and highly effective in the delivery of instruction.
3. Develop, implement and monitor a continuous planning process to facilitate improving student performance.
4. Assume ownership and accountability for a climate of student-focused teaching and learning to provide for inclusive instructional opportunities for all students.
5. Assess and use results to monitor and differentiate instructional programs to meet the learning styles of a diverse population.
6. Collaborate and provide for differentiated class structures based on student needs.
7. Work to provide opportunities and support in addressing diverse student needs.
8. Use the analysis of the TSIPP practices to determine needed changes in curriculum, instruction, organization and use of assessment as it impacts all students.
9. Change behavior and implement new strategies regarding curriculum, instruction, organization and use of assessment to meet all student needs.
10. Ensure students are not prematurely categorized, labeled nor stereotyped as a learner type.
11. Create a climate to promote acceptance of and tolerance among all students.

DOMAINS, STANDARDS, & MEASUREMENT STATEMENTS

DOMAIN C. CURRICULUM

STANDARD:

The curriculum is standards-based, viable, rigorous, relevant and integrated based on continuous improvement practices and processes, and equips students with the knowledge and skills needed to be global and world class citizens.

MEASUREMENT STATEMENTS:

1. The curriculum is based on the Tennessee Content Standards.
2. The school is organized based on a Tennessee ‘Standards-based’ approach.
3. The curriculum is aligned to assessment and is used to inform instruction.
4. The curriculum is rigorous, relevant and challenging.
5. The curriculum is available to all students.
6. The curriculum is organized to provide appropriate learning opportunities for all students.
7. Appropriate data are collected and analyzed to allow for the immediate monitoring and adjusting of the curriculum.
8. The curriculum processes and practices are analyzed and amended as per the TSIPP process and adjusted to maintain rigor, relevance and eliminate gaps in learning.
9. The curriculum addresses core knowledge and skills that extend beyond content classes.
10. The curriculum is structured to challenge all students with higher order thinking skills.

DOMAINS, STANDARDS, & MEASUREMENT STATEMENTS

DOMAIN D. INSTRUCTION

STANDARD:

Instructional practices and processes are designed, implemented and monitored to ensure that all students have sufficient time and opportunity to learn the curriculum in an inclusive and nurturing climate of high expectations.

MEASUREMENT STATEMENTS:

1. Research based instructional strategies are used in classrooms that are varied and engage students in meaningful learning activities which promote the development of higher order thinking skills.
2. Instruction is designed and delivered such that appropriate time and opportunity is provided to meet the individual needs of all students.
3. Instruction is based on the opportunity for teachers to work collaboratively to plan for effective instruction.
4. Instructional expectations and practices of high standards are driven by the mission, vision, and beliefs of the school.
5. Continuing and ongoing needs based professional development opportunities are in place to provide for and promote the delivery of research based, innovative instructional strategies.
6. Continuing and ongoing needs based professional development opportunities are in place to address the pedagogy of the teaching process and mastery of content.
7. Teaching and learning opportunities extend beyond the walls of the schools.
8. Instruction is monitored consistently and feedback is used to drive instruction.
9. The instructional processes and practices are analyzed and amended as per the TSIPP process and adjusted to maintain rigor, relevance and eliminate gaps in learning.
10. Classroom instruction is driven by the Tennessee Content Standards.

DOMAINS, STANDARDS, & MEASUREMENT STATEMENTS

DOMAIN E. LEADERSHIP

STANDARD:

The leadership of the school maintains a focus on high standards of achievement for all students by functioning as an instructional specialist, promoting equity and adequacy for all students and staff, keeping data as the basis for all decisions, and fostering a collaborative schoolwide culture.

MEASUREMENT STATEMENTS:

1. Leadership assures the alignment of curriculum, instruction and assessment to the Tennessee Content Standards.
2. Leadership upholds high expectations for all students.
3. Leadership promotes research based instruction.
4. Leadership supports a professional learning community.
5. Leadership ensures a culture of trust and respect that supports an inviting and stable learning environment.
6. Leadership advances a vision and mission focused on student achievement.
7. Leadership advocates acceptance of and respect for individual differences and ensures equity and adequacy.
8. Leadership facilitates ongoing, continuous improvement.
9. Leadership involves all stakeholders in activities that support student learning.
10. Leadership advances districtwide and school policies and guides the development and execution of procedures necessary to implement these policies.
11. Leadership ensures the school has an external staff support system provided by central office personnel.

DOMAINS, STANDARDS, & MEASUREMENT STATEMENTS

DOMAIN F. ORGANIZATION OF THE SCHOOL

STANDARD:

The school is effectively organized to promote equity and adequacy for all students and staff in the provision of improved student performance.

MEASUREMENT STATEMENTS:

1. The school is organized to offer a range of comprehensive scope of services within a structure designed for success for all students.
2. The school has a communication system which is open, non-threatening, and two-way.
3. Organization of the school day allows optimal time on task for all students.
4. The school's schedule is determined based on needs of all students.
5. The school has a collaborative environment.
6. The school is organized in such a way to provide a stable environment conducive for learning.
7. The school offers a responsive environment based on individual student needs.
8. Organization of the school provides the opportunity and support for addressing the needs of a diverse student population.
9. The school provides adequate resources (technology, materials, funds, etc) for all personnel to be able to do their jobs.
10. The school provides adequate resources (technology, materials, funds, etc.) for all students to be able to learn to the best of their potential.
11. The school is organized to provide equity and adequacy for all students and staff.
12. The school environment provides differentiated learning opportunities for all students.
13. The school is organized to provide timely and continuous assessment and evaluation of the organization's effectiveness in meeting student needs.
14. The school is focused on meeting individual student needs.

DOMAINS, STANDARDS, & MEASUREMENT STATEMENTS

15. The school offers an inclusive environment.
16. The school has a system of record keeping for all students which tracks individual student performance.
17. There are adequate and equitable resources to improve student achievement.
18. The school's Tennessee School Improvement Planning Process (TSIPP) is complete, aligned among the components, data-driven, concise, up-to-date, and understandable.
19. The school is structured so that all constituencies can participate in partnerships and learning activities.
20. The school is organized to promote high standards for all students.
21. Policies and procedures are in place to drive optimal enacted behaviors regarding diversity.

DOMAIN G. ASSESSMENT & EVALUATION

STANDARD:

The school uses data-driven, performance based assessment and evaluation results to improve the teaching and learning process and to drive increases in student performance for all students.

MEASUREMENT STATEMENTS:

1. The school's assessment and evaluation process contains formative assessments.
2. The school's assessment and evaluation process contains summative assessments.
3. The school's assessment and evaluation process are aligned to Tennessee approved Standards of Performance for all students.
4. The school culture focuses on data-driven decision making.
5. The school's assessments and evaluation process is continuous and ongoing.
6. The school's assessment and evaluation process is conducted in a timely fashion.
7. The school's assessment and evaluation process contains an effective method of communicating results to all constituencies.

DOMAINS, STANDARDS, & MEASUREMENT STATEMENTS

8. The school's assessment and evaluation process assesses ALL students and includes disaggregation of student performance data for all required subgroups. (Includes alternative assessments).
9. The school's assessment and evaluation process is differentiated for all types of students/programs/classes.
10. The school's assessment and evaluation process measures defined exit knowledge, skills, attitudes, and attributes.
11. The school's assessment and evaluation process defines achievement gaps/inequities.
12. The school's assessment and evaluation process has student driven component for addressing identified gaps/inequities.
13. The school's assessment and evaluation process is aligned to all curricular, instructional, and organizational areas.
14. The school's assessment and evaluation process measures and addresses identified individual student needs. (Uses a variety of academic and non-academic data sources).
15. The school's assessment and evaluation process addresses the Tennessee School Improvement Planning Process (TSIPP). (Uses both formal and informal assessments).
16. The school's assessment and evaluation process allows parents and students to use data for improvement.

DOMAIN H. CLIMATE & CULTURE

STANDARD:

The climate and culture of the school promotes student achievement.

MEASUREMENT STATEMENTS:

1. The school provides a stable working environment for teaching and learning.
2. The faculty and staff exhibit characteristics of professionalism, flexibility, nurturing, pride, collaboration, and innovation.
3. The school has an internal staff support system.

DOMAINS, STANDARDS, & MEASUREMENT STATEMENTS

4. There is evidence that all students are valued.
5. The climate of the building is exhibited by high standards of student behavior and a positive atmosphere of stakeholder collegiality.
6. The school provides a safe, secure and responsive environment both physically and emotionally.
7. A sense of community is evident for the school's stakeholders.
8. There is a culture of high ethical standards.
9. The school's TSIPP planning process is continuous and collaborative.
10. The school promotes a climate of trust, respect, and care among all stakeholders.
11. The school offers a tolerant climate.
12. The school promotes diversity.
13. Diversity and tolerance are highly valued.
14. The school promotes a shared learning community.
15. The school deliberately/intentionally plans for provision of an optimal climate.
16. Shared decision making is evident and documented.
17. The faculty, staff, students and parents are supported by a culture of risk taking.
18. Parents and community members feel a part of the school's culture.
19. The school has a professional learning community which includes all involved constituencies.
20. Team building and support are evident in all areas of the work of the school.
21. Administrators, faculty and staff ensure a culture of high expectations for all students.
22. Administrators, faculty and staff provide a strong nurturing environment for all students.

DOMAINS, STANDARDS, & MEASUREMENT STATEMENTS

23. Administrators, faculty and staff perform roles and responsibilities while exhibiting a high level of professionalism.
24. Administrators, faculty and staff work in a collaborative manner to ensure a viable professional learning community establishing a legacy for education.
25. Administrators, faculty and staff are aware of and address their roles and responsibilities as they align to the policies and procedures in place to promote student learning.
26. There is a pervasive culture of happiness and enjoyment as exhibited by the physical and emotional environment, interpersonal exchanges and personal demeanor.
27. The school is a 'happy' place to be for all students and school personnel.

DOMAIN I. SAFE & ORDERLY ENVIRONMENT

STANDARD:

There is a teaching and learning environment that is safe, orderly and appropriate for the growth and development of individual students and adults.

MEASUREMENT STATEMENTS:

1. There is an established, communicated and observed culture of high expectations for all stakeholders based on the beliefs, mission and shared vision of the school as per the TSIPP process.
2. The school environment is safe and orderly, supporting the physical, emotional and mental well being of all stakeholders.
3. The school is a safe school.
4. Distributed accountability outlines the behavioral expectations of all stakeholders.
5. Creativity, individuality, respect and tolerance are promoted and celebrated by all stakeholders.
6. Policies, practices and procedures are in place to ensure safety for all.
7. There are mechanisms in place that promote student input into the decision-making process with regard to how teaching and learning is conducted in their school.

DOMAINS, STANDARDS, & MEASUREMENT STATEMENTS

DOMAIN J. PARENT & COMMUNITY INVOLVEMENT

STANDARD:

Effective home and school partnerships support student learning and school success.

MEASUREMENT STATEMENTS:

1. Structures are in place whereby all stakeholders are actively involved in the education of students.
2. Stakeholders are engaged in partnerships and learning activities to support student learning.
3. Parents and community members are engaged in the TSIPP planning process.
4. Parents and community members feel welcome in the school.
5. The school has a communication network which is inclusive for all constituencies.

DOMAIN K. COMMUNICATION

STANDARD:

The school is a place where communication and collaboration occurs daily focused on improving student performance in an inclusive environment for all stakeholders.

MEASUREMENT STATEMENTS:

1. The school has an internal communication system that promotes a high level of professionalism and understanding of the school's mission/vision.
2. The school has an external communication system that promotes a high level of professionalism and understanding of the school's mission/vision.
3. The school has a communication system designed to promote and maintain high expectations for all students.
4. The school has a communication system designed to promote a legacy of education for all students.
5. The school has a communication system designed to ensure ownership of the school mission/vision and accountability for all results.

DOMAINS, STANDARDS, & MEASUREMENT STATEMENTS

6. The school has external and internal communication processes that ensure all stakeholders are engaged and have opportunity for input into decision making.
7. The school has external and internal communication processes upon which productive partnerships are built.
8. The school ensures that two-way communication is provided and maintained.
9. The school allows time for collaborative communication to occur.
10. The school promotes a safe climate which encourages risk taking.
11. The school is focused on effective teaching and learning.
12. The school encourages faculty and leaders to engage in reflective thinking based on improvement.
13. The school provides a tolerant environment.
14. The school provides an environment of acceptance of individual differences and diversity.
15. The school provides an inclusive environment.

RUBRIC

Domain A.	STUDENT ACHIEVEMENT	Indicator – A.1	High Performance Standards for all Students		
All students are held to high standards of student achievement as exhibited by:					
4 – Exemplary	3 – Commendable	2 – Emerging	1 – Limited	0 – None	Rating
All nine criteria met with evidence.	At least seven criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0
Criteria			Evidence Categories		
Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.			Artifacts	Observations	Interviews
			Surveys	Met ?	
Tennessee Content Standards are adhered to in all areas.					<input type="checkbox"/>
Differentiated instruction is provided.					<input type="checkbox"/>
Remedial services available if needed.					<input type="checkbox"/>
Enrichment services available for all students.					<input type="checkbox"/>
Formative assessment provided for all students.					<input type="checkbox"/>
Summative assessment provided for all students.					<input type="checkbox"/>
High achievement rewarded and celebrated.					<input type="checkbox"/>
Student improvement rewarded.					<input type="checkbox"/>
Collaboration occurs among all constituencies focused on improved student performance for all students.					<input type="checkbox"/>
Evidence categories below are to be noted above as identified for each criterion.					
Artifacts		Observations		Interviews	
Surveys					
1) Differentiated instruction evidence 2) Tennessee Content Standards evidence of use 3) Enrichment, remediation and intervention program reports 4) Formative Assessment records and data 5) Summative Assessment records and data 6) Tennessee State Report Card 7) Special Education reports/documents 8) TSIPP/SIP 9) TVAAS data 10) External Stakeholder communication		1) Classroom walk-through 2) School-wide observations		1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	
		1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent			
Comments					

RUBRIC

Domain A.	STUDENT ACHIEVEMENT	Indicator – A.2	Beliefs, Mission and Shared Vision Focus on Student Achievement		
The school's beliefs, mission and shared vision are focused on student achievement as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All six criteria met with evidence.	At least four criteria met with evidence.	At least two criteria met with evidence.	One to one criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0
Criteria				Evidence Categories	
Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.				Artifacts	Observations
				Interviews	Surveys
				Met ?	
Beliefs focus on student achievement.					<input type="checkbox"/>
Mission focuses on student achievement.					<input type="checkbox"/>
Shared vision focuses on student achievement.					<input type="checkbox"/>
Collaboration occurs frequently around beliefs, mission and shared vision.					<input type="checkbox"/>
High expectations for all students are evident in the beliefs,, mission and shared vision.					<input type="checkbox"/>
Beliefs, mission and shared vision are communicated to all stakeholders.					<input type="checkbox"/>
Evidence categories below are to be noted above as identified for each criterion.					
Artifacts		Observations		Interviews	
1) TSIPP/SIP 2) Administrative data 3) Faculty/Staff Handbook 4) External Stakeholder communication 5) Parent and Community Involvement evidence		1) Classroom walk-through 2) School-wide observations		1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	
				1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent	
Comments					

RUBRIC

Domain A.	STUDENT ACHIEVEMENT	Indicator – A.3	Clear Expectations and Accountability for Achievement		
There is a culture of clear expectations and accountability for achievement as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eleven criteria met with evidence.	At least eight criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0
Criteria				Evidence Categories	
Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.				Artifacts	Observations
				Interviews	Surveys
				Met ?	
Student achievement celebrated and rewarded.					<input type="checkbox"/>
Student achievement focused faculty meetings.					<input type="checkbox"/>
There is a focus on Tennessee Content Standards.					<input type="checkbox"/>
Lesson plans focus on identified student achievement needs.					<input type="checkbox"/>
Formative assessment data available for all students.					<input type="checkbox"/>
Summative assessment data available for all students.					<input type="checkbox"/>
Teacher expectations regarding student achievement clearly identified.					<input type="checkbox"/>
Team meetings designed for planning improvements in student achievement.					<input type="checkbox"/>
State and federal guidelines are met to promote and support achievement for all student subgroups.					<input type="checkbox"/>
Professional development activities are based on improving student performance for all students.					<input type="checkbox"/>
Diagnostic prescriptive processes are in place to provide immediate feedback and assistance to students below proficient.					<input type="checkbox"/>
Evidence categories below are to be noted above as identified for each criterion.					
Artifacts		Observations		Interviews	
1) Tennessee State Report Card 2) Recognition of Student Achievement 3) Accountability Records 4) Team meeting agendas/minutes 5) External Stakeholder communication 6) Formative Assessment records and data 7) Summative Assessment records and data 8) SIP 9) Professional Development Plan/Records 10) Federal program reports/documents 11) Lesson plans		1) Classroom walk-through 2) School-wide observations		1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	
				1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent	
Comments					

RUBRIC

Domain A.	STUDENT ACHIEVEMENT	Indicator – A.4	Monitoring Student Achievement		
Student achievement is monitored and recorded throughout the learning process for analysis and interventions as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eleven criteria met with evidence.	At least eight criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0
Criteria				Evidence Categories	
Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.				Artifacts	Observations
				Interviews	Surveys
				Met ?	
Student achievement is monitored.					<input type="checkbox"/>
Student achievement is recorded and tracked.					<input type="checkbox"/>
Daily formative assessment drives student learning.					<input type="checkbox"/>
Daily formative assessment drives student development.					<input type="checkbox"/>
Summative assessment is available for all students.					<input type="checkbox"/>
Instructional decisions are data-driven.					<input type="checkbox"/>
A diagnostic prescriptive process is in place designed to address students' needs.					<input type="checkbox"/>
Assessment results are provided to the teacher in a timely manner.					<input type="checkbox"/>
Immediate feedback is provided to students to inform and support achievement.					<input type="checkbox"/>
Feedback is provided to parents to inform and support student achievement.					<input type="checkbox"/>
A variety of assessment data is used for monitoring student achievement.					<input type="checkbox"/>
Evidence categories below are to be noted above as identified for each criterion.					
Artifacts		Observations		Interviews	
1) Formative Assessment records and data 2) Summative Assessment records and data 3) Team meeting agendas/minutes 4) Differentiated instruction evidence (student grouping information) 5) Lesson plans 6) SIP 7) Parent communication		1) Classroom walk-through 2) School-wide observations		1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	
				1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent	
Comments					

RUBRIC

Domain A.	STUDENT ACHIEVEMENT	Indicator – A.5	Students Afforded Multiple Learning Opportunities		
The student is afforded multiple learning opportunities for success as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All ten criteria met with evidence.	At least seven criteria met with evidence.	At least four criteria met with evidence.	One to three criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0
Criteria				Evidence Categories	
Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.				Artifacts	Observations
				Interviews	Surveys
				Met ?	
Appropriate interventions are available to meet identified student needs.					<input type="checkbox"/>
Appropriate enrichment services are available to meet identified student needs.					<input type="checkbox"/>
Students with identified needs are provided diverse learning opportunities.					<input type="checkbox"/>
There is communication among all stakeholders around improved and multiple learning opportunities for all students.					<input type="checkbox"/>
Teaching and Learning opportunities extend beyond the walls of the school.					<input type="checkbox"/>
PD for staff is focused on research-based best practices in offering multiple learning opportunities for all students.					<input type="checkbox"/>
Instruction is differentiated.					<input type="checkbox"/>
Instruction is interdisciplinary.					<input type="checkbox"/>
Instruction addresses multiple learning styles.					<input type="checkbox"/>
Instruction includes review and reteaching.					<input type="checkbox"/>
Evidence categories below are to be noted above as identified for each criterion.					
Artifacts		Observations		Interviews	
1) Lesson plans 2) Team meeting agendas/minutes 3) Administrative data 4) Professional Development Plan/Records 5) Special Education reports/documents 6) ESL reports/documents 7) TSIPP/SIP 8) Differentiated instruction evidence 9) Enrichment, remediation and intervention program reports 10) Collaboration evidence 11) Extended learning opportunities/Informal learning opportunities		1) Classroom walk-through 2) School-wide observations		1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	
				1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent	
Comments					

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Domain B.	PERSONNEL ROLES & RESPONSIBILITIES	Indicator – B.1	Continuous Planning Process		
The school supports a continuous planning process as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eighteen criteria met with evidence.	At least thirteen criteria met with evidence.	At least eight criteria met with evidence.	One to seven criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria <i>Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.</i>	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Administrators participate in the planning and developing of the TSIPP.					<input type="checkbox"/>
Faculty participate in the planning and developing of the TSIPP.					<input type="checkbox"/>
Staff participate in the planning and developing of the TSIPP.					<input type="checkbox"/>
Administrators participate in implementation of the TSIPP.					<input type="checkbox"/>
Faculty participate in the implementation of the TSIPP.					<input type="checkbox"/>
Staff participate in the implementation of the TSIPP.					<input type="checkbox"/>
Administrators participate in the continuous monitoring of the TSIPP.					<input type="checkbox"/>
Faculty participate in the continuous monitoring of the TSIPP.					<input type="checkbox"/>
Staff participate in the continuous monitoring of the TSIPP.					<input type="checkbox"/>
Administrators provide input for the adjustment of the TSIPP.					<input type="checkbox"/>
Faculty provide input for the adjustment of the TSIPP.					<input type="checkbox"/>
Staff provide input for the adjustment of the TSIPP.					<input type="checkbox"/>
Administrators communicate the status of the SIP to all stakeholders on a regular basis.					<input type="checkbox"/>
Faculty communicate the status of the SIP to all stakeholders on a regular basis.					<input type="checkbox"/>
Staff communicate the status of the SIP to all stakeholders on a regular basis.					<input type="checkbox"/>
Administrators articulate and model the beliefs, mission and shared vision of the school.					<input type="checkbox"/>
Faculty articulate and model the beliefs, mission and shared vision of the school.					<input type="checkbox"/>
Staff articulate and model the beliefs, mission and shared vision of the school.					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) TSIPP/SIP 2) External Stakeholder communication	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

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Comments

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Domain B.	PERSONNEL ROLES & RESPONSIBILITIES	Indicator – B.2	Teaching and Learning
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Faculty and staff provide teaching and learning opportunities to meet the needs of all students as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All thirteen criteria met with evidence.	The first and at least nine other criteria met with evidence.	The first and at least six other criteria met with evidence.	One to six criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
100% of required staff* are highly qualified and 100% of faculty are highly qualified for courses taught.					<input type="checkbox"/>
Assume ownership and accountability for a climate of student-focused teaching and learning					<input type="checkbox"/>
Demonstrate knowledge of individual student needs.					<input type="checkbox"/>
Demonstrate the use of effective strategies aligned to individual student needs.					<input type="checkbox"/>
Provide for inclusive instructional opportunities for all students.					<input type="checkbox"/>
Continually monitor learning.					<input type="checkbox"/>
Continuously assess and monitor the individual developmental needs of all students.					<input type="checkbox"/>
Use assessment results to differentiate instruction to meet the learning styles of a diverse population.					<input type="checkbox"/>
Work in a collaborative manner to provide a viable learning community regarding curriculum.					<input type="checkbox"/>
Work in a collaborative manner to provide a viable learning community regarding instruction.					<input type="checkbox"/>
Work in a collaborative manner to provide a viable learning community regarding organization.					<input type="checkbox"/>
Work in a collaborative manner to provide a viable learning community regarding use of assessments.					<input type="checkbox"/>
Provide for differentiated class structures based on student needs.					<input type="checkbox"/>

*Title I schools

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Lesson plans 2) Differentiated instruction evidence 3) Extended learning opportunities/Informal learning opportunities 4) Formative Assessment records and data 5) Summative Assessment records and data 6) School Counselor data 7) Enrichment, remediation and intervention program reports 8) Tennessee Content Standards evidence of use	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain B.	PERSONNEL ROLES & RESPONSIBILITIES	Indicator – B.3	Policies and Procedures		
Administrators, faculty and staff are aware of and adhere to policies and procedures in place to promote student learning as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All ten criteria met with evidence.	At least seven criteria met with evidence.	At least four criteria met with evidence.	One to three criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0
Criteria				Evidence Categories	
Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.				Artifacts	Observations
				Interviews	Surveys
				Met ?	
Federal and state policies are communicated to all stakeholders.					<input type="checkbox"/>
Local policies are communicated to all stakeholders.					<input type="checkbox"/>
School policies and procedures are communicated to all stakeholders.					<input type="checkbox"/>
Access is guaranteed to federal and state policies.					<input type="checkbox"/>
Access is guaranteed local policies.					<input type="checkbox"/>
Access is guaranteed to school policies and procedures.					<input type="checkbox"/>
Support is provided to ensure understanding of federal and state policies.					<input type="checkbox"/>
Support is provided to ensure understanding of local policies.					<input type="checkbox"/>
Support is provided to ensure understanding school policies and procedures.					<input type="checkbox"/>
School leadership ensures adherence to all policies and procedures.					<input type="checkbox"/>
Evidence categories below are to be noted above as identified for each criterion.					
Artifacts		Observations		Interviews	
1) Faculty/Staff Handbook 2) Student/Parent Handbook 3) Parent communication 4) External Stakeholder communication 5) Administrative data 6) Central Office/District Reports 7) SIP 8) Federal Programs reports/documents		1) Classroom walk-through 2) School-wide observations		1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	
				1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent	
Comments					

RUBRIC

Domain C.	CURRICULUM	Indicator – C.1	Standards Based Curriculum		
The curriculum is based on Tennessee Content Standards and is organized to provide appropriate opportunity for all students as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All seven criteria met with evidence.	At least five criteria met with evidence.	At least three criteria met with evidence.	One to two criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0
Criteria				Evidence Categories	
Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.				Artifacts	Observations
				Interviews	Surveys
				Met ?	
Curriculum is aligned to Tennessee Content Standards.					<input type="checkbox"/>
Curriculum is mapped.					<input type="checkbox"/>
Curriculum is articulated by grade level.					<input type="checkbox"/>
Curriculum is appropriately paced for all students.					<input type="checkbox"/>
Supplemental curriculum materials are aligned to standards.					<input type="checkbox"/>
Curriculum-based benchmarks have been developed.					<input type="checkbox"/>
Curriculum is communicated to all stakeholders.					<input type="checkbox"/>
Evidence categories below are to be noted above as identified for each criterion.					
Artifacts		Observations		Interviews	
1) Curriculum documents 2) Tennessee Content Standards evidence of use 3) Parent communication 4) Lesson plans 5) SIP		1) Classroom walk-through 2) School-wide observations		1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	
				1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent	
Comments					

RUBRIC

Domain C.	CURRICULUM	Indicator – C.2	Rigor and Relevance
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The curriculum is rigorous and relevant for all students as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All seven criteria met with evidence.	At least five criteria met with evidence.	At least three criteria met with evidence.	One to two criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Supplemented to enhance higher order thinking skills.					<input type="checkbox"/>
Supplemented with appropriate technology.					<input type="checkbox"/>
Supplemented to challenge all students to perform at optimal levels.					<input type="checkbox"/>
Supplemented to support diverse learning needs.					<input type="checkbox"/>
Curriculum resources are culturally relevant.					<input type="checkbox"/>
Differentiated.					<input type="checkbox"/>
Accessible to all students at all times.					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Curriculum documents 2) Tennessee Content Standards evidence of use 3) Parent communication 4) Lesson plans 5) Administrative data 6) Differentiated instruction evidence 7) Class Rosters 8) Enrichment, remediation and intervention program reports	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

RUBRIC

Domain C.	CURRICULUM	Indicator – C.3	Continuous Improvement
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The curriculum is continuously improved to benefit all students as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All seven criteria met with evidence.	At least five criteria met with evidence.	At least three criteria met with evidence.	One to two criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria <small>Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.</small>	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Appropriate data are collected.					<input type="checkbox"/>
Appropriate data are analyzed.					<input type="checkbox"/>
A systematic review of the curriculum practices.					<input type="checkbox"/>
A systematic review of the curriculum processes.					<input type="checkbox"/>
A periodic analysis of the school schedule to ensure equity and adequacy.					<input type="checkbox"/>
A periodic analysis of the level of complexity of course content.					<input type="checkbox"/>
Appropriate use of item analysis.					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Formative assessment records and data 2) Summative assessment records and data 3) Class Rosters 4) Master schedule 5) Curriculum documents 6) Parent communication 7) Lesson plans 8) Assessment plan and calendars 9) TSIPP/SIP 10) Course offerings and descriptions 11) External Stakeholder communication 12) Faculty/Staff Handbook 13) Student/Parent Handbook 14) Enrichment, remediation and intervention program reports	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain C.	CURRICULUM	Indicator – C.4	Curriculum Integration
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The curriculum addresses core knowledge and skills that extend beyond the content classes as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All nine criteria met with evidence.	At least seven criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Collaborative planning of integrated instruction.					<input type="checkbox"/>
Applicable to multiple disciplines.					<input type="checkbox"/>
Includes higher order thinking skills.					<input type="checkbox"/>
Opportunities for informal learning.					<input type="checkbox"/>
Opportunities to engage in culturally relevant experiences.					<input type="checkbox"/>
Opportunities to develop and expand quality oral communication skills.					<input type="checkbox"/>
Opportunities to develop and expand quality written communication skills.					<input type="checkbox"/>
Opportunities to apply learning to real-life situations.					<input type="checkbox"/>
Opportunities for reluctant learners through the Arts.					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Team meeting agendas/minutes 2) Master schedule 3) Class Rosters 4) Curriculum documents 5) Parent communication 6) Professional Development Plan/Records 7) Lesson plans 8) Extended Learning Opportunities/Informal Learning Opportunities 9) External Stakeholder communication 10) Faculty/Staff Handbook 11) Student/Parent Handbook 12) Collaboration evidence	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain D.	INSTRUCTION	Indicator – D.1	Planning for Instruction
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Planning for instruction is designed to meet individual needs of all students as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All fourteen criteria met with evidence.	At least ten criteria met with evidence.	At least six criteria met with evidence.	One to five criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria <i>Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.</i>	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Focuses on TN Content Standards.					<input type="checkbox"/>
Focuses on research-based best practices.					<input type="checkbox"/>
Is varied.					<input type="checkbox"/>
Engages students in meaningful learning activities.					<input type="checkbox"/>
Promotes the development of higher-order thinking skills.					<input type="checkbox"/>
Promotes interdisciplinary learning.					<input type="checkbox"/>
Addresses multiple learning styles.					<input type="checkbox"/>
Promotes differentiated instruction.					<input type="checkbox"/>
Promotes problem solving skills.					<input type="checkbox"/>
Requires application to real-life situations.					<input type="checkbox"/>
Provides opportunities for students to direct their own learning as appropriate.					<input type="checkbox"/>
Teachers work together to plan for a variety of delivery methods.					<input type="checkbox"/>
Teachers plan vertically to make appropriate instructional decisions.					<input type="checkbox"/>
Teachers plan horizontally to make appropriate instructional decisions.					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Lesson plans 2) Team meeting agendas/minutes 3) Professional Development Plan/Records 4) Administrative data 5) Multi-disciplinary team agendas and appropriate notes 6) Master schedules 7) Enrichment, remediation and intervention program reports 8) Collaboration evidence 9) SIP 10) Tennessee Content Standards evidence of use	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain D.	INSTRUCTION	Indicator – D.2	Delivery of Instruction		
Instruction is delivered to ensure that appropriate time and opportunity are provided to meet individual needs of all students as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eleven criteria met with evidence.	At least eight criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0
Criteria				Evidence Categories	
Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.				Artifacts	Observations
				Interviews	Surveys
				Met ?	
Focuses on TN Content Standards.					<input type="checkbox"/>
Focuses on research-based best practices.					<input type="checkbox"/>
Appropriate technology is used to support the learning process.					<input type="checkbox"/>
Practices and structures are designed to maximize time on task.					<input type="checkbox"/>
Optimal scheduling to meet students individual needs are in place.					<input type="checkbox"/>
All classroom instruction is designed to provide multiple opportunities for learning.					<input type="checkbox"/>
All classroom instruction provides support through the teaching and re-teaching process.					<input type="checkbox"/>
There are multiple tutoring opportunities before, during and after the school day.					<input type="checkbox"/>
General and Special Education teachers work collaboratively to ensure appropriate IEP development.					<input type="checkbox"/>
All practices and structures are designed to maximize student growth and development.					<input type="checkbox"/>
Instructional expectations and practices of high standards are driven by the mission, vision and beliefs of the school.					<input type="checkbox"/>
Evidence categories below are to be noted above as identified for each criterion.					
Artifacts		Observations		Interviews	
Surveys					
1) Lesson plans 2) Team meeting agendas/minutes 3) Professional Development Plan/Records 4) Administrative data 5) Multi-disciplinary team agendas and appropriate notes 6) Class Rosters 7) Master schedules 8) Enrichment, remediation and intervention program reports 9) Collaboration evidence 10) SIP 11) Tennessee Content Standards evidence of use		1) Classroom walk-through 2) School-wide observations		1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	
		1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent			
Comments					

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Domain D.	INSTRUCTION	Indicator – D.3	Professional Development		
Continuing and ongoing needs-based professional development reflects the pedagogy of the teaching process and mastery of content as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All nine criteria met with evidence.	At least seven criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0
Criteria				Evidence Categories	
Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.				Artifacts	Observations
				Interviews	Surveys
				Met ?	
Research-based.					<input type="checkbox"/>
Standards-driven.					<input type="checkbox"/>
Differentiated.					<input type="checkbox"/>
Job-imbedded.					<input type="checkbox"/>
On-going.					<input type="checkbox"/>
Based on student needs.					<input type="checkbox"/>
Promotes creativity.					<input type="checkbox"/>
Evaluated for effectiveness based on student achievement.					<input type="checkbox"/>
Professional development opportunities address the pedagogy of the teaching process and mastery of content.					<input type="checkbox"/>
Evidence categories below are to be noted above as identified for each criterion.					
Artifacts		Observations		Interviews	
1) Faculty/Staff Handbook 2) Student/Parent Handbook 3) SIP 4) Lesson plans 5) Team meeting agendas/minutes 6) Professional Development Plan/Records 7) Administrative data 8) Multi-disciplinary team agenda and appropriate notes 9) Formative Assessment records and data 10) Summative Assessment records and data 11) Extended learning opportunities/Informal learning opportunities		1) Classroom walk-through 2) School-wide observations		1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	
				1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent	
Comments					

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Domain D.	INSTRUCTION	Indicator – D.4	Monitoring and Feedback for Continuous Improvement		
The monitoring of instructional processes and practices are analyzed, amended and adjusted to maintain rigor, relevance and eliminate gaps in learning as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eleven criteria met with evidence.	At least eight criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0
Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.			Evidence Categories		
			Artifacts	Observations	Interviews
			Surveys	Met ?	
Classroom walk-throughs to inform instruction.					<input type="checkbox"/>
Informal administration evaluations (day to day observation).					<input type="checkbox"/>
Formal administration evaluations (comprehensive and focused).					<input type="checkbox"/>
Monitoring the TSIPP.					<input type="checkbox"/>
Mentoring processes.					<input type="checkbox"/>
Grade-level/department-level collaboration.					<input type="checkbox"/>
Peer observation.					<input type="checkbox"/>
A systematic review of the instructional practices and processes.					<input type="checkbox"/>
An alignment with high performing research-based instructional practices.					<input type="checkbox"/>
A periodic analysis of the level of complexity of course assignments.					<input type="checkbox"/>
Analysis of student achievement data.					<input type="checkbox"/>
Evidence categories below are to be noted above as identified for each criterion.					
Artifacts		Observations		Interviews	Surveys
1) Formative assessment records and data 2) Summative assessment records and data 3) TSIPP/SIP 4) Attendance data 5) Discipline data 6) Collaboration evidence 7) Assessment plan and calendars 8) Parent communication 9) External Stakeholder communication 10) Faculty/Staff Handbook 11) Student/Parent Handbook		1) Classroom walk-through 2) School-wide observations		1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent
Comments					

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Domain E.	LEADERSHIP	Indicator – E.1	Instructional Leadership		
Leadership promotes research-based instruction that assures the alignment of curriculum, instruction and assessment to the Tennessee Content Standards as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All nine criteria met with evidence.	At least seven criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0
Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.			Evidence Categories		
			Artifacts	Observations	Interviews
			Surveys	Met ?	
Documents observation of standards being taught in all classrooms.					<input type="checkbox"/>
Documents the connection of student assessments to standards.					<input type="checkbox"/>
Makes resources available that support the standards.					<input type="checkbox"/>
Models and encourages the use of reflective thinking.					<input type="checkbox"/>
Stays abreast of proven research-based best practices.					<input type="checkbox"/>
Asks effective questions that challenge the thinking of others.					<input type="checkbox"/>
Builds the efficacy and performance of the staff through professional development.					<input type="checkbox"/>
Utilizes timely evaluation of teacher effectiveness to provide feedback.					<input type="checkbox"/>
Maintains a focus on the analysis of student achievement data to determine progress toward mastery of standards.					<input type="checkbox"/>
Evidence categories below are to be noted above as identified for each criterion.					
Artifacts		Observations		Interviews	
1) Administrative data 2) Formative Assessment records and data 3) Summative Assessment records and data 4) SIP 5) Professional Development Plan/Records 6) Central Office/District Reports		1) Classroom walk-through 2) School-wide observations		1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	
				1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent	
Comments					

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Domain E.	LEADERSHIP	Indicator – E.2	High Expectations
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Leadership upholds high expectations for all students advancing a vision and mission focused on student achievement as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eleven criteria met with evidence.	At least eight criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Clearly communicates high expectations to all stakeholders.					<input type="checkbox"/>
Utilizes data to make decisions related to expectations.					<input type="checkbox"/>
Ensures that instruction aligns with expectations.					<input type="checkbox"/>
Develops and maintains a safe and orderly environment.					<input type="checkbox"/>
Follows through with appropriate consequences.					<input type="checkbox"/>
Recognizes and celebrates the fulfillment of expectations.					<input type="checkbox"/>
Monitors classrooms to determine changes in instruction based on data.					<input type="checkbox"/>
Orchestrates the development of the vision and mission.					<input type="checkbox"/>
Articulates the vision and mission to all stakeholders.					<input type="checkbox"/>
Models the vision and mission of the school.					<input type="checkbox"/>
Ensures the alignment of resources to the school’s vision and mission.					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Parent communication 2) Formative Assessment records and data 3) Summative Assessment records and data 4) Administrative data 5) Central Office/District Reports 6) Discipline Plan 7) SIP 8) Teacher mobility and attendance data 9) Preliminary Report	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain E.	LEADERSHIP	Indicator – E.3	Promotes and Supports Highly Effective Instruction		
Leadership promotes and supports highly effective instruction through the extensive use of data as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All twelve criteria met with evidence.	At least nine criteria met with evidence.	At least six criteria met with evidence.	One to five criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0
Criteria			Evidence Categories		
Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.			Artifacts	Observations	Interviews
			Surveys	Met ?	
Provides scheduling that allows for collaboration.					<input type="checkbox"/>
Promotes effective data-driven teamwork.					<input type="checkbox"/>
Maintains a school-wide data-driven focus on learning.					<input type="checkbox"/>
Meets with teachers regularly to keep informed of student progress.					<input type="checkbox"/>
Provides means for assessment driven instruction.					<input type="checkbox"/>
Promotes the use of formative and summative data for planning.					<input type="checkbox"/>
Leadership models effective use of student achievement data.					<input type="checkbox"/>
Leadership uses student achievement data to address individual teacher effectiveness.					<input type="checkbox"/>
Leadership uses student achievement data to address teacher effectiveness for grade level and departmental needs.					<input type="checkbox"/>
Leadership uses student achievement data to address teacher effectiveness on a school-wide basis.					<input type="checkbox"/>
Guarantees that teachers are monitoring the impact of their instruction.					<input type="checkbox"/>
Supports new teachers by arranging for teacher mentoring and providing consistent guidance.					<input type="checkbox"/>
Evidence categories below are to be noted above as identified for each criterion.					
Artifacts		Observations		Interviews	
Surveys					
1) Parent communication 2) Formative Assessment records and data 3) Summative Assessment records and data 4) Administrative data 5) Central Office/District Reports 6) Discipline Plan 7) SIP 8) Teacher mobility and attendance data 9) Preliminary Report 10) New teacher mentor/induction plan		1) Classroom walk-through 2) School-wide observations		1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	
		1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent			
Comments					

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Domain E.	LEADERSHIP	Indicator – E.4	Culture of Trust and Respect		
Leadership ensures a culture of trust and respect that supports an inviting and stable learning environment as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eight criteria met with evidence.	At least six criteria met with evidence.	At least four criteria met with evidence.	One to three criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0
Criteria			Evidence Categories		
Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.			Artifacts	Observations	Interviews
			Surveys	Met ?	
Maintains open and honest communication.					<input type="checkbox"/>
Follows through on plans.					<input type="checkbox"/>
Fosters a nurturing environment.					<input type="checkbox"/>
Supports risk taking by staff members.					<input type="checkbox"/>
Encourages innovation, creativity, novelty and originality.					<input type="checkbox"/>
Recognizes contributions of others.					<input type="checkbox"/>
Models professionalism.					<input type="checkbox"/>
Retains high quality teachers.					<input type="checkbox"/>
Evidence categories below are to be noted above as identified for each criterion.					
Artifacts		Observations		Interviews	
		Surveys			
1) Parent communication 2) Administrative data 3) Teacher mobility and attendance data 4) SIP 5) Preliminary Report 6) External Stakeholder communication 7) Lesson plans 8) Recognitions/Celebrations 9) Tennessee State Report Card		1) Classroom walk-through 2) School-wide observations		1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	
				1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent	
Comments					

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Domain E.	LEADERSHIP	Indicator – E.5	Equity and Adequacy		
Leadership advocates acceptance of and respect for individual differences and ensures equity and adequacy as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eight criteria met with evidence.	At least six criteria met with evidence.	At least four criteria met with evidence.	One to three criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0
Criteria			Evidence Categories		
Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.			Artifacts	Observations	Interviews
			Surveys	Met ?	
Recognizes the needs of a diverse population.					<input type="checkbox"/>
Establishes school schedules based on equity and adequacy.					<input type="checkbox"/>
Assures multiple opportunities for learning.					<input type="checkbox"/>
Displays respect for individual differences.					<input type="checkbox"/>
Maintains open communication.					<input type="checkbox"/>
Conducts an ongoing evaluation of the curriculum.					<input type="checkbox"/>
Ensures an inclusive environment.					<input type="checkbox"/>
Provides for the equitable distribution of human, monetary and time resources, to best meet the needs of all students.					<input type="checkbox"/>
Evidence categories below are to be noted above as identified for each criterion.					
Artifacts		Observations		Interviews	Surveys
1) School Budget and expenditure records 2) Master Schedule 3) Faculty/Staff Handbook 4) Parent communication 5) Administrative data 6) Teacher mobility and attendance data 7) TSIPP/SIP 8) External Stakeholder communication 9) Enrollment figures and trends		1) Classroom walk-through 2) School-wide observations		1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent
Comments					

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Domain E.	LEADERSHIP	Indicator – E.6	Policies and Procedures		
Leadership advances district-wide and school policies and guides the development and execution of procedures necessary to implement these policies as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All nine criteria met with evidence.	At least six criteria met with evidence.	At least four criteria met with evidence.	One to three criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0
Criteria			Evidence Categories		
Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.			Artifacts	Observations	Interviews
			Surveys	Met ?	
Articulates an understanding of policies and their purpose.					<input type="checkbox"/>
Adheres to state, district-wide and school policies and procedures.					<input type="checkbox"/>
Adheres to Tennessee Instructional Leadership Standards (TILS).					<input type="checkbox"/>
Monitors the implementation of policies and procedures.					<input type="checkbox"/>
Challenges policies and procedures that impede student learning.					<input type="checkbox"/>
Makes all stakeholders aware of the connection of policies and procedures to student learning.					<input type="checkbox"/>
Adjusts procedures as necessary to keep a focus on student learning.					<input type="checkbox"/>
Keeps all stakeholders informed of policy and procedural changes.					<input type="checkbox"/>
Provides an external staff support system with central office personnel.					<input type="checkbox"/>
Evidence categories below are to be noted above as identified for each criterion.					
Artifacts		Observations		Interviews	
1) Parent communication 2) Faculty/Staff Handbook 3) Central Office/District Reports 4) Administrative data 5) TSIPP/SIP 6) External Stakeholder communication		1) Classroom walk-through 2) School-wide observations		1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	
				1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent	
Comments					

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Domain F.	ORGANIZATION OF THE SCHOOL	Indicator – F.1	Supports Students' Learning and Developmental Needs		
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The organization of the school supports students' learning and developmental needs as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All six criteria met with evidence.	At least four criteria met with evidence.	At least two criteria met with evidence.	One criterion met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria <i>Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.</i>	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Schedule is determined based on student needs.					<input type="checkbox"/>
Class periods are of the appropriate length as to promote student learning.					<input type="checkbox"/>
Organization of the school day allows optimal time on task for all students.					<input type="checkbox"/>
Uses a system of record keeping for all students which tracks individual student performance.					<input type="checkbox"/>
Offers a range of comprehensive scope of services within a structure designed for success for all students.					<input type="checkbox"/>
Provides timely and continuous assessment of organizational effectiveness in meeting student needs.					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Student/Parent Handbook 2) Master Schedule 3) Administrative data 4) Class Rosters 5) CTE reports/documents 6) ELL reports/documents 7) Curriculum documents 8) Formative Assessment records and data 9) Summative Assessment records and data 10) Lesson plans 11) Assessment plan and calendars 12) Special Education reports/documents 13) TSIPP/SIP 14) Enrichment, remediation and intervention program reports 15) Extended learning opportunities/Informal learning opportunities	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain F.	ORGANIZATION OF THE SCHOOL	Indicator – F.2	Adequate and Equitable Resources to Improve Student Achievement
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There are adequate and equitable resources to improve student achievement as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All ten criteria met with evidence.	At least seven criteria met with evidence.	At least four criteria met with evidence.	One to three criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Adequate human resources.					<input type="checkbox"/>
Equitable human resources.					<input type="checkbox"/>
Human resources are primarily focused on student achievement.					<input type="checkbox"/>
Adequate time resources.					<input type="checkbox"/>
Equitable time resources.					<input type="checkbox"/>
Adequate monetary and other resources.					<input type="checkbox"/>
Equitable monetary and other resources.					<input type="checkbox"/>
Monetary and other resources are primarily focused on student achievement.					<input type="checkbox"/>
Time resources are primarily focused on student achievement.					<input type="checkbox"/>
The school allows time for collaborative communication to occur.					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Master Schedule 2) Enrichment, remediation and intervention program reports 3) Special Education reports/documents 4) School Budget and expenditure records 5) Course offerings and descriptions 6) Professional Development Plan/Records 7) Differentiated instruction evidence 8) TSIPP/SIP 9) Preliminary Report 10) Technology Plan 11) Grant applications/awards copies	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain F.	ORGANIZATION OF THE SCHOOL	Indicator – F.3	Structure and Organization Support Achievement		
The structure and organization of the school support maximum student performance for a diverse population of students as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All thirteen criteria met with evidence.	At least ten criteria met with evidence.	At least seven criteria met with evidence.	One to six criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria <i>Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.</i>	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Faculty meetings focus on student achievement.					<input type="checkbox"/>
Team planning addresses student needs.					<input type="checkbox"/>
Professional development activities are based on student needs.					<input type="checkbox"/>
The school schedules are established in a timely manner.					<input type="checkbox"/>
The school schedules are followed regularly without unnecessary interruptions.					<input type="checkbox"/>
The school schedules are designed to meet the developmental needs of all students.					<input type="checkbox"/>
Special needs are identified and addressed appropriately.					<input type="checkbox"/>
Appropriate interventions are available to meet identified student needs.					<input type="checkbox"/>
Appropriate enrichment services are available to meet identified student needs.					<input type="checkbox"/>
Professional development activities are based on research-based best practices.					<input type="checkbox"/>
Student successes are recognized through rewards and celebrations.					<input type="checkbox"/>
Collaboration around improved student performance occurs among all involved stakeholders.					<input type="checkbox"/>
Structures exist for clear communication among all stakeholders regarding student achievement.					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	Observations	Interviews	Surveys
1) Special Education reports/documents 2) Tennessee State Report Card 3) ESL reports/documents 4) Accountability Records 5) Lesson plans 6) Formative Assessment records and data 7) Summative Assessment records and data 8) Team meeting agendas/minutes 9) TSIPP/SIP 10) TVAAS data 11) Enrichment, remediation and intervention program reports 12) Professional Development Plan/Records 13) Recognition of Student Achievement 14) External Stakeholder communication 15) Collaboration evidence 16) Master Schedule 17) Class Rosters	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

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Comments

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Domain G.	ASSESSMENT & EVALUATION	Indicator – G.1	Characteristics of School Assessment and Evaluation Process		
The school's assessment and evaluation process promotes student success as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All twenty-one criteria met with evidence.	At least sixteen criteria met with evidence.	At least eleven criteria met with evidence.	One to six criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0
Criteria				Evidence Categories	
Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.				Artifacts	Observations
				Interviews	Surveys
				Met ?	
Aligned with Tennessee Standards of Performance.					<input type="checkbox"/>
Process is continuous and ongoing.					<input type="checkbox"/>
Culture of data-driven decision making.					<input type="checkbox"/>
Formative assessment informs student learning.					<input type="checkbox"/>
Formative assessment informs student development.					<input type="checkbox"/>
Summative assessment informs student learning.					<input type="checkbox"/>
Summative assessment informs student development.					<input type="checkbox"/>
Uses a variety of academic and nonacademic data sources.					<input type="checkbox"/>
Effective method of communicating results to all stakeholders is defined.					<input type="checkbox"/>
Process is differentiated for all types of students/programs/classes.					<input type="checkbox"/>
Measures define exit knowledge, skills, attributes and attitudes.					<input type="checkbox"/>
Defines achievement gaps and inequities.					<input type="checkbox"/>
Includes ALL students with disaggregation by required student subgroups.					<input type="checkbox"/>
Assessment results are used to improve the organizational structure of the school.					<input type="checkbox"/>
Conducted in a timely manner.					<input type="checkbox"/>
Assessment results are provided to the teacher in a timely manner.					<input type="checkbox"/>
Assessment results are used to improve instruction.					<input type="checkbox"/>
Immediate feedback is provided to students to support student achievement.					<input type="checkbox"/>
Feedback is provided to parents to inform and support student achievement.					<input type="checkbox"/>
Parents and students use data for improvement.					<input type="checkbox"/>
The school has a student driven/focused component for addressing student performance gaps/inequities.					<input type="checkbox"/>
Evidence categories below are to be noted above as identified for each criterion.					
Artifacts		Observations		Interviews	
1) Tennessee Content Standards evidence of use 2) Formative Assessment records and data 3) Summative Assessment records and data 4) Central Office/District Reports 5) Tennessee State Report Card 6) Team meeting agenda/minutes 7) Federal Programs reports/documents 8) TSIPP/SIP 9) Differentiated instruction evidence 10) External Stakeholder communication 11) Assessment plan and calendars 12) Accountability Records 13) Lesson plans		1) Classroom walk-through 2) School-wide observations		1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	
				Surveys	
				1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent	

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Comments

Domain G.	ASSESSMENT & EVALUATION	Indicator – G.2	Formative Assessments
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The school's formative assessment and evaluation process promotes student success as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All seven criteria met with evidence.	At least five criteria met with evidence.	At least three criteria met with evidence.	One to two criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria <i>Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.</i>	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Alignment to Tennessee Performance Standards.					<input type="checkbox"/>
Used for all students.					<input type="checkbox"/>
Use of formal and informal assessments.					<input type="checkbox"/>
Includes a continuous process of evaluation.					<input type="checkbox"/>
Uses benchmarking to determine progress over time.					<input type="checkbox"/>
Uses formative assessment results in conjunction with summative assessment results to make decisions.					<input type="checkbox"/>
Is utilized and understood by all staff for improvement of instruction.					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Formative Assessment records and data 2) Assessment plan and calendars 3) Differentiated instruction evidence 4) SIP 5) TVAAS data 6) Tennessee Content Standards evidence of use 7) Accountability Records	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain G.	ASSESSMENT & EVALUATION	Indicator – G.3	Summative Assessments
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The school's summative assessment and evaluation process promotes student success as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All nine criteria met with evidence.	At least seven criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Used in decision making for improving student performance.					<input type="checkbox"/>
Used for all students.					<input type="checkbox"/>
Uses a variety of academic and nonacademic data sources.					<input type="checkbox"/>
Aligned to Tennessee Performance Standards.					<input type="checkbox"/>
Utilized and understood by all staff to improve instruction.					<input type="checkbox"/>
Used to diagnose student needs.					<input type="checkbox"/>
Used to prescribe interventions.					<input type="checkbox"/>
Used in the aggregate.					<input type="checkbox"/>
Used in the disaggregate.					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Summative Assessment records and data 2) Tennessee State Report Card 3) Special Education reports/documents 4) Tennessee Content Standards evidence of use 5) SIP 6) Accountability Records 7) Differentiated instruction evidence	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain G.	ASSESSMENT & EVALUATION	Indicator – G.4	Use of Assessment and Evaluation Results
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Personnel in the school use the assessment and evaluation process to promote student success as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eleven criteria met with evidence.	At least eight criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Assessment results are used to revise curriculum.					<input type="checkbox"/>
Assessment results are used to improve instruction.					<input type="checkbox"/>
Assessment results are used to improve student performance.					<input type="checkbox"/>
Assessment results are used to address identified student needs.					<input type="checkbox"/>
Assessment results are used diagnostically.					<input type="checkbox"/>
Assessment results are used prescriptively.					<input type="checkbox"/>
Assessment results are used to engage stakeholders in planning for school improvements.					<input type="checkbox"/>
Assessment literacy is provided to students.					<input type="checkbox"/>
Assessment results are used to help students set achievement goals.					<input type="checkbox"/>
Assessment literacy is provided to parents.					<input type="checkbox"/>
Assessment results are used to help parents set achievement goals.					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	Observations	Interviews	Surveys
1) Differentiated instruction evidence 2) Tennessee State Report Card 3) TSIPP/SIP 4) Special Education reports/documents 5) ESL reports/documents 6) CTE reports/documents 7) External Stakeholder communication 8) Parent communication 9) Federal Programs reports/documents 10) Parent and Community Involvement evidence	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain H.	CLIMATE & CULTURE	Indicator – H.1	Faculty Characteristics		
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The faculty and staff exhibit characteristics of professionalism, flexibility, nurturing, pride, collaboration and innovation as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All nine criteria met with evidence.	At least seven criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
There is a low attrition rate of faculty and staff.					<input type="checkbox"/>
The faculty conducts themselves at all times as professionals.					<input type="checkbox"/>
Flexibility for the good of students is evident.					<input type="checkbox"/>
All students are nurtured.					<input type="checkbox"/>
There is evidence of pride in all stakeholders.					<input type="checkbox"/>
There is evidence of collaboration among all stakeholders.					<input type="checkbox"/>
Innovation is encouraged and evident.					<input type="checkbox"/>
There are internal public relation activities.					<input type="checkbox"/>
There are external public relation activities.					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Professional Development Plan and Records 2) Team meeting agendas/minutes 3) TSIPP/SIP 4) Preliminary Report 5) Teacher mobility and attendance data 6) Faculty/Staff Handbook 7) Master Schedule 8) External Stakeholder communication 9) Recognition/Celebrations 10) Collaboration evidence	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain H.	CLIMATE & CULTURE	Indicator – H.2	Culture of High Ethical Standards
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There is a culture of high ethical standards as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All ten criteria met with evidence.	At least seven criteria met with evidence.	At least four criteria met with evidence.	One to three criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Expectations are fair and equitable for all stakeholders.					<input type="checkbox"/>
Honesty and fairness is expected of all stakeholders.					<input type="checkbox"/>
Stakeholders support each other.					<input type="checkbox"/>
Stakeholders adhere to rules and regulations.					<input type="checkbox"/>
Administrators demonstrate risk taking.					<input type="checkbox"/>
Faculty and staff interact with honesty and fairness.					<input type="checkbox"/>
Faculty and staff interact with all parents with honesty and fairness.					<input type="checkbox"/>
Faculty and staff interact with all students with honesty and fairness.					<input type="checkbox"/>
Faculty and staff interact with the community with honesty and fairness.					<input type="checkbox"/>
Responsibilities are shared in an equitable manner.					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Student/Parent Handbook 2) Administrative data 3) Team meeting agendas/minutes 4) Professional Development Plan/Records 5) Parent and Community Involvement evidence 6) Collaboration evidence – professional learning communities 7) TSIPP/SIP 8) Faculty/Staff Handbook 9) Discipline Plan 10) Discipline data 11) Attendance data 12) School surveys copies and analyses	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

RUBRIC

Domain H.	CLIMATE & CULTURE	Indicator – H.3	Diversity and Tolerance Valued
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Diversity and tolerance are valued and promoted as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All ten criteria met with evidence.	At least seven criteria met with evidence.	At least four criteria met with evidence.	One to three criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Celebration of diversity.					<input type="checkbox"/>
Equity and adequacy for all students.					<input type="checkbox"/>
Student successes are communicated to appropriate stakeholders.					<input type="checkbox"/>
Opportunities for creative expression exist for students.					<input type="checkbox"/>
Student differences are appreciated.					<input type="checkbox"/>
There is a climate of tolerance and acceptance.					<input type="checkbox"/>
Cultural diversity of students is imbedded in daily classroom instruction.					<input type="checkbox"/>
Culturally relevant practices and processes permeate the school environment.					<input type="checkbox"/>
Resources are provided to support creative opportunities for students.					<input type="checkbox"/>
Ensure students are not categorized or stereotyped in the learning environment.					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Recognition/Celebrations 2) Student/Parent Handbook 3) Faculty/Staff Handbook 4) External Stakeholder communication 5) Course offerings and descriptions 6) Special Education reports and documents 7) Discipline data 8) Tennessee State Report Card	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain H.	CLIMATE & CULTURE	Indicator – H.4	Responsive Culture that Values Students and Their Needs		
There is evidence of a responsive culture that values all students and their needs as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eight criteria met with evidence.	At least six criteria met with evidence.	At least four criteria met with evidence.	One to three criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0
Criteria			Evidence Categories		
Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.			Artifacts	Observations	Interviews
			Surveys	Met ?	
The school provides a stable environment.					<input type="checkbox"/>
The school environment is responsive to student physical needs.					<input type="checkbox"/>
The school environment is responsive to student emotional needs.					<input type="checkbox"/>
Student needs are identified.					<input type="checkbox"/>
Student needs are addressed.					<input type="checkbox"/>
Students are valued and celebrated.					<input type="checkbox"/>
High expectations for all students.					<input type="checkbox"/>
Students of varying abilities receive appropriate instruction and support.					<input type="checkbox"/>
Evidence categories below are to be noted above as identified for each criterion.					
Artifacts		Observations		Interviews	Surveys
1) Master Schedule 2) Discipline data 3) Class Rosters 4) Team meeting agendas/minutes 5) Lesson plans 6) Special Education reports/documents 7) Enrichment, remedial and intervention program results 8) Recognition of Student Achievement 9) Formative Assessment records and data 10) Summative Assessment records and data 11) School Counselor data		1) Classroom walk-through 2) School-wide observations		1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent
Comments					

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Domain H.	CLIMATE & CULTURE	Indicator – H.5	High Expectations and a Strong Nurturing Environment		
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The school promotes a climate of trust, respect and care among all stakeholders as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All thirteen criteria met with evidence.	At least ten criteria met with evidence.	At least seven criteria met with evidence.	One to six criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Administrators, faculty and staff exhibit high expectations and provide a strong nurturing environment for every student.					<input type="checkbox"/>
The community values, respects and supports the school.					<input type="checkbox"/>
Students interact with each other in a respectful, trusting and caring manner.					<input type="checkbox"/>
There are expectations that stakeholders work collaboratively together.					<input type="checkbox"/>
Teachers interact in a respectful, trusting and caring manner.					<input type="checkbox"/>
Teachers and students interact in a respectful, trusting and caring manner.					<input type="checkbox"/>
Teachers and parents interact in a respectful, trusting and caring manner.					<input type="checkbox"/>
Teachers, community and other stakeholders interact in a respectful, trusting and caring manner.					<input type="checkbox"/>
Promotes positive stakeholder collegiality.					<input type="checkbox"/>
Administrators and teachers interact in a respectful, trusting and caring manner.					<input type="checkbox"/>
Administrators and parents interact in a respectful, trusting and caring manner.					<input type="checkbox"/>
Administrators and students interact in a respectful, trusting and caring manner.					<input type="checkbox"/>
Administrators, community and other stakeholders interact in a respectful, trusting and caring manner.					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Team meeting agendas/minutes 2) School Counselor data 3) Discipline data 4) TSIPP/SIP 5) Collaboration evidence 6) Administrative data 7) Extended learning opportunities/Informal learning opportunities 8) External Stakeholder communication 9) Parent and Community Involvement evidence 10) School surveys copies and analyses 11) New teacher/induction plan 12) Safety and Security Plan	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain H.	CLIMATE & CULTURE	Indicator – H.6	Distributed Accountability		
The school promotes distributed accountability through shared leadership and shared decision making as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All twelve criteria met with evidence.	At least nine criteria met with evidence.	At least six criteria met with evidence.	One to five criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria <small>Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.</small>	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
There are mechanisms in place for faculty and staff to participate in decision making.					<input type="checkbox"/>
Professional development decisions are made collaboratively.					<input type="checkbox"/>
Resource allocation decisions are made collaboratively.					<input type="checkbox"/>
Teachers are rewarded for risk taking.					<input type="checkbox"/>
Teachers feel safe to take risks.					<input type="checkbox"/>
There are opportunities for students, parents and other stakeholders to participate in decision making.					<input type="checkbox"/>
The TSIPP is planned and developed collaboratively.					<input type="checkbox"/>
The TSIPP is implemented collaboratively.					<input type="checkbox"/>
The TSIPP drives the day to day operation of the school.					<input type="checkbox"/>
The TSIPP is communicated to all stakeholders on a regular basis.					<input type="checkbox"/>
The TSIPP is monitored and adjusted on a continuous basis by the leadership team.					<input type="checkbox"/>
The TSIPP has imbedded learning opportunities for faculty, staff, students, parents and other stakeholders.					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	Observations	Interviews	Surveys
1) TSIPP/SIP 2) Administrative data 3) Team meeting agendas/minutes 4) Professional Development Plan/Records 5) Parent and Community Involvement evidence 6) Collaboration evidence 7) Formative Assessment records and data 8) Summative Assessment records and data 9) Lesson plans 10) Recognitions/Celebrations 11) Student Council minutes	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain H.	CLIMATE & CULTURE	Indicator – H.7	Culture of Happiness and Enjoyment
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There is a pervasive culture of happiness and enjoyment as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eleven criteria met with evidence.	At least eight criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Students exhibit a pleasant demeanor.					<input type="checkbox"/>
Faculty and staff exhibit a pleasant demeanor.					<input type="checkbox"/>
Good manners are practiced by all stakeholders.					<input type="checkbox"/>
Students are working together in an orderly manner.					<input type="checkbox"/>
Stakeholders greet each other in a friendly manner.					<input type="checkbox"/>
Parents and community members feel welcome in the school.					<input type="checkbox"/>
There are smiling faces.					<input type="checkbox"/>
There is an absence of loud disruptions.					<input type="checkbox"/>
Teachers and students communicate in a well-modulated voice.					<input type="checkbox"/>
Administrators treat their staff with respect.					<input type="checkbox"/>
Learning is often viewed by students as a fun activity.					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	Observations	Interviews	Surveys
1) TSIPP/SIP 2) School surveys copies and analyses 3) SACS/CASI Report 4) Discipline Plan	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

RUBRIC

Domain I.	SAFE & ORDERLY ENVIRONMENT	Indicator – I.1	High expectations
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A culture of high expectations is evident throughout the school as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All six criteria met with evidence.	At least four criteria met with evidence.	At least two criteria met with evidence.	One criterion met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
High expectations for student behavior have been established, based on the beliefs, mission and shared vision of the school as per the TSIPP process.					<input type="checkbox"/>
All stakeholders had input into the process of creating the expectations.					<input type="checkbox"/>
The expectations are clearly communicated to all stakeholders.					<input type="checkbox"/>
School leadership communicates the message that all adults are responsible for all students.					<input type="checkbox"/>
All stakeholders accept responsibilities for reinforcing expectations with all students.					<input type="checkbox"/>
High expectations for student behavior are evident in school-wide practices.					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) TSIPP/SIP 2) Student/Parent Handbook 3) Discipline Plan 4) External Stakeholder communication 5) Parent communication 6) Student Council minutes 7) Faculty/Staff Handbook	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

RUBRIC

Domain I.	SAFE & ORDERLY ENVIRONMENT	Indicator – I.2	Policies, practices and procedures
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School policies, practices and procedures are in place to ensure the safety of all as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eleven criteria met with evidence.	At least eight criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Policies are consistently implemented through practices.					<input type="checkbox"/>
Policies are consistently implemented through procedures.					<input type="checkbox"/>
School policies promote students taking responsibility for their own behavior.					<input type="checkbox"/>
Emergency procedures are planned and posted.					<input type="checkbox"/>
Emergency procedures are practiced and followed in the proper manner.					<input type="checkbox"/>
Regular safety procedures are planned and followed in the proper manner.					<input type="checkbox"/>
School policies support the physical well-being of all stakeholders.					<input type="checkbox"/>
School policies support the emotional well-being of all stakeholders.					<input type="checkbox"/>
School policies support the mental well-being of all stakeholders.					<input type="checkbox"/>
School practices align to school policies.					<input type="checkbox"/>
School procedures align to school policies.					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Student/Parent Handbook 2) Faculty/Staff Handbook 3) SIP 4) Discipline Plan 5) External Stakeholder communication 6) Parent communication 7) School Counselor data 8) Discipline data 9) Safety and Security Plan	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain I.	SAFE & ORDERLY ENVIRONMENT	Indicator – I.3	Responsive Environment
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The school provides an environment that invites and responds to student input as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eight criteria met with evidence.	At least six criteria met with evidence.	At least four criteria met with evidence.	One to three criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Students are invited to give input.					<input type="checkbox"/>
Students are encouraged to give input.					<input type="checkbox"/>
Student suggestions are acknowledged.					<input type="checkbox"/>
Student suggestions are addressed.					<input type="checkbox"/>
Student suggestions are implemented where appropriate.					<input type="checkbox"/>
Students take responsibility for their actions.					<input type="checkbox"/>
Student collaboration is encouraged.					<input type="checkbox"/>
There are mechanisms in place that promote student input into the decision-making process with regard to how a safe and orderly environment should look in their school.					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Student/Parent Handbook 2) Faculty/Staff Handbook 3) SIP 4) Discipline Plan 5) Parent communication 6) School Counselor data 7) Discipline data 8) Student Council minutes	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

RUBRIC

Domain I.	SAFE & ORDERLY ENVIRONMENT	Indicator – I.4	Safe, Secure and Stable Environment		
The school provides an environment for teaching and learning as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All nine criteria met with evidence.	At least seven criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0
Criteria				Evidence Categories	
Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.				Artifacts	Observations
				Interviews	Surveys
				Met ?	
The school provides a safe environment.					<input type="checkbox"/>
The school provides a secure environment.					<input type="checkbox"/>
The school provides an orderly environment.					<input type="checkbox"/>
The school facility is safe.					<input type="checkbox"/>
The school facility is secure.					<input type="checkbox"/>
The school schedules are established in a timely manner.					<input type="checkbox"/>
The school schedules are followed regularly without unnecessary interruptions.					<input type="checkbox"/>
The school maintains an awareness of current safety policies, procedures and practices.					<input type="checkbox"/>
The school keeps parents apprised of current safety policies, procedures and practices.					<input type="checkbox"/>
Evidence categories below are to be noted above as identified for each criterion.					
Artifacts		Observations		Interviews	
1) School Calendar 2) Administrative data 3) Curriculum documents 4) Team meeting agendas/minutes 5) Master Schedule 6) Safety and Security plan 7) External Stakeholder communication		1) Classroom walk-through 2) School-wide observations		1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	
				1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent	
Comments					

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Domain J.	PARENT & COMMUNITY INVOLVEMENT	Indicator – J.1	Active Involvement of External Stakeholders		
External stakeholders are actively involved in the education of students as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All fourteen criteria met with evidence.	At least ten criteria met with evidence.	At least six criteria met with evidence.	One to five criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0
Criteria			Evidence Categories		
Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.			Artifacts	Observations	Interviews
			Surveys	Met ?	
Community-based school activities are planned.					<input type="checkbox"/>
Community-based school activities are executed.					<input type="checkbox"/>
Structures are in place to keep parents informed.					<input type="checkbox"/>
Parent conferences are planned.					<input type="checkbox"/>
Parent conferences are executed.					<input type="checkbox"/>
The school solicits and forms partnerships.					<input type="checkbox"/>
Leadership plans for stakeholder involvement.					<input type="checkbox"/>
Parent groups are supported through informational meetings.					<input type="checkbox"/>
Communication structures are in place to comply with IDEA and Federal Programs requirements.					<input type="checkbox"/>
The school has a communication network which is inclusive.					<input type="checkbox"/>
Parents and community members are included in the TSIPP process.					<input type="checkbox"/>
Parents and community members feel welcome in the school and a part of the school's culture.					<input type="checkbox"/>
Parents and stakeholders provide individual service, i.e. tutoring, volunteers.					<input type="checkbox"/>
External stakeholder feedback is valued.					<input type="checkbox"/>
Evidence categories below are to be noted above as identified for each criterion.					
Artifacts			Observations	Interviews	Surveys
1) Parent and Community Involvement evidence 2) Administrative data 3) Parent communication 4) TSIPP/SIP 5) School Counselor data 6) Federal Programs reports/documents 7) Extended learning opportunities/Informal learning opportunities			1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent
Comments					

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Domain K.	COMMUNICATION	Indicator – K.1	Effective Communication		
The school has an effective communication system as exhibited by:					
4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All thirteen criteria met with evidence.	At least ten criteria met with evidence.	At least seven criteria met with evidence.	One to six criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria <i>Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.</i>	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
The school has a communication network which is inclusive. (J1)					<input type="checkbox"/>
The school has an open, non-threatening and two-way communication system.					<input type="checkbox"/>
The school has an internal communication system that promotes a high level of professionalism.					<input type="checkbox"/>
The school has an external communication system that promotes a high level of professionalism.					<input type="checkbox"/>
The school has a communication system designed to promote and maintain high expectations for all students.					<input type="checkbox"/>
The school has a communication system designed to promote a legacy of education that emphasizes academics.					<input type="checkbox"/>
The school has a communication system designed to promote ownership of the school beliefs, mission and shared vision and accountability for all results.					<input type="checkbox"/>
The school has a communication system designed to promote stakeholder accountability for student learning.					<input type="checkbox"/>
The school has a communication system that promotes and supports tolerant environment.					<input type="checkbox"/>
There is communication among all stakeholders around improved and multiple learning opportunities for all students. (A7)					<input type="checkbox"/>
Leadership maintains open and honest communication that supports an inviting and stable learning environment. (E4)					<input type="checkbox"/>
Structures exist for clear communication among all stakeholders regarding student achievement. (F3)					<input type="checkbox"/>
Communication structures are in place to comply with IDEA and Federal Programs requirements. (J1)					<input type="checkbox"/>

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) SIP 2) School surveys copies and analyses 3) External Stakeholder communication 4) Parent communication 5) Student/Parent Handbook 6) Faculty/Staff Handbook 7) SACS/CASI Report 8) School Calendar	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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APPENDIX E

School Improvement Grant (SIG) ***Final Requirements***

Appendix E (LEA C): Final Requirements

Final Requirements for School Improvement Grants, as Amended in January 2010

I. SEA Priorities in Awarding School Improvement Grants:

A. Defining key terms. To award School Improvement Grants to its LEAs, consistent with section 1003(g)(6) of the ESEA, an SEA must define three tiers of schools, in accordance with the requirements in paragraph 1, to enable the SEA to select those LEAs with the greatest need for such funds. From among the LEAs in greatest need, the SEA must select, in accordance with paragraph 2, those LEAs that demonstrate the strongest commitment to ensuring that the funds are used to provide adequate resources to enable the lowest-achieving schools to meet the accountability requirements in this notice. Accordingly, an SEA must use the following definitions to define key terms:

1. Greatest need. An LEA with the greatest need for a School Improvement Grant must have one or more schools in at least one of the following tiers:

(a) Tier I schools: (i) A Tier I school is a Title I school in improvement, corrective action, or restructuring that is identified by the SEA under paragraph (a)(1) of the definition of “persistently lowest-achieving schools.”

(ii) At its option, an SEA may also identify as a Tier I school an elementary school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two consecutive years; or

(2) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(B) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(1)(i) of the definition of “persistently lowest-achieving schools.”

(b) Tier II schools: (i) A Tier II school is a secondary school that is eligible for, but does not receive, Title I, Part A funds and is identified by the SEA under paragraph (a)(2) of the definition of “persistently lowest-achieving schools.”

(ii) At its option, an SEA may also identify as a Tier II school a secondary school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two consecutive years; or

(2) Is in the State's lowest quintile of performance based on proficiency rates on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(B)(1) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(2)(i) of the definition of "persistently lowest-achieving schools;" or

(2) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(c) Tier III schools: (i) A Tier III school is a Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

(ii) At its option, an SEA may also identify as a Tier III school a school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two years; or

(2) Is in the State's lowest quintile of performance based on proficiency rates on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(B) Does not meet the requirements to be a Tier I or Tier II school.

(iii) An SEA may establish additional criteria to use in setting priorities among LEA applications for funding and to encourage LEAs to differentiate among Tier III schools in their use of school improvement funds.

2. Strongest Commitment. An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement fully and effectively, one of the following rigorous interventions in each Tier I and Tier II school that the LEA commits to serve:

(a) Turnaround model: (1) A turnaround model is one in which an LEA must--

(i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

(ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

(A) Screen all existing staff and rehire no more than 50 percent; and

(B) Select new staff;

(iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

(iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

(v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

(vi) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;

(vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

(viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and

(ix) Provide appropriate social-emotional and community-oriented services and supports for students.

(2) A turnaround model may also implement other strategies such as--

(i) Any of the required and permissible activities under the transformation model; or

(ii) A new school model (e.g., themed, dual language academy).

(b) Restart model: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management

organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) School closure: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

(d) Transformation model: A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and

(2) Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed

with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B) Implementing a schoolwide "response-to-intervention" model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools--

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

(2) Improving student transition from middle to high school through summer transition programs or freshman academies;

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

3. Definitions.

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-

rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.¹

Persistently lowest-achieving schools means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

(i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(b) To identify the lowest-achieving schools, a State must take into account both--

(i) The academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

¹ Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. “The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School.” *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. “When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program.” *Educational Evaluation and Policy Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.)
<http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296>

(ii) The school's lack of progress on those assessments over a number of years in the "all students" group.

Student growth means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

4. Evidence of strongest commitment. (a) In determining the strength of an LEA's commitment to ensuring that school improvement funds are used to provide adequate resources to enable Tier I and Tier II schools to improve student achievement substantially, an SEA must consider, at a minimum, the extent to which the LEA's application demonstrates that the LEA has taken, or will take, action to--

- (i) Analyze the needs of its schools and select an intervention for each school;
- (ii) Design and implement interventions consistent with these requirements;
- (iii) Recruit, screen, and select external providers, if applicable, to ensure their quality;
- (iv) Align other resources with the interventions;
- (v) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and
- (vi) Sustain the reforms after the funding period ends.

(b) The SEA must consider the LEA's capacity to implement the interventions and may approve the LEA to serve only those Tier I and Tier II schools for which the SEA determines that the LEA can implement fully and effectively one of the interventions.

B. Providing flexibility.

1. An SEA may award school improvement funds to an LEA for a Tier I or Tier II school that has implemented, in whole or in part, an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements within the last two years so that the LEA and school can continue or complete the intervention being implemented in that school.

2. An SEA may seek a waiver from the Secretary of the requirements in section 1116(b) of the ESEA in order to permit a Tier I or Tier II Title I participating school implementing an intervention that meets the requirements under section I.A.2(a) or 2(b) of these requirements in an LEA that receives a School Improvement Grant to “start over” in the school improvement timeline. Even though a school implementing the waiver would no longer be in improvement, corrective action, or restructuring, it may receive school improvement funds.

3. An SEA may seek a waiver from the Secretary to enable a Tier I or Tier II Title I participating school that is ineligible to operate a Title I schoolwide program and is operating a Title I targeted assistance program to operate a schoolwide program in order to implement an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements.

4. An SEA may seek a waiver from the Secretary to extend the period of availability of school improvement funds beyond September 30, 2011 so as to make those funds available to the SEA and its LEAs for up to three years.

5. If an SEA does not seek a waiver under section I.B.2, 3, or 4, an LEA may seek a waiver.

II. Awarding School Improvement Grants to LEAs:

A. LEA requirements.

1. An LEA may apply for a School Improvement Grant if it receives Title I, Part A funds and has one or more schools that qualify under the State’s definition of a Tier I, Tier II, or Tier III school.

2. In its application, in addition to other information that the SEA may require--

(a) The LEA must--

(i) Identify the Tier I, Tier II, and Tier III schools it commits to serve;

(ii) Identify the intervention it will implement in each Tier I and Tier II school it commits to serve;

(iii) Demonstrate that it has the capacity to use the school improvement funds to provide adequate resources and related support to each Tier I and Tier II school it commits to serve in order to implement fully and effectively one of the four interventions identified in section I.A.2 of these requirements;

(iv) Provide evidence of its strong commitment to use school improvement funds to implement the four interventions by addressing the factors in section I.A.4(a) of these requirements;

(v) Include a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application; and

(vi) Include a budget indicating how it will allocate school improvement funds among the Tier I, Tier II, and Tier III schools it commits to serve.

(b) If an LEA has nine or more Tier I and Tier II schools, the LEA may not implement the transformation model in more than 50 percent of those schools.

3. The LEA must serve each Tier I school unless the LEA demonstrates that it lacks sufficient capacity (which may be due, in part, to serving Tier II schools) to undertake one of these rigorous interventions in each Tier I school, in which case the LEA must indicate the Tier I schools that it can effectively serve. An LEA may not serve with school improvement funds awarded under section 1003(g) of the ESEA a Tier I or Tier II school in which it does not implement one of the four interventions identified in section I.A.2 of these requirements.

4. The LEA's budget for each Tier I and Tier II school it commits to serve must be of sufficient size and scope to ensure that the LEA can implement one of the rigorous interventions identified in section I.A.2 of these requirements. The LEA's budget must cover the period of availability of the school improvement funds, taking into account any waivers extending the period of availability received by the SEA or LEA.

5. The LEA's budget for each Tier III school it commits to serve must include the services it will provide the school, particularly if the school meets additional criteria established by the SEA.

6. An LEA that commits to serve one or more Tier I, Tier II, or Tier III schools that do not receive Title I, Part A funds must ensure that each such school it serves receives all of the State and local funds it would have received in the absence of the school improvement funds.

7. An LEA in which one or more Tier I schools are located and that does not apply to serve at least one of these schools may not apply for a grant to serve only Tier III schools.

8. (a) To monitor each Tier I and Tier II school that receives school improvement funds, an LEA must--

(i) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and

(ii) Measure progress on the leading indicators in section III of these requirements.

(b) The LEA must also meet the requirements with respect to adequate yearly progress in section 1111(b)(2) of the ESEA.

9. If an LEA implements a restart model, it must hold the charter school operator, CMO, or EMO accountable for meeting the final requirements.

B. SEA requirements.

1. To receive a School Improvement Grant, an SEA must submit an application to the Department at such time, and containing such information, as the Secretary shall reasonably require.

2. (a) An SEA must review and approve, consistent with these requirements, an application for a School Improvement Grant that it receives from an LEA.

(b) Before approving an LEA's application, the SEA must ensure that the application meets these requirements, particularly with respect to--

(i) Whether the LEA has agreed to implement one of the four interventions identified in section I.A.2 of these requirements in each Tier I and Tier II school included in its application;

(ii) The extent to which the LEA's application shows the LEA's strong commitment to use school improvement funds to implement the four interventions by addressing the factors in section I.A.4(a) of these requirements;

(iii) Whether the LEA has the capacity to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in its application; and

(iv) Whether the LEA has submitted a budget that includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school it identifies in its application and whether the budget covers the period of availability of the funds, taking into account any waiver extending the period of availability received by either the SEA or the LEA.

(c) An SEA may, consistent with State law, take over an LEA or specific Tier I or Tier II schools in order to implement the interventions in these requirements.

(d) An SEA may not require an LEA to implement a particular model in one or more schools unless the SEA has taken over the LEA or school.

(e) To the extent that a Tier I or Tier II school implementing a restart model becomes a charter school LEA, an SEA must hold the charter school LEA accountable, or ensure that the charter school authorizer holds it accountable, for complying with these requirements.

3. An SEA must post on its Web site, within 30 days of awarding School Improvement Grants to LEAs, all final LEA applications as well as a summary of those grants that includes the following information:

(a) Name and National Center for Education Statistics (NCES) identification number of each LEA awarded a grant.

(b) Amount of each LEA's grant.

(c) Name and NCES identification number of each school to be served.

(d) Type of intervention to be implemented in each Tier I and Tier II school.

4. If an SEA does not have sufficient school improvement funds to award, for up to three years, a grant to each LEA that submits an approvable application, the SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.

5. An SEA must award a School Improvement Grant to an LEA in an amount that is of sufficient size and scope to support the activities required under section 1116 of the ESEA and these requirements. The LEA's total grant may not be less than \$50,000 or more than \$2,000,000 per year for each Tier I, Tier II, and Tier III school that the LEA commits to serve.

6. If an SEA does not have sufficient school improvement funds to allocate to each LEA with a Tier I or Tier II school an amount sufficient to enable the school to implement fully and effectively the specified intervention throughout the period of availability, including any extension afforded through a waiver, the SEA may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.

7. An SEA must award funds to serve each Tier I and Tier II school that its LEAs commit to serve, and that the SEA determines its LEAs have the capacity to serve, prior to awarding funds to its LEAs to serve any Tier III schools. If an SEA has awarded school improvement funds to its LEAs for each Tier I and Tier II school that its LEAs commit to serve in accordance with these requirements, the SEA may then, consistent with section

II.B.9, award remaining school improvement funds to its LEAs for the Tier III schools that its LEAs commit to serve.

8. In awarding School Improvement Grants, an SEA must apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability of the funds, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.

9. (a) If not every Tier I school in a State is served with FY 2009 school improvement funds, an SEA must carry over 25 percent of its FY 2009 funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with these requirements. This requirement does not apply in a State that does not have sufficient school improvement funds to serve all the Tier I schools in the State.

(b) If each Tier I school in a State is served with FY 2009 school improvement funds, an SEA may reserve up to 25 percent of its FY 2009 allocation and award those funds in combination with its FY 2010 funds consistent with these requirements.

10. In identifying Tier I and Tier II schools in a State for purposes of allocating funds appropriated for School Improvement Grants under section 1003(g) of the ESEA for any year subsequent to FY 2009, an SEA must exclude from consideration any school that was previously identified as a Tier I or Tier II school and in which an LEA is implementing one of the four interventions identified in these requirements using funds made available under section 1003(g) of the ESEA.

11. An SEA that is participating in the “differentiated accountability pilot” must ensure that its LEAs use school improvement funds available under section 1003(g) of the ESEA in a Tier I or Tier II school consistent with these requirements.

12. Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein and may consult with other stakeholders that have an interest in its application.

C. Renewal for additional one-year periods.

(a) If an SEA or an individual LEA requests and receives a waiver of the period of availability of school improvement funds, an SEA--

(i) Must renew the School Improvement Grant for each affected LEA for additional one-year periods commensurate with the period of availability if the LEA demonstrates that its Tier I and Tier II schools are meeting the requirements in section II.A.8 and that its Tier III schools are meeting the goals established by the LEA and approved by the SEA; and

(ii) May renew an LEA's School Improvement Grant if the SEA determines that the LEA is making progress toward meeting the requirements in section II.A.8 or the goals established by the LEA.

(b) If an SEA does not renew an LEA's School Improvement Grant because the LEA's participating schools are not meeting the requirements in section II.A.8 or the goals established by the LEA, the SEA may reallocate those funds to other eligible LEAs, consistent with these requirements.

D. State reservation for administration, evaluation, and technical assistance.

An SEA may reserve from the school improvement funds it receives under section 1003(g) of the ESEA in any given year no more than five percent for administration, evaluation, and technical assistance expenses. An SEA must describe in its application for a School Improvement Grant how the SEA will use these funds.

E. A State Whose School Improvement Grant Exceeds the Amount the State May Award to Eligible LEAs.

In some States in which a limited number of Title I schools are identified for improvement, corrective action, or restructuring, the SEA may be able to make School Improvement Grants, renewable for additional years commensurate with the period of availability of the funds, to each LEA with a Tier I, Tier II, or Tier III school without using the State's full allocation under section 1003(g) of the ESEA. An SEA in this situation may reserve no more than five percent of its FY 2009 allocation of school improvement funds for administration, evaluation, and technical assistance expenses under section 1003(g)(8) of the ESEA. The SEA may retain sufficient school improvement funds to serve, for succeeding years, each Tier I, II, and III school that generates funds for an eligible LEA. The Secretary may reallocate to other States any remaining school improvement funds from States with surplus funds.

III. Reporting and Evaluation:

A. Reporting metrics.

To inform and evaluate the effectiveness of the interventions identified in these requirements, the Secretary will collect data on the metrics in the following chart. The Department already collects most of these data through EDFacts and will collect data on two metrics through SFSF reporting. Accordingly, an SEA must only report the following new data with respect to school improvement funds:

1. A list of the LEAs, including their NCES identification numbers, that received a School Improvement Grant under section 1003(g) of the ESEA and the amount of the grant.
2. For each LEA that received a School Improvement Grant, a list of the schools that were served, their NCES identification numbers, and the amount of funds or value of services each school received.

3. For any Tier I or Tier II school, school-level data on the metrics designated on the following chart as “SIG” (School Improvement Grant):

Metric	Source	Achievement Indicators	Leading Indicators
SCHOOL DATA			
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	NEW SIG		
AYP status	<u>EDFacts</u>	✓	
Which AYP targets the school met and missed	<u>EDFacts</u>	✓	
School improvement status	<u>EDFacts</u>	✓	
Number of minutes within the school year	NEW SIG		✓
STUDENT OUTCOME/ACADEMIC PROGRESS DATA			
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	<u>EDFacts</u>	✓	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	<u>EDFacts</u>		✓
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup	NEW SIG	✓	
Percentage of limited English proficient students who attain English language proficiency	<u>EDFacts</u>	✓	
Graduation rate	<u>EDFacts</u>	✓	
Dropout rate	<u>EDFacts</u>		✓
Student attendance rate	<u>EDFacts</u>		✓

Metric	Source	Achievement Indicators	Leading Indicators
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	NEW SIG HS only		✓
College enrollment rates	NEW SFSF Phase II HS only	✓	
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	<u>EDFacts</u>		✓
Truants	<u>EDFacts</u>		✓
TALENT			
Distribution of teachers by performance level on LEA's teacher evaluation system	NEW SFSF Phase II		✓
Teacher attendance rate	NEW SIG		✓

4. An SEA must report these metrics for the school year prior to implementing the intervention, if the data are available, to serve as a baseline, and for each year thereafter for which the SEA allocates school improvement funds under section 1003(g) of the ESEA. With respect to a school that is closed, the SEA need report only the identity of the school and the intervention taken--i.e., school closure.

B. Evaluation.

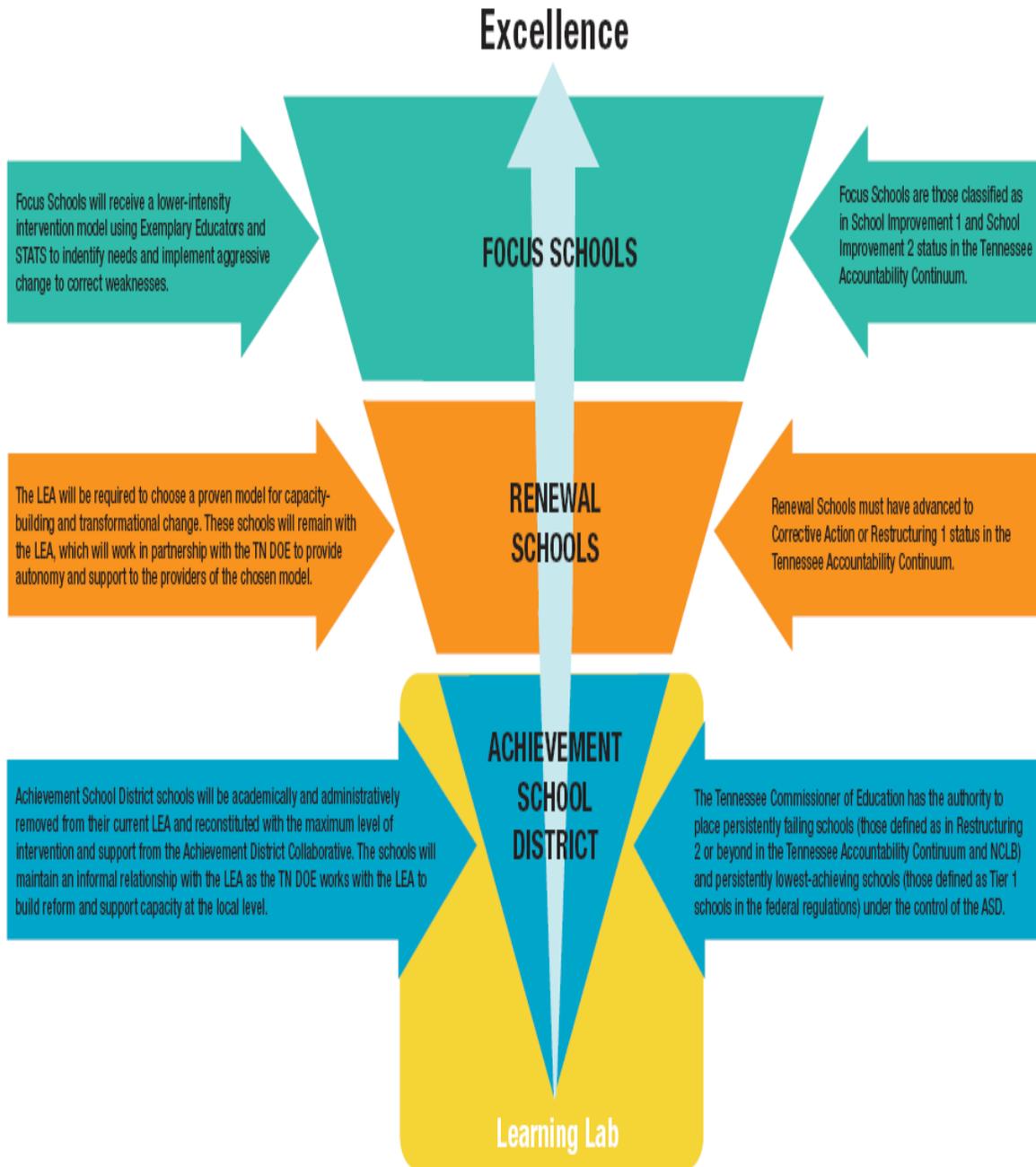
An LEA that receives a School Improvement Grant must participate in any evaluation of that grant conducted by the Secretary

APPENDIX F

Tennessee Pyramid of Intervention

Questions for Selection of Intervention Models for Tier I and Tier II Schools for School Level Descriptive Information

Tennessee Pyramid of Intervention



All schools in Tennessee will receive state support to put them on a trajectory toward excellence. Supports include: Common Core Standards and balance assessment systems, access to the enhanced longitudinal data system via the data dashboard, training on using data for instructional decision making, STEM initiative opportunities, changes in teacher and principal preparation and individualized support for improvement, the multiple measure teacher and principal evaluation system for coaching and decision making, and ongoing research and evaluation of what's working in Tennessee.

**Questions for selection of an Intervention for Tier I and Tier II schools only.
Please refer to VII. School Level Descriptive Information**

Excerpt from Handbook on Effective Implementation of School Improvement Grants, Center on Innovation & Improvement

The Turnaround Model

The LEA replaces the principal (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years) and rehiring no more than 50% of the staff; gives greater principal autonomy; implements other prescribed and recommended strategies.

1. How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
2. How will the LEA assign effective teachers and leaders to the lowest achieving schools?
3. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
4. How will staff replacement be executed—what is the process for determining which staff remains in the school and for selecting replacements?
5. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?
6. What supports will be provided to staff being assigned to other schools?
7. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
8. What is the LEA’s own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?
9. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?
10. What changes in operational practice must accompany the infusion of human capital, and how will these changes be brought about and sustained?

The Restart Model

The LEA converts or closes and reopens a school under a charter school operator, charter management organization, or education management organization.

1. Are there qualified charter management organizations (CMOs) or education management organizations (EMOs) willing to partner with the LEA to start a new school (or convert an existing school) in this location?
2. Will qualified community groups initiate a homegrown charter school? The LEA is best served by developing relationships with community groups to prepare them for operating charter schools.
3. Based on supply and capacity, which option is most likely to result in acceptable student growth for the student population to be served—homegrown charter school, CMO, or EMO?
4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?
5. How will support be provided to staff that are reassigned to other schools as a result of the restart?
6. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
7. What is the LEA’s own capacity to support the charter school with access to contractually specified district services and access to available funding?
8. How will the SEA assist with the restart?
9. What performance expectations will be contractually specified for the charter school, CMO, or EMO?

10. Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met?

The Transformation Model

The LEA replaces the principal (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

1. How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
2. How will the LEA enable the new leader to make strategic staff replacements?
3. What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?
4. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?
5. What changes in operational practice must accompany the transformation, and how will these changes be brought about and sustained?

School Closure Model

The LEA closes the school and enrolls the students in other schools in the LEA that are higher achieving.

1. What are the metrics to identify schools to be closed?
2. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?
3. How will the students and their families be supported by the LEA through the re-enrollment process?
4. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?
5. How will the receiving schools be staffed with quality staff to accommodate the increase in students?
6. How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?
7. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?
8. What supports will be provided to recipient schools if current staff members are reassigned?
9. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?
10. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
11. How will the LEA track student progress in the recipient schools?
12. What is the impact of school closure to the school's neighborhood, enrollment area, or community?
13. How does school closure fit within the LEA's overall reform efforts?

APPENDIX G

Framework for Tennessee Comprehensive Systemwide Planning Process (TCSPP) Component 5

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

**ABBREVIATED
GUIDE**

**An Abbreviated Format for Submission
to the Tennessee Department of Education**

August, 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

INTRODUCTION

This “Abbreviated Guide” has been developed for school system personnel who are already familiar with systemwide planning processes and requirements. It is a “short version” of the Framework/Guide for TCSPP in that it does not contain the activities, resources, and work guides which are designed to assist in building a collaborative process.

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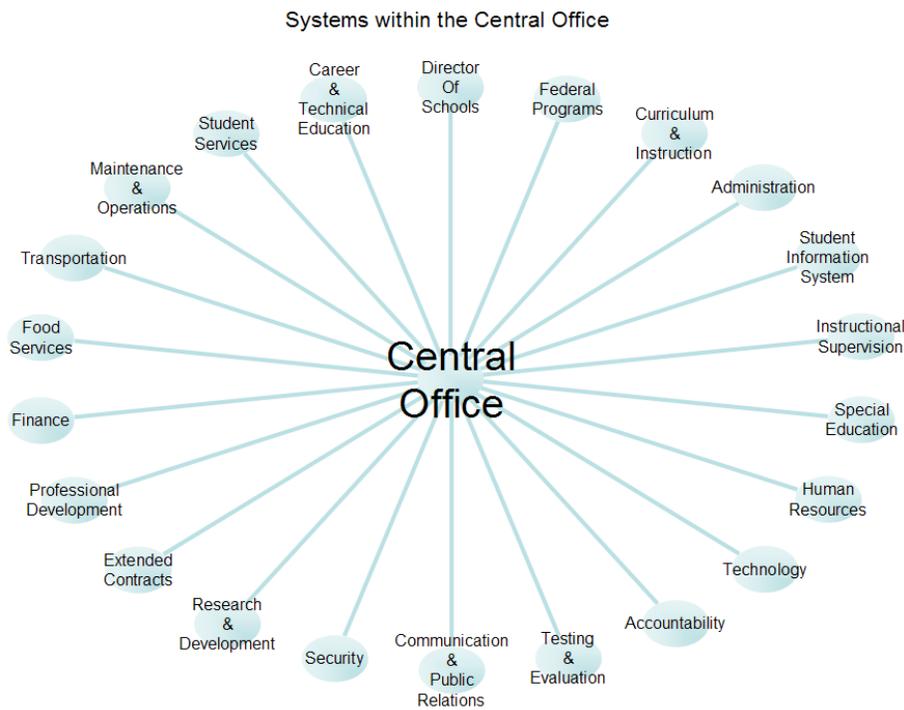
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INTRODUCTION

TENNESSEE COMPREHENSIVE SYSTEMWIDE PLANNING PROCESS (TCSPP)

Currently, Tennessee school systems are involved in developing and implementing multiple systemwide planning processes for, i.e., Title I/Federal Programs, Special Education, Career-Technical, Parent Involvement, Southern Association of Colleges and Schools' (SACS CASI) accreditation, and Technology planning (Radial Diagram 1). With No Child Left Behind, the focus is on accountability, clarity of purpose, and capacity building at the school system level in enabling its schools to make adequate yearly progress and to ensure increased student performance for all students. In working with state identified High Priority schools, one identified variable present in schools was the lack of support and capacity building from the school system's central office to identified schools.

School systems have to be proactive in assisting schools in meeting a higher standard. The TCSPP is a culture changing activity if implemented correctly. School system personnel will act as advocates for the school system's students. In this regard, the school system will act as the agent to speak proactively for its students who cannot speak. The TCSPP focuses on personal questions of individual effectiveness, turf protection versus collaboration, and central office personnel's abilities to support schools and build capacity for improvement. In providing support and capacity for schools, the ultimate question to be answered by central office personnel is: "Am I providing adequate support for all students in this school?"



Radial Diagram 1

For that reason, Commissioner of Education Lana C. Seivers appointed a practitioner-based task force to study current practices in systemwide planning and to seek cost effective and time efficient alternatives. The Task Force found redundancy in data collection, required budgetary planning and requests, and questioning procedures among federal and state agencies which required large amounts of staff time and effort at all levels, and negatively impacted overall efficiency at both the school system and state personnel levels.

The Task Force worked over a year and determined a set of essential, common questions, and corresponding data sets in a matrix which would provide necessary information from systems required for federal and state budgets. Additionally, commonalties were discovered in themes across program areas and in data collection practices across federal and state agencies which suggested that one planning process could be developed and implemented for all Tennessee school systems' use in meeting budget requirements as well as in planning for measuring overall capacity building and improvement in service to schools.

Tennessee has established a track record over ten years of effective planning at the school level with the Tennessee School Improvement Planning Process (TSIPP) which utilizes one plan, one process and common terminology in planning for all Tennessee schools. This process has been recognized nationally as data driven, concise, and comprehensive, as a research-based approach to planning at the school site level.

Additionally, Tennessee has an established track record over the past few years in the use of the Tennessee Consolidated Planning and Needs Assessment Process, 2003, which is designed to meet requirements for budgetary and systemwide planning established by No Child Left Behind. A decision was made by the TCSPP Task Force to use and build upon the Consolidated Planning Process to include all required planning processes for Career-Technical, Special Education, Parent Involvement, Technology and other program areas. In this way, we could build upon a preexisting and successfully used process to include all programs which exist in a school system at the central office level.

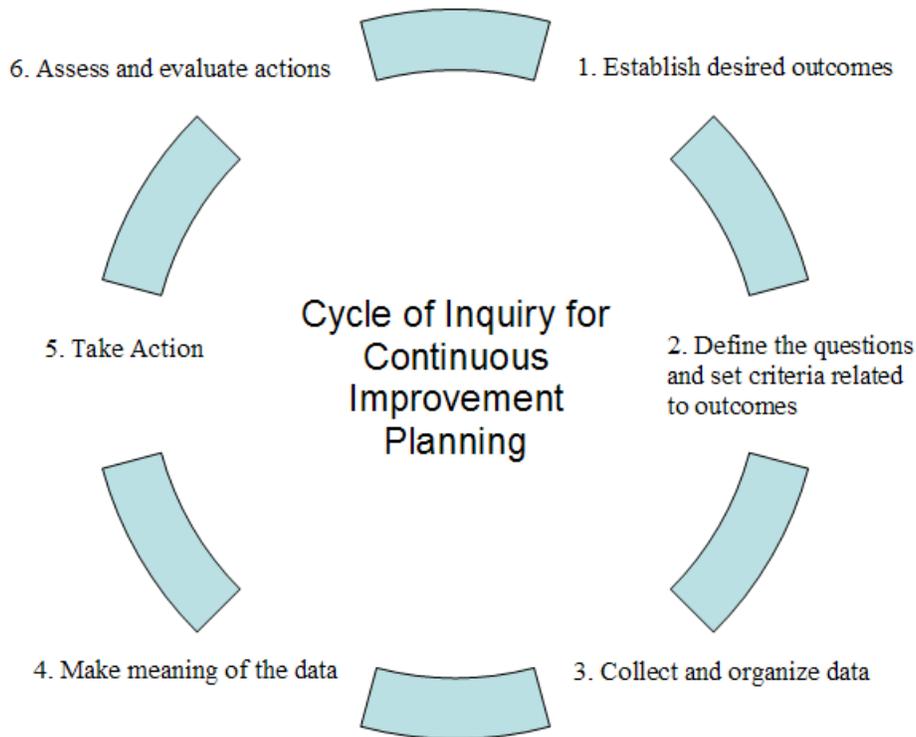
WHY USE A COMPREHENSIVE PLANNING PROCESS AT THE SCHOOL SYSTEM LEVEL?

Rationale for a Comprehensive Systemwide Planning Process

In investigating the current demands on school system personnel at the system level, the TCSPP Task Force determined that there were consistent essential questions being asked of different Department of Education staff and that some of the same data were being collected by different divisions in the Department. In developing and using one consistent format at the school system level, there will be vast amounts of staff time and effort being saved to ensure maximum efficiency for both school systems and the Tennessee Department of Education (TDOE).

The Task Force researched current effective practice in comprehensive systemwide planning and found even though some states are implementing more consolidated planning and merging

several program area requirements, no one state has attempted to combine all federal and state requirements into one plan, one process. The Annenberg Institute for School Reform at Brown University (6) developed a “Cycle of Inquiry for Continuous Improvement Planning” (Cycle Diagram 1). In fact, their task force, the School Communities that Work Task Force Group, found (1): “Nearly two decades of school reform have virtually ignored the part systems can play in promoting or hindering change. Certain fundamental characteristics of school systems – their political and fiscal accountability; their composition, encompassing many schools; and their reach across communities--make the system, rather than the state or the individual school, more appropriate venues for equitable, sustainable, and scalable improvement strategies.”

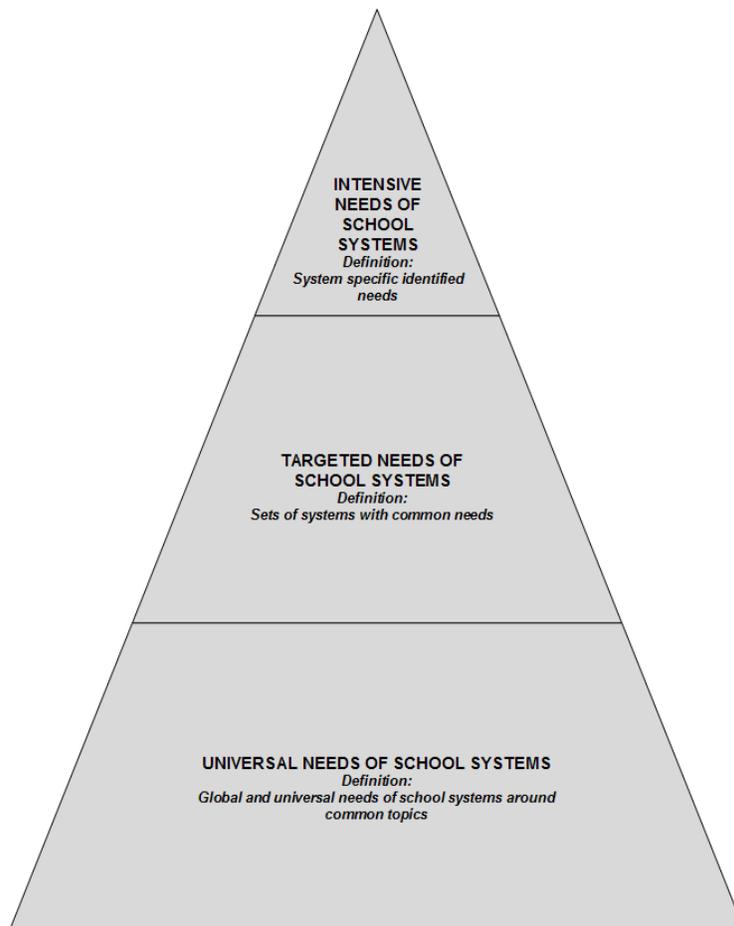


Cycle Diagram 1
Annenberg Institute for School Reform at Brown University (6)

From a National Perspective: Why we need a Systemwide Comprehensive Planning Process

Nationally, the Council of Chief State School Officers (CCSSO) has investigated state technical assistance approaches and planning processes delivered to school systems and has concluded, “In learning from a national implementation perspective, State to district level interventions are like a dog chasing a car. Once he catches it, he has no idea what to do with it.” (Slotnik) Conclusions suggest that each school system rather than the state has the advantage when building capacity and improving its own schools.

In developing a conceptual framework for a state to approach technical assistance to school systems, the most often effectively utilized format is a three tiered approach (Technical Assistance Pyramid 1) which impacts both the type and delivery of technical assistance which is designed to meet the intricate needs of school systems. Universal needs are those general needs of states, systems, and schools around common issues and topics and may be delivered electronically or in written form. Targeted needs are those needs for groups of states, systems, and schools with common needs around a topic or issue which may be delivered regionally or through networking and is knowledge and skill driven around the need/issue. Intensive needs for a state, system, and/or school is based on specific needs which have been identified and need direct intervention and assistance on site (CCSSO).



Technical Assistance Pyramid 1

Michael Fullan defines the change “capacity” theory as the collective ability to make change happen based on new knowledge, new resources, and new commitments or motivation. Specifically, for comprehensive planning at the school system level the focus is on organizational capacity building or as he defines it as: “Improvements in the infrastructure that represent new capabilities in government and non-government agencies to provide support, monitoring, and other capacity building resources for the system.”

Fullan's Key Drivers of Change: engaging people's moral purposes, capacity building, understanding the change process, developing cultures of learning, developing cultures of evaluation, focusing on leadership for change, fostering coherence-making, and cultivating tri-level development, provide a focus for any school system's planning and collaboration. He continues to support the notion of cultivating a tri-level approach to developing capacity as follows: first include pressure (accountability), provide support (capacity building), and finally problem solving mechanisms of all kinds. He believes that the focus on interrelations to be effective must occur at state, system, and school levels and must occur simultaneously with the understanding that change in a complex society will never be linear.

Joseph H. Simpson, Deputy Executive Director, CCSSO, reviewed existing state education agency approaches to capacity building for school systems and concluded states should have strategic plans for building capacity, but must also have a strategic action team with expertise in specific areas which support the plan. States must have the following: "A publicly stated vision, mission, and core values; identified resources and action team assigned to each strategic initiative; and standards with measures of effectiveness." He states: "If you have a strategic plan without a strategic team, you don't have a plan."

Key questions for consideration for a state in building capacity at the school system level are: What is the goal of the SEA? How should the SEA use accountability (standards, monitoring, and assistance/intervention) to best achieve that goal? What elements must/should the state measure with regard to system performance (focusing on student achievement outcomes as well as key inputs, including federal and state legal requirements)? What do we know about what works in terms of effective state to system assistance and interventions (and how to triage, differentiate, and implement those interventions)? How does the SEA structure itself and its processes around this vision of improving student achievement?

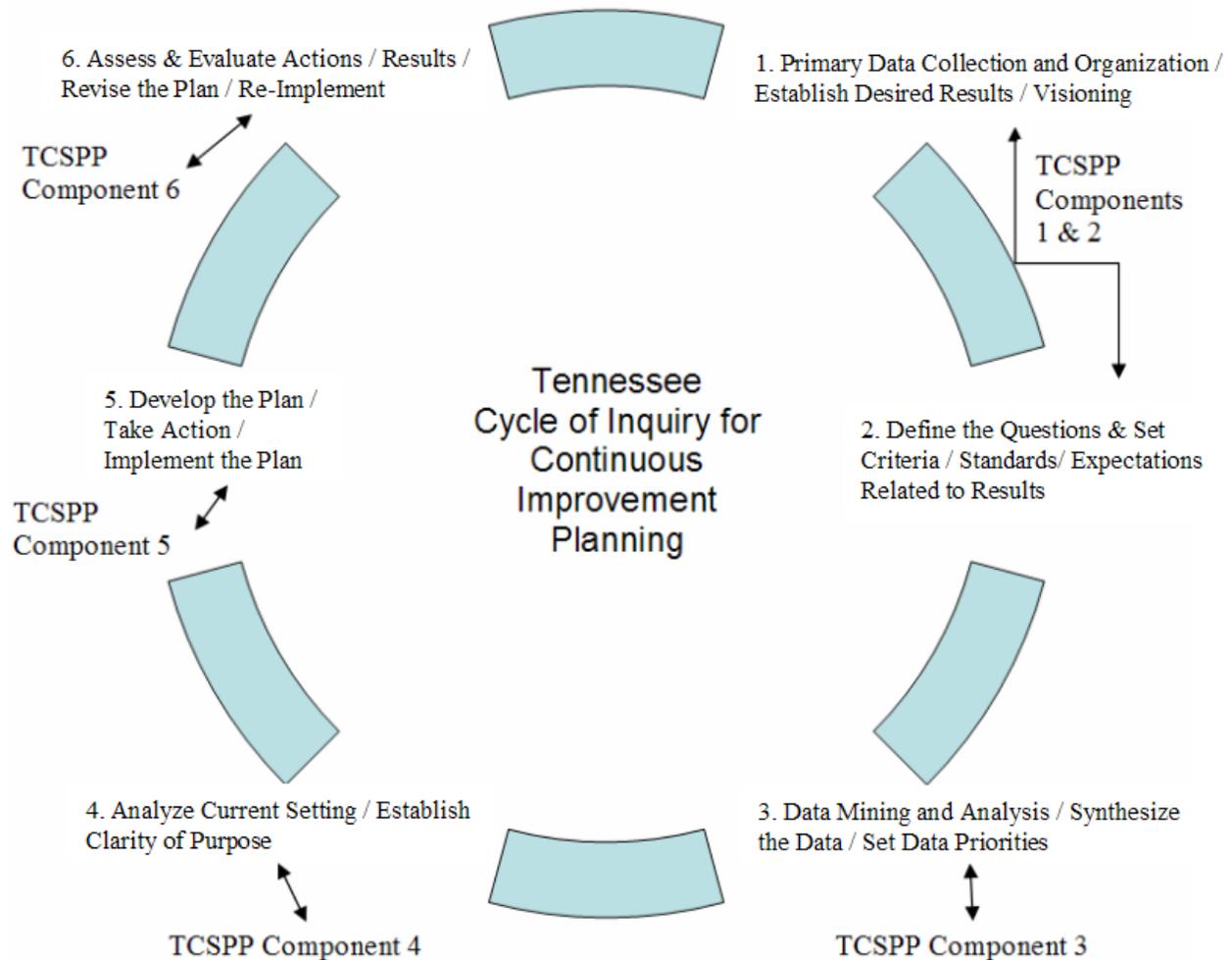
Finally, in a technical assistance role of SEA to local school systems, there must be a diagnostic starting point which answers the following questions: "Are we clear on our responsibilities? Are we clear on what constitutes success? Do we know our internal level of readiness and capacity? And finally do we know the "who" and "why" of our supporters and detractors?" IF these questions are answered prior to beginning any technical assistance or strategic planning process, then roadblocks will be minimal after implementation.

If comprehensive systemwide planning is to be successful then the following quote must be addressed: "Data mean nothing without a planned response to them". Jim Ritchey, Superintendent of Schools, California.

Proposal for Comprehensive Systemwide Planning Process (TCSPP)

Tennessee is moving to a one plan, one process approach for school system personnel which meets all federal, state, and local education agency (LEA) requirements for budgetary planning and requests, program area requirements, and which will assess central office effectiveness and

efficiency. The TCSPP will use a modified version of The Annenberg Institute’s approach to systemwide planning (Cycle Diagram 2).



Cycle Diagram 2

Modified from Annenberg Institute for School Reform at Brown University (6)

The TCSPP Task Force recommended integrating all current planning processes, i.e., Title I/Federal Programs Consolidated Planning, Career-Technical, Special Education, Parent Involvement, Technology, SACS CASI, and Technology, into a single process and document which would include all necessary federal and state requirements.

The Framework for Tennessee Comprehensive Systemwide Planning Process is a manual designed for practitioners, which incorporates all the noted program area requirements into a six component process. This process is also aligned with the State Board of Education’s Five-Year Plan requirement for local school boards. Additionally, the TCSPP is designed to correspond with the currently used TSIPP, which is used for individual school planning.

Over the past ten years, Tennessee has been involved in a partnership with the Southern Association of Colleges and Schools (SACS CASI) which allows the use of a single planning process (TSIPP) for both accreditation and school approval purposes. Tennessee schools currently have the option of using the same school improvement planning process for obtaining and continuing accreditation with SACS CASI as well as for meeting the State Board of Education's requirement for school improvement planning. Recently TSIPP was updated to include an Executive Summary approach to planning which asks essential questions of a school's existing school improvement plan to determine effectiveness of the plan in increasing student performance for all students.

Purpose of the Comprehensive Systemwide Planning Process

This one plan, one process at the school system level is designed to assess central office personnel effectiveness and to build a professional learning community among colleagues focused on improving student performance for all students. The process begins with a dialogue (Components 1 and 2) which centers upon analyzing systemwide data and what the school system has done to generate improved results with a conversation about what support is needed to maximize previous efforts or move beyond them. The process will answer the following types of questions for both individual administrators and the school system:

1. Am I being effective in my role as an administrator in building capacity for schools and in supporting schools' efforts to improve?
2. Am I collaborating with my colleagues and appropriate constituencies in building capacity for our schools and in supporting improvement efforts at the school level?
3. Am I effectively using all available data, i.e., student performance data (achievement and value added), demographic information, budgetary/cost analysis information, and perception survey information to successfully identify systemwide areas of needs and areas of strengths?
4. Am I using a systems approach and being cost effective and efficient in data sharing with my colleagues from other program areas, i.e., Title I/Federal programs, Career-Technical, Special Education, etc.?
5. How do I know I am being effective? How do I measure my/our successes and challenges?
6. Are all students being taught what they need to learn and how do I know?
7. Is the curriculum conducive to all students' learning and how do I know?
8. If not, how can it be improved or should we start from scratch?
9. Have we as a school system analyzed the effectiveness of the teaching-learning process as far as instructional strategies being currently utilized based on individual student learning styles?
10. Is the learning environment or the organization of our schools supporting increased student achievement for all students and how do I know?
11. In what ways can I as an administrator provide more assistance to our schools?
12. After planning for implementation of effective curriculum, instruction, organization, and assessment for students in our schools, how do I monitor progress and provide follow-up?
13. Is our school system focused on a common mission and vision?
14. Does our school system have clarity of purpose?
15. Are all appropriate constituencies involved in the planning and implementation of the plan for our school system?

NEXT STEPS

The goal of TCSPP is to provide a communication tool and effectiveness measure for central office personnel designed to meet state, federal, and local requirements for development of budgets, improvement plans, and data analysis and synthesis. Data driven decision making is no longer an option when school system personnel communicate with the public, parents, legislators, and other educators. Advocacy for students without a voice is the ultimate goal of this reculturing process. Although various program areas have different timelines for budget and other document submission, TCSPP is designed to provide all necessary data and other information as needed.

The following timeline will be implemented as we transition into the TCSPP procedure:

January – April, 2005 Tennessee Comprehensive Systemwide Planning Process will be synthesized into a single planning document. Framework for Planning or practitioner workbook with rubrics for evaluation and template with instructions will be prepared for training sessions.

June 30, 2005 Pilot TCSPP in school systems.

July 31, 2005 Professional development rollout sessions will be provided to all school systems.

OVERVIEW

OVERVIEW

The following pages outline the comprehensive process involved in systemwide planning. The planning pyramid details constituency involvement and collaboration throughout the process. The component outlines show the contents for each component found in the TCSPP Framework/Guide. Also provided is a template checklist indicating the completed TCSPP work to be submitted to the Tennessee Department of Education.

Tennessee Comprehensive Systemwide Planning Process (TCSPP)

Introduction

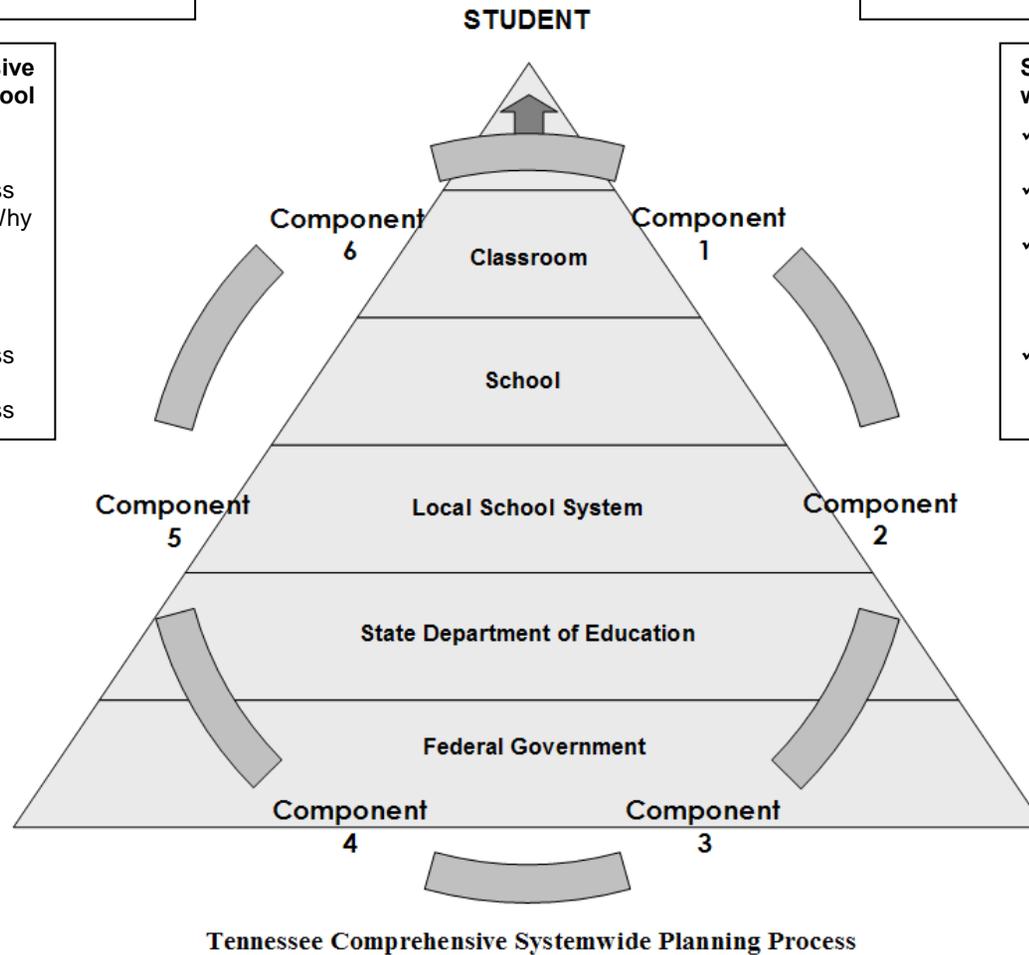
Why Use a Comprehensive Planning Process at the School System Level?

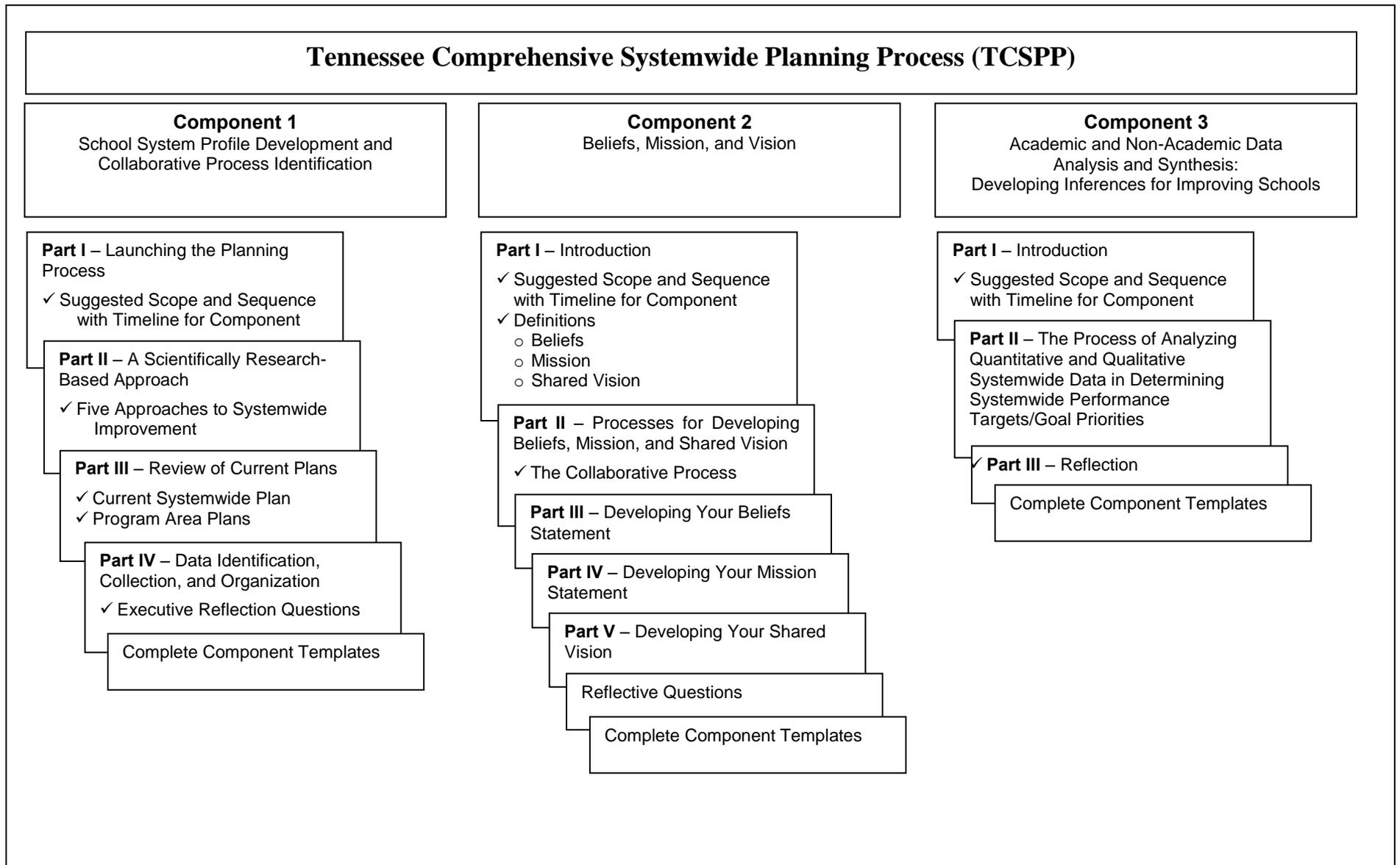
- ✓ Rationale for a Comprehensive Systemwide Planning Process
- ✓ From a National Perspective: Why we need a Systemwide Comprehensive Planning Process
- ✓ Proposal for a Comprehensive Systemwide Planning Process
- ✓ Purpose of the Comprehensive Systemwide Planning Process

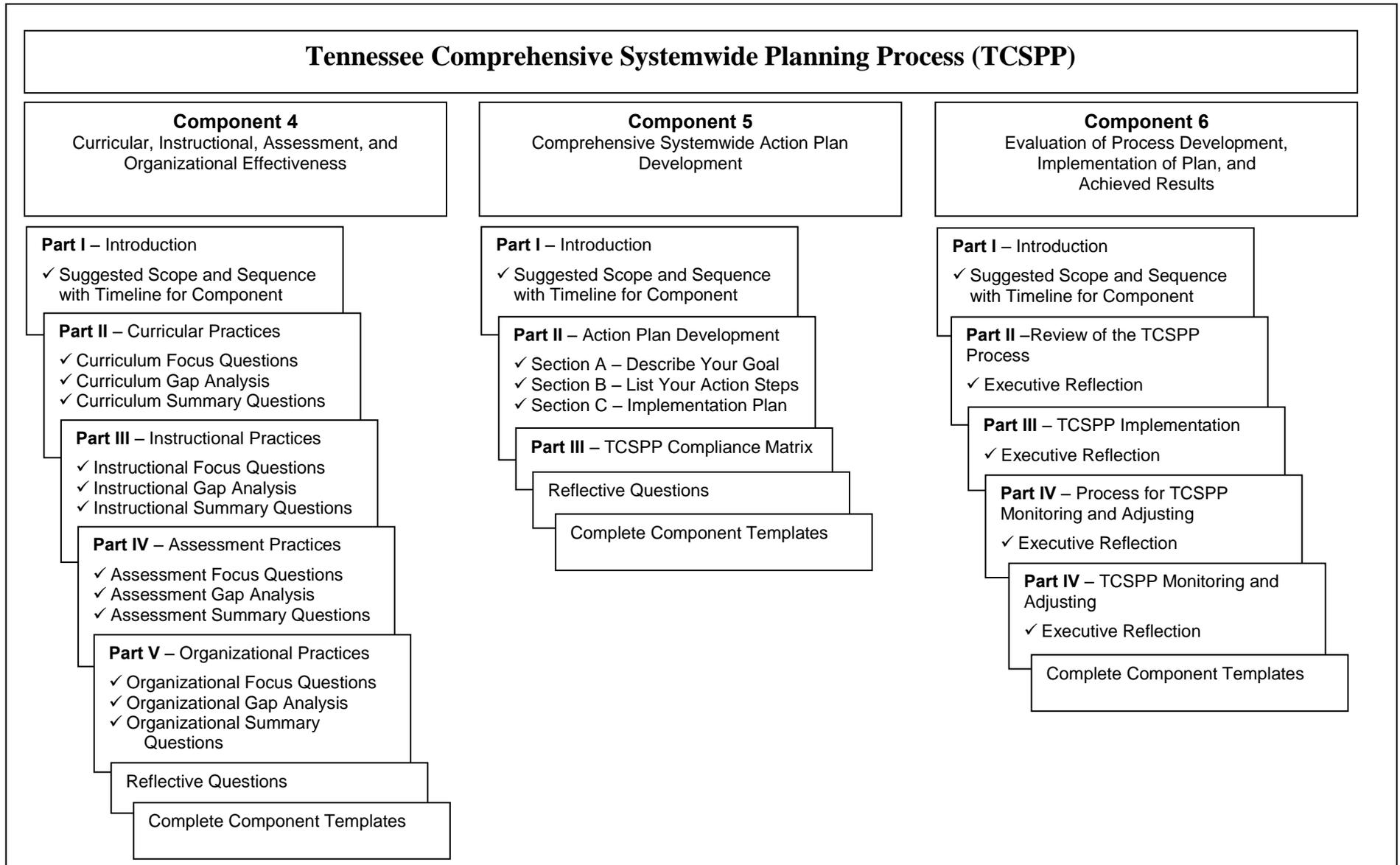
Getting Started

Suggested Scope and Sequence with Timeline for TCSPP

- ✓ Examine Make-up of Systemwide Leadership Team
- ✓ Assign Members of the Component Leadership Teams
- ✓ Define how Systemwide Leadership Team and Component Leadership Teams will Function
- ✓ Determine who else should look at work before final decisions are made







Tennessee Comprehensive Systemwide Planning Process (TCSP)

TEMPLATE CHECKLIST

Completed TCSP Work to be Submitted to the Tennessee Department of Education

 TCSP TEMPLATE 1.1 Evaluation of Our Process	 TCSP TEMPLATE 4.2b Instructional Gap Analysis	 TCSP TEMPLATE 4.4c Organization Reflective Questions
 TCSP TEMPLATE 2.1 Beliefs, Mission, and Shared Vision	 TCSP TEMPLATE 4.2c Instructional Reflective Questions	 TCSP TEMPLATE 4.4d Organizational Summary Questions
 TCSP TEMPLATE 3.1 Evaluation of Our Process	 TCSP TEMPLATE 4.2d Instructional Summary Questions	 TCSP TEMPLATE 5.1 Action Plan Development
 TCSP TEMPLATE 4.1a Curriculum Practices	 TCSP TEMPLATE 4.3a Assessment Practices	 TCSP TEMPLATE 6.1 TCSP Process Evaluation
 TCSP TEMPLATE 4.1b Curriculum Gap Analysis	 TCSP TEMPLATE 4.3b Assessment Gap Analysis	 TCSP TEMPLATE 6.2 TCSP Implementation Evaluation
 TCSP TEMPLATE 4.1c Curriculum Reflective Questions	 TCSP TEMPLATE 4.3c Assessment Reflective Questions	 TCSP TEMPLATE 6.3 TCSP Monitoring Evaluation
 TCSP TEMPLATE 4.1d Curriculum Summary Questions	 TCSP TEMPLATE 4.3d Assessment Summary Questions	 TCSP TEMPLATE 6.4 TCSP Executive Summary
 TCSP TEMPLATE 4.2a Instructional Practices	 TCSP TEMPLATE 4.4a Organizational Practices	 TCSP TEMPLATE 6.5 TCSP Evaluation of Results



COMPONENT 1

SCHOOL SYSTEM PROFILE DEVELOPMENT AND COLLABORATIVE PROCESS IDENTIFICATION

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COMPONENT 1

SCHOOL SYSTEM PROFILE DEVELOPMENT AND COLLABORATIVE PROCESS IDENTIFICATION

Part I. Launching the Planning Process

In Component 1, school system personnel will develop a profile of the system. The profile is an accumulated collection of data or a databank of “what we know about the school system.” The profile should contain a variety of data and should be in a form so as to be easily retrievable by anyone in the system or community.

Another task in Component 1 is to begin the process of reflective dialogue. All central office personnel and program areas must be involved in the reflective dialogues of Component 1. This will set the tone for an inclusive approach which is necessary if the planning process is to suffice for all program areas in meeting all federal and state requirements. The collaborative process being utilized must be identified.

The process for Component 1 will include:

1. Getting organized for effective planning
 - The development of a collaborative process
 - The establishing of committee appointments for the Component Leadership Teams for Components 1, 2, 3, 4, 5, and 6 which should include representatives from each program area
 - The establishing of a communication process
2. A review of research based approaches to systemwide improvement
 - Community Collaboration Approach
 - Teacher Professionalism Approach
 - Quality Improvement Approach
 - High School Transition Approach
 - Regulated Market Approach
3. A reflection on how we are presently operating
 - A review of the current systemwide plan
 - A review by program area leadership teams of their current plan
4. Identification, collection and review of data
 - Identification of data sources that will be used in Component 1, Component 2, Component 3, and Component 4
 - Collection, organization, and review of demographic data, perceptual data, school processes data, and student performance data

All program areas, i.e., career-technical, special education, Title I/Federal programs, technology, family, and community involvement, student support services, human resources, and others must be involved in the planning process from the onset. (Refer to Radial Diagram 1.1 in the Introduction of this abbreviated guide.)

Part II. A Scientifically Research-Based Approach

An important purpose of Component 1 is to focus the Leadership Teams on a scientifically based approach to planning. The entire TCSPP is steeped in scientifically based research. In order for systems to build the capacity of schools, a central office must align its practice with proven practices. This alignment to proven practices supports the system in its efforts to document capacity building and in the assessment of support from central office staff to system schools. It also establishes the system as a role model for schools working toward improved student achievement.

In a review of the research in states currently implementing systemwide comprehensive planning, five themes emerged around assessing effectiveness. These can be found in the TCSPP Framework/Guide, Component 1, Chart 1.1. This section provides some important information for system personnel. With a scientifically research-based approach, system personnel can build upon established practices and transfer effective practices to all their schools.

Part III. Review of: (1) Current Systemwide Plan and (2) Program Area Plans

Systemwide Plan

An initial review of the existing system plans and data used to create those plans will be completed, organized, and noted in Component 1. A dialogue will begin using a list of essential questions that will be used as a guide to determine the effectiveness of the central office staff in providing support to and in building capacity of their schools. The dialogue will begin to allow personnel to focus on the data sorts and sets that should be involved in the planning process. This dialogue begins in Component 1 and continues in Component 3, where the data will be analyzed and synthesized.

The following questions should be initially addressed by the Systemwide Leadership Team in a dialogue which could serve as an activity to begin communication around central office effectiveness:

1. How does what I do as a central office administrator impact the teaching-learning process?
2. Am I being effective in my role as a central office administrator and how do I know?

3. If I am not being effective in my role as an administrator, how can I improve, and what is my measure of success?
4. Are our systemwide goals data driven and student focused? How do I know?
5. Is our central office working as a collaborative team, and how do I know?
6. If not, how can we as colleagues work as a system to achieve our goals?
7. Am I comfortable and knowledgeable about using systemwide and specifically student performance data in making decisions? What are specific examples in how I use these data in making daily decisions regarding the implementation of my program?
8. Am I knowledgeable of the various data sorts and sets available to be used in our planning process?

Program Area Plans

After completing this initial assessment conversation, the process will move to a focus on Program Area Plans. This will lead to a more inclusive approach and involve all ancillary central office personnel and additional central office program area staff in the dialogue through the use of the Reflective Matrix 1.1 instrument which is included in the Appendices of Component 1 in the TCSPP Framework/Guide. (Completion of this instrument is designed to help you determine if you are meeting the local, state, and federal budgetary and reporting requirements). After addressing the questions in Reflective Matrix 1.1, each Program Area Leadership Team will be able to write a reflection piece which provides information on the current status of their program area.

In rural and suburban school systems, a single person may administer several program areas while in urban systems several staff members may have responsibility for a single program area due to system size and number of students served. Central office organization of staff and staff roles varies and will result in different approaches to data collection, communication, collaboration, and program area leadership team composition. It is important that each program area team be represented on the Systemwide Leadership Team. In a small rural system, a central office supervisor for a program area will probably chair a Program Area Leadership Team and be a member of the Systemwide Leadership Team. In large systems the supervisor may appoint another person to chair the Program Area Leadership Team, and in this situation, both would serve on the Systemwide Leadership Team.

As a school system consists of many subsystems, all must operate together to be effective and to ensure a cost and time effective working environment. In this way, a determination can be made as to whether or not personnel are collaborative in program development, sharing resources, meeting priority targeted needs based on the data, and whether decisions being made are data based and student focused. This supports our purpose of one plan, one process, to reduce redundancy in data collection and wasted staff time. With a federal and state focus on being cost and time efficient, a complete assessment of current priorities, current expenditures, and future budget needs is a very important purpose of Component 1.

Part IV. Data Identification, Collection, and Organization

Examining all available data sets ensures a data collection process that includes all required data sources. This should include both quantitative and qualitative types of data. Central office personnel must have access to demographic student, staff, and community information and statistics as required by No Child Left Behind (NCLB) for all student subgroups. Much of this demographic data will be collected by the specific program areas as they address the questions in Reflective Matrix 1.1, referenced in the previous section and found in the TCSPP Framework/Guide.

Perception data must also be collected. Perception surveys are a valuable resource, as many times constituency perception becomes an organization's reality. You must be sure to assess any and all constituencies which receive services and support from the central office such as parents, principals, and other school administrators, teachers, and community leaders. The results of these surveys will need to be reviewed to establish baseline information on how stakeholders view school processes related to assessment, instruction, curriculum, and organization. In this way, central office personnel will be able to determine if their perception is the actual reality. The National Study of School Evaluation (NSSE) has developed many constituency needs assessments and surveys and these are available for use in school system assessment if needed. These may be purchased and/or central office personnel may develop their own assessment documents.

In addition to perceptions of school processes, the Component 1 team will need to collect and review some data related to school processes: assessment, organization, instruction, and curriculum. Possible data sources on school processes could be curriculum audits, instructional audits, time audits, special education records, vocational education records, and program information for English language learners. This information could be randomly collected from a few schools, or could be gathered from reviewing individual School Improvement Plans (SIP). Reviewing the SIPs of schools in the system will provide system level personnel insight into the implementation by schools of system initiatives and programs.

Central office personnel should collect, organize, and review all student performance data which is available to them through the systemwide Report Card on the Tennessee Department of Education's website, www.state.tn.us/education, and other website sources, such as the TVAAS website and comparable schools information. Other data sources that should be identified, collected, and organized include system made assessments, system purchased assessments, and reported student grades. In collecting and organizing student data at this initial stage, central office personnel who are not familiar with the information will begin to think about this information as a normal part of the daily decision making process. (Refer to Work Guide 1.6, developed by TCSPP Task Force, November, 2004, found in the Appendices of Component 1 of the TCSPP Framework/Guide.)

Systemwide personnel must have the complete statistics for budgetary planning and for submitting budgets to federal and state agencies. The Tennessee Department of Education has developed a Federal Application Consolidated Tracking System (FACTS) for school systems'

use in organizing budgets. FACTS does not alter the process of securing federal dollars. It simply allows for a more efficient and effective method for the disbursement and tracking of funds. It is designed to reduce errors and expedite the procurement of funds through an electronic process. In analyzing prioritized needs, the expenditures of a system should align themselves such that it is evident that systems are addressing identified needs adequately in all program areas to improve achievement for all students.

Additionally systems need to collect all current data from all categories as shown in Work Guide 1.4 found in the Appendices of Component 1, TCSPP Framework/Guide. To assist in the collection of data, the Tennessee Department of Education has created a System Profile that can be accessed from the Department of Education website under LEA Operations. The system profile is explained in detail in Work Guide 1.5 found in the Appendices of Component 1, TCSPP Framework/Guide. Also, by completing Chart 1.2 in the TCSPP Framework/Guide, the Systemwide Leadership Team will gain a clear picture of how resources are currently being allocated, or “What Is.” This information will be used in Component 4 as part of a discrepancy analysis to determine the gaps in “What Is” and “What Ought To Be.”

As the work of Component 1 begins to take shape, the Systemwide Leadership Team will begin to see a more complete picture of the school system. This will happen as a result of the sharing of information from Program Area Leadership Teams and the review of collected data. Once equipped with this information, the Systemwide Leadership Team should participate in an Executive Reflection (Questions developed by the TCSPP Task Force) exercise as a group by addressing the following questions:

Executive Reflection Questions

1. While reflecting over last year’s multiple plans, were all appropriate stakeholders included? If not, who needs to be included?
2. Did we implement last year’s plans? Why or why not?
3. How do the current plans address the five approaches to systemwide improvement identified by the Education Commission of the States, 2004?
4. What obstacles did we face last year?
5. What are the continuing obstacles that we need to address?
6. What new obstacles or challenges do we have this year that we did not have last year that we need to address?
7. In reviewing the plan, which components of the plans were correlated and which were not? Identify the common themes among all plans.
8. In reviewing the multiple plans, where did you see gaps and redundancies?
9. In reviewing the multiple plans, what are our strengths and needs?
10. What does our demographic data say about our system?
11. After reviewing the collected perceptual data from stakeholders, what do parents, educators, and students see to be the strengths and needs of our system?
12. Is there consistency or disagreement among the perceptions of stakeholders?
13. What did we learn from the review of SIPs from our schools?
14. Are system policies related to curriculum, organization, instruction, and assessment being implemented to our satisfaction?

15. Are system policies related to special education, English language learners, and vocational education being implemented effectively to meet the needs of our students?
16. Are we providing equity and adequacy in resources, support, and personnel to all our schools? If not, why?
17. How can our central office support our schools to ensure success for all students?
18. Do all central office employees have collective ownership of the systemwide planning process rather than program area ownership?
19. As the State of Tennessee moves forward in combining multiple federal and state plans into one systemwide comprehensive planning process, how do we as a central office prepare for expanded collaboration, as we develop one comprehensive plan?

The following Template should be completed and submitted to the Tennessee Department of Education as a result of the work completed in Component 1.

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
Component 2 Member	Role
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
Component 5 Member	Role
Component 6 Member	Role

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?
--

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?

Collection of Student Performance Data - Narrative Response Required

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

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?

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

Evaluation of the Collaborative Process- Narrative Response Required
What are the strengths and needs of the collaborative process used in 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

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COMPONENT 2

BELIEFS, MISSION, AND SHARED VISION

Part I. INTRODUCTION

Historically, in 1985 the State Board of Education policy required all local boards of education to develop a strategic five year plan. Using the Board of Education's five year strategic plan, each local school system developed its beliefs, mission, and shared vision statements which served as the catalyst for systemwide improvement (Rule 0520).

Successful school systems engage in the continuous improvement process by ensuring that there is ongoing attention to and a focus on student learning. All departments of a system must engage in the process of student learning. This intensity of attention at the system level serves to build capacity and provide support to the local schools. A clear system shared vision and mission not only provides support for schools but also provides continuity and coherence throughout the system that is anchored in that common shared vision. They also serve to validate and recognize the fact that quality teaching and learning is the primary goal of the system (National Study of School Evaluation [NSSE], 2005).

In order for beliefs statements, mission, and shared vision to be effective and alive they must be driven by the data as analyzed in Components 1 and 3. If there is a disconnect between what you say you believe and what your data indicates you do, effective teaching and learning will not become a reality. An example: teachers say they believe all students can learn but there are no opportunities for students to learn beyond the regular classroom instructional day. This represents a lack of alignment between what you say you believe and your actual practices, which leads to a gap in opportunities for students to learn.

To ensure that the system has a long-term sustained commitment to continuous improvement in student learning, it must engage in the process of internal self-review. It must look at the interconnected parts of the organization and their individual impact on the quality of the school system's effectiveness. All parts of the school system must be aligned in their purposes and contributions to the beliefs, mission, and shared vision (NSSE, 2005).

Successful school systems must provide comprehensive and coherent approaches for the achievement of the beliefs, mission, and shared vision; be organized for continuous improvement and be focused on high quality teaching and learning for all students, not just on reaching proficiency for its lower performing students, and inclusive of all stakeholders. High quality systems must cultivate an environment where improvements are embedded into its daily practices (NSSE, 2005).

Remember, to be effective you must be data-driven in all of your actions. You must constantly ask the questions, "How are we doing and how do we know?", "What do we need to improve

upon and how do we know?”, and “What will be our next steps?” This must be a continuous cycle of improvement.

DEFINITIONS

Beliefs Consensus statements that convey how values of a school or school system *apply* to teaching and learning.

Mission A brief statement that expresses a compelling purpose for a particular school or school system. It defines or articulates how the system and its people, processes, and systems organize and operate to achieve the shared vision.

Shared Vision Conveys a sense of purpose and direction for a school/school system. It describes the expectations of student learners and their communities. The shared vision has three building blocks: Beliefs, Mission, and Desired Future. Building Blocks being the way elements of a shared vision are grouped so as to provide a sense of purpose and directions. (What pieces are required and how are they organized?)

Part II. PROCESSES FOR DEVELOPING BELIEFS, MISSION, and SHARED VISION

It is recommended that a person from each program area serve on the Component Leadership Team.

THE COLLABORATIVE PROCESS

The effectiveness of a school system is driven by the efforts of the entire school community – all stakeholder groups – as referenced in Chart 1.1 in Component 1. If sustained systemic change in teaching and learning is going to be realized, establishing the beliefs, mission, and shared vision, likewise, should be a totally inclusive and collaborative process. While the act of collaboration itself is oftentimes challenging, it is essential and can be very effective. To guide your thinking, we have included some suggestions that may prove helpful in your efforts. Refer to Part II, Component 2 of the Framework/Guide for essential questions to assist in establishing the process for developing beliefs, mission, and shared vision.

Part III. DEVELOPING YOUR BELIEFS STATEMENTS

Beliefs Statements

Consensus is a key word here. As a body of practitioners, what are our values and moral compass, which drive our behavior, interactions, and genuineness-what do we stand for relative to *all* students learning? System level beliefs should be both top-down (clear concise expectations that influence the thinking at the individual school level) and bottom up (the expectations that incorporate the hopes and dreams of those at the school are considered at the

system level (NSSE, 2003).) To assist in this process, refer to Part III, Component 2 of the Framework/Guide for sample beliefs statements and focus questions.

Part IV. DEVELOPING YOUR MISSION STATEMENT

Mission Statement

The mission statement is the cornerstone of a school system's shared vision. It should be clear, concise, and should express the school system's purpose for being. It articulates who in the school system will take what action and why. It is the focal point of all goals and strategies. To assist in this process, refer to Part IV, Component 2 of the Framework/Guide for a sample mission statement and focus questions.

Part V. DEVELOPING YOUR SHARED VISION

Shared Vision

As you begin the conversation around your vision, the question is "what is our desired state of being?" The vision should convey a vivid picture of what the future will look like when the system's beliefs and mission are in place. It should include: expected results, systemwide expectations for student learning, and a description of the future school system needed to achieve these results (NSSE, 2003). To assist in this process, refer to Part V, Component 2 of the Framework/Guide for a sample shared vision and focus questions.

The following Template should be completed and submitted to the Tennessee Department of Education as a result of the work completed in Component 2.

TCSPP TEMPLATE 2.1
BELIEFS, MISSION, and SHARED VISION

<i>BELIEFS:</i>

<i>MISSION STATEMENT:</i>

<i>SHARED VISION STATEMENT:</i>

COMPONENT 3

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

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COMPONENT 3

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

Part I. Introduction

Informed decision making by central office personnel is imperative with today's accountability demands. The processes in Component 3 facilitate informed decision making and culminate with the establishment of data driven priorities for improving schools. Informed decision making begins with relevant data, e.g. having the right data. School system personnel must “get their arms around the data” to analyze systemwide effectiveness in delivery of curriculum, instruction, school organization, and use of assessment results, and to be able to make informed decisions.

Data is only useful after it is organized, analyzed, and interpreted for improvement. Data mining, the act of organizing and analyzing relevant data, forms the basis for data synthesis. Central Office Personnel can draw conclusions and make informed decisions based on the information in the synthesis.

Component 3 is designed to offer a format for data mining and data synthesis which will:

- (1) allow school system personnel to make informed decisions for budgetary requests in meeting state and federal requirements in Component 4
- (2) allow them to communicate around a central database which is inclusive and complete, and
- (3) assist personnel in conserving staff time and resources in Component 4.

The data synthesis that is compiled should enable the Systemwide Leadership Team to address the following questions in Component 4:

1. Are we providing equity and adequacy of resources to all our schools?
2. Are we targeting funds and resources effectively to meet the needs of our schools?
3. Based on the data, are we accurately meeting the needs of students in our schools?
4. Are our schools' improvement plans on target, data based, and student focused?
5. Is there alignment between system needs and goals and school needs and goals?

The Component 3 Leadership Team should begin by reviewing the systemwide data identified, collected, and organized in Component 1. This should include all demographic data, including the data from the System Profile; qualitative data (i.e. surveys and other perception data); and student performance data. When considering academic or quantitative student performance data, there are multiple data sources, identified in Component 1. In addition to reviewing data, the Reflective Matrix from Component 1 in the TCSPP Framework/Guide should be reviewed continually through out the planning process. See Table 3.1 below for an example of how data

mining may begin. A more in-depth look at the example below can be found in Reference 3.1 in the TCSPP Framework/Guide.

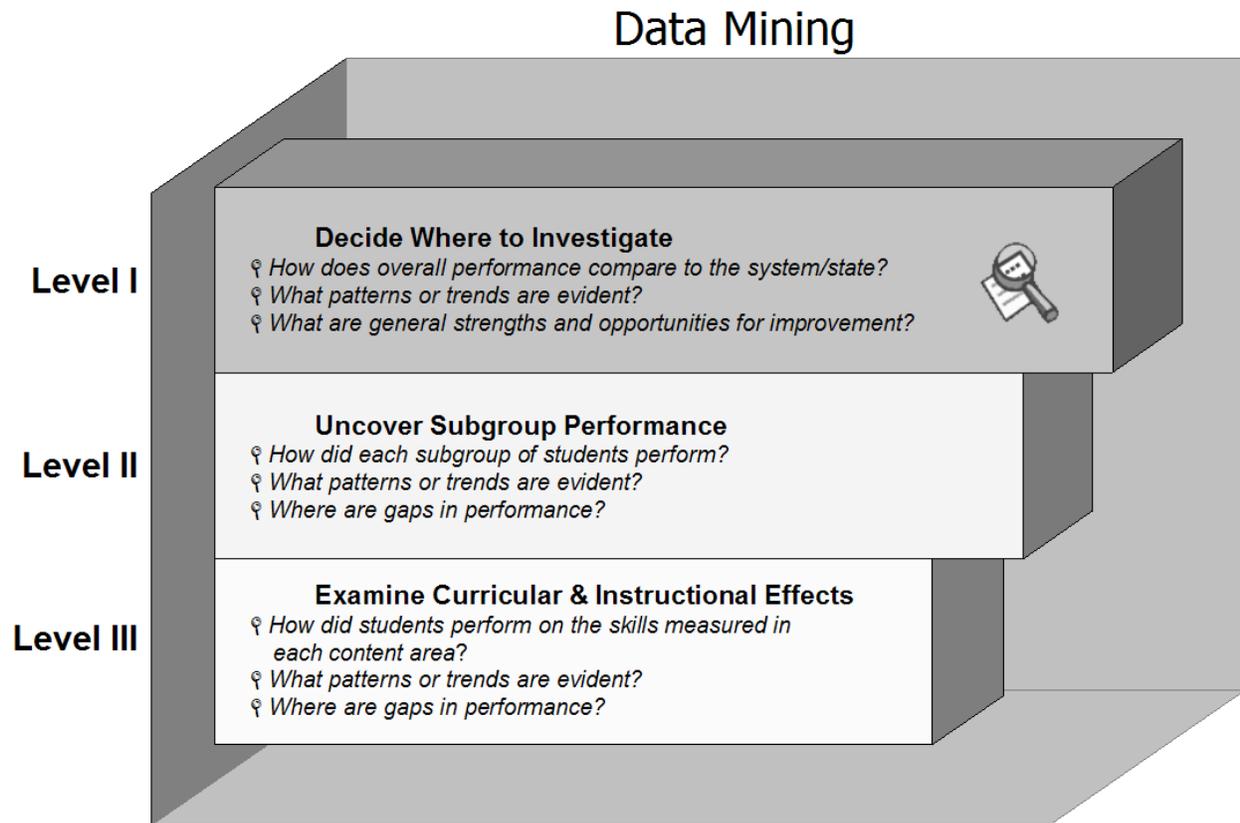


Table 3.1

Part II. The Process of Analyzing Quantitative and Qualitative Systemwide Data in Determining Systemwide Goal Priorities

Planning is all about the data. An accurate and complete assessment of needs is the foundation of effective planning. Experience shows that this step must not be omitted or given less than complete attention. Student needs become evident when an accurate and comprehensive database is developed and thoroughly examined. The Work Guides found in the Appendices of Component 3, TCSPP Framework/Guide can help school personnel with the analyses required for Component 3.

The data identified, collected, and organized in Component 1 will be used to get started in Component 3. The data sources and sets identified must now be interpreted. The first step is to look at the aggregated data. It is important to review this data over time, looking at a three year period, in order to discover patterns and trends. The Component 3 Leadership Team should use the reflection questions below to guide their discussion about the aggregated student performance data.

Reflection Questions:

- How do our scores from TCAP, Gateway, End of Course or Writing Tests compare with the scores from the rest of the state?
- Where did our students perform best? Worst?
- What trends do we see in our value added scores over the past three years? Are we improving or losing ground?

However, with No Child Left Behind (NCLB), data aggregation is no longer sufficient in answering the question: “Are all students progressing and are we as a school system closing the gap between low performing students and high performers?” Subgroups and disaggregation of student performance data is now required for all Tennessee schools, school systems, and the state. Data mining requires the effective disaggregation of data by systems.

Data should be presented according to the required student subgroups when applicable. Data must be analyzed according to these student subgroups so that meaningful comparisons can then be accomplished. Data could also be disaggregated by additional student subgroups, if applicable: gender, quintiles, migrant, and homeless. (Use value added subgroups.)

As stated before, data are the foundation for the needs assessment and when they are presented and disaggregated in meaningful ways, sound decisions can be made. The Component 3 Leadership Team should use the reflection questions below to guide their discussion about the disaggregated student performance data and to complete the chart(s) in Table 3.2 by placing an X under columns where AYP (Adequate Yearly Progress) target was met.

Reflection Questions:

1. Are there differences in the performances of various subgroups?
2. Are there subgroups that are not making AYP?

K-8	All	White	Hispanic	African-American	Native American	Asian /PI	Economically Disadvantaged	SWD	LEP
Math									
Reading/Language Arts/Writing									
9-12	All	White	Hispanic	African-American	Native American	Asian /PI	Economically Disadvantaged	SWD	LEP
Gateway Algebra I									
Gateway English II /11 th Grade Writing									

Table 3.2

Any additional data relative to the level of the school must be analyzed in order to get a clear picture of student performance in the school. Examples of additional data include: Vocational data from the Perkins Report Card, value added data, and special education data other than that related to TCAP and/or Gateway.

Work Guide 3.4 found in the Appendices of Component 3 in the TCSPF Framework/Guide, provides a chart, replicated below in Table 3.3, to assist in conducting a Discrepancy Analysis to connect to many of the student performance requirements of NCLB. This approach should result in a clear identification of student needs as they relate to AYP, vocational education, special education, and progress with value-added scores. The insights gained from the analysis of this data should assist in reducing the listing of all potential high-priority needs to a ranking of the highest to lowest needs in both categories.

Important Academic Needs	Current Performance	Desired Performance	Discrepancy

Table 3.3

Other data sources and sets should now be reviewed to either validate some assumptions being made or to generate additional conversation around student performance. A comprehensive needs assessment has breadth of data, but it is focused on what is important in terms of local issues and context as well as current and future concerns. That means information should be generated from as many relevant sources as is feasible and would be helpful. Other guidelines include collecting both objective and subjective data sources that are closely related to important educational concerns; making every attempt to collect data that are reliable and valid so that the results can be used to develop meaningful actions; and staying alert to areas where information is limited or lacking, and then developing instruments or procedures to elicit the needed data.

Part of the analysis is to determine if adequate and accurate data are represented. It is the team’s responsibility to make these decisions. It is also advisable to analyze significant findings across data sources to determine the student achievement needs and student support needs of specific student subgroups. At the system-level, School Improvement Plans for every school in the system are a major part of the total database for the needs assessment. The SIPs and any additional current school-level plans (including required plans, any additional reports, grants, or plans for major initiatives) should be compared to the system needs. Look for clarity of purpose, focus, alignment, and gaps in resources from school to school in geographic areas, etc.

Data analysis at the school-level is to identify needs that are supported by data presented in the plans. A matrix could be developed to systematically look across all plans and identify student needs that may be common to more than one school site. Next acquire all current LEA plans. Continue the same data analysis process with any additional system- and/or school-level plans. In addition to the data in all SIPs, the information found in current LEA plans (including required plans, any additional reports, grants, or plans for major initiatives) provides valuable

data at the system-level. Focus on LEA plans to identify the goals and/or potential priority needs that are well supported in the data provided with the plans.

Pulling additional information from Component 1 at this time will broaden the understanding of the data. The demographic data and perceptual data collected in Component 1 can offer some explanations as well as highlight some issues that need to be addressed. This information will give the committee insight into some of the important non-academic needs of the system.

Work Guide 3.4 found in the Appendices of Component 3, TCSPP Framework/Guide, provides a chart, replicated below in Table 3.4, to assist in conducting a Discrepancy Analysis of the non-academic needs.

Important Non-Academic Needs	Current Performance	Desired Performance	Discrepancy

Table 3.4

The Component 3 Leadership Team should use the reflection questions below to guide their discussion about student performance data, school processes data, demographic and perceptual data from Component 1 along with data collected from the assessment of the SIPs from individual schools.

Reflection Questions:

1. Do we see common patterns in the data from the various sources?
2. Do we see major differences in the data from the various sources?
3. Does the performance of students on TCAP, Gateway, End of Course, and/or Writing tests align to the grades students are receiving on report cards? If not, why?
4. Do we see differences in the academic performance of males and females?
5. Do we see differences in the academic performance of our students when the value added data are disaggregated?
6. Do we need to consider additional data sources?
7. Do we see some patterns in student performance based on changing demographics?
8. Do we have perceptions among students, parents, teachers that are validated by the student performance data? That are not validated by the student performance data?
9. Are there common strengths and needs evidenced by all the data?
10. Does the information gathered on the Matrix from Component 1 align with the other data? If not why?

11. What have we learned from our analysis of our special education data?
12. What challenges do we face based on the special education data?
13. What have we learned from our vocational education data?
14. What challenges do we face based on vocational education data?
15. Is the system plan aligned with the data analyzed in this component?
16. Is there alignment between the system level plan(s) and the school level plans (SIPs)?
17. Are the schools' SIP goals aligned with the data?
18. Are our schools' improvement plans on target, data based, and student focused?
19. Is there alignment between system needs and goals and school needs and goals?
20. Are our system support and capacity building efforts aligned with the needs of individual schools?

Analysis of data can reveal specific needs and strengths that will require consideration in the planning process. Data are analyzed to bring meaning to the information collected in an organized way. Several considerations should guide data analysis. When data are presented in a concise, straight-forward way or in a format that can be easily understood and interpreted, important facts emerge. These facts become statements or findings about the data (i.e., statements of fact that accurately describe current condition, status, or performance). An important point about identification of needs is that they should be stated as needs—not as activities or programs to be provided. During data analysis, the focus should be on the challenges or needs themselves and not on solutions to the challenges or actions to be taken. Be sure to consider all program areas when analyzing your data.

With all the information now available to the Component 3 Leadership Team, the next step is to list the strengths and needs of the system. The charts in Table 3.5 of Component 3, TCSPP Framework/Guide will assist with this task. Work Guide 3.5 found in the Appendices of Component 3, TCSPP Framework/Guide is provided as a recommended approach to engage team members in setting priorities of student achievement and student support needs. These needs become specific goals for improvement planning and will be addressed in the Action Plans in Component 5.

Part III. Reflection

To summarize, all data, qualitative and quantitative, must be utilized to make accurate, informed decisions and in determining central office effectiveness. In Component 1 central office personnel participated in a dialogue around existing databases for both types of data, and decided how to identify, collect, and review this information for use in effective planning. The same data sets should be used across program areas for budgeting at federal, state, and local levels; and data should be collected, organized one time and shared among all central office staff. In this way, staff time is not lost, and data gathering for all programs occurs at one time.

A narrative synthesis of all the data utilized in Component 3 should be written and presented to the System Leadership Team for review and revision. This will be submitted to the Tennessee Department of Education as Component 3 of the TCSPP. Reflective questions found in Component 3 of the TCSPP Framework/Guide should be used to assess the completeness of their

process. Also, be sure to revisit Reflective Matrix 1.1 completed in Component 1 of the TCSP Framework/Guide as a culminating activity and mark systemwide column as a summary exercise.

The following Template should be completed and submitted to the Tennessee Department of Education as a result of the work completed in Component 3.

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?

What evidence/sources support your response?

Evaluation of Disaggregated Data - Narrative Response Required

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

What evidence/sources support your response?

Evaluation of Non-Academic Data- Narrative Response Required

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

What evidence/sources support your response?

TCSPP TEMPLATE 3.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

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?

What evidence/sources support your response?

Evaluation of the Prioritized Goals - Narrative Response Required
--

What are your data driven prioritized goals?

COMPONENT 4

CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

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COMPONENT 4

CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

Part I. Introduction

Historically, in 1985 the State Board of Education policy required all local boards of education to develop a strategic five year plan. Using the Board of Education's five year strategic plan, each local school system developed its Comprehensive Systemwide Plan under the umbrella of this document (Rule 0520).

As a school system, you need to recognize and review your local board of education policies that impact your effectiveness. It may serve you well to include a member of the board on your Systemwide Leadership Planning Team.

School improvement is more likely to occur where leaders build the capacity for change and development, where they invest in teachers and teaching and where they empower others to lead . . . effective leadership for school improvement, therefore, should be principally concerned with building the capacity and creating the conditions to generate improvement and, more importantly, to sustain improvement over time (Harris, 3).

The development of Component 4 - Curricular, Instructional, Assessment, and Organizational Effectiveness - requires system leaders to conduct an in-depth analysis of the effectiveness of the school system's instructional practices and organizational procedures in supporting student achievement in each school specifically, and in the system as a whole (NSSE, 1997, 4-1).

The overall goal of school systems is to improve teaching and learning. Schools and systems engage in specific tasks and practices that focus and sustain their efforts to improve teaching and learning. The NSSE research indicates that a school or system seeking to improve student learning needs to focus on three core tasks: ensure desired results by expecting desired results and monitoring performance; improve teaching and learning by supporting students in their learning and maximizing teachers' effectiveness; and foster a culture for improvement by developing a learning community and leading for improvement (NSSE, 2004).

The ultimate goal of the school improvement process is to improve teaching and learning. Schools and systems that support students in their learning (NSSE, 2004):

- maintain systemwide expectations for student learning that reflect academic, cognitive, and metacognitive skills
- deliver on the expectations for student learning through a curriculum that is coherent and rigorous

- align an assessment system with curriculum which is enacted in the classroom through instruction
- support the equitable opportunity of students to learn through individualization and differentiation
- provide student support services and special programs to optimize individual student learning
- support a student learning community that includes student involvement beyond the classroom and that offers a safe environment
- involve families and the community in supporting children as learners

Research-based current practices and characteristics of high-performing schools in the areas of curriculum, instruction, assessment, and organization may be found in various publications. To assist you in your self-analysis of your capacity to be effective in these critical areas, research documents are included in the Appendices of Component 4 of the TCSPP Framework/Guide for your review and study.

Following a review of the research-based current practices and characteristics you must determine, as a school system, if you have the capacity to ensure effectiveness in the crucial areas of curriculum, instruction, assessment, and organization. You must also determine whether you have the ability to build and sustain that capacity for continuous student improvement and teacher development at the school level. This includes developing a Gap Analysis as a result of the work completed in Component 1.

To guide the examination of your system's current practices in the areas of curriculum, instruction, assessment, and organization, Component 4 of the TCSPP Framework/Guide provides several Work Guides and sets of reflective questions for your use.

Part II. Curricular Practices

School systems need to align their curriculum to the state content standards and design professional development that helps teachers understand the intent of the content standards, identify how students demonstrate proficiency on the standards, know how to interpret student performance, and use the diagnostic information to make instructional decisions (Hillcrest and Main).

As you begin the analysis process, determine the current curricular practices utilized in your school system. Refer to Part II, Component 4 of the Framework/Guide for focus questions, gap analysis, and summary questions related to curriculum.

Part III. Instructional Practices

A WestEd guide reports that "systemwide instructional improvement depends not only on a coherent infrastructure and the skills of individuals, but also on the capacity of the system to

nurture continuous learning.” Continuous improvement requires that school systems constantly reflect on questions such as, "How do you bring good alignment and coherence to your professional development program?" and “How do you build capacity?” (Hillcrest and Main).

As you begin the analysis process, determine the current instructional practices utilized in your school system. Refer to Part III, Component 4 of the Framework/Guide for focus questions, gap analysis, and summary questions related to instruction.

Part IV. Assessment Practices

Superintendents and school boards need good data to make informed decisions for improving student achievement. Though data-driven decision making is a critical and well-accepted strategy, the kinds of data systems use makes all the difference. Most systems have mounds of data; determining which data are relevant is key (Hillcrest and Main).

As you begin the analysis process, determine the current assessment practices utilized in your school system. Refer to Part IV, Component 4 of the Framework/Guide for focus questions, gap analysis, and summary questions related to assessment.

Part V. Organizational Practices

Weak system level organizations can undermine the most powerful instructional school level changes. Simply put, both instructional change and organizational reform are needed for systematic gains in academic achievement to occur (Bryk, Kerbow, & Rollow, 1997). Effective organizational structures at the student and teacher level have been identified in the middle school literature and have been adopted by a growing number of schools. These include but are not limited to: the use of small learning communities, looping, teacher teams, and common planning periods. Questions for school systems should revolve around whether or not their organizational structures support these types of research-based best practices in the local schools, and if not, why not? (MacIver and Balfanz).

As you begin the analysis process, determine the current organizational practices utilized in your school system. Refer to Part V, Component 4 of the Framework/Guide for focus questions, gap analysis, and summary questions related to organization.

The following Templates should be completed and submitted to the Tennessee Department of Education as a result of the work completed in Component 4.

TCSPP TEMPLATE 4.1a

CURRICULAR PRACTICES

Current Curricular Practices	<u> </u> (identify practice)						
Evidence of Practice							
Is the current practice research-based?							
Is it a principle & practice of high-performing school systems?							
Has the current practice been effective or ineffective?							
What data source(s) do you have that support your answer? (identify all applicable sources)							
Evidence of effectiveness or ineffectiveness							
Evidence of equitable system support for this practice							
Next Step (changes or continuations)							

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?)
--

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

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?)

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

TCSPP TEMPLATE 4.1b
(continued)

CURRICULUM GAP ANALYSIS

Curriculum PERSONNEL Gap Analysis - Narrative Response Required

“What is” The Current Use of: PERSONNEL

(How are we currently allocating personnel in providing assistance to schools and building capacity around understanding and implementing high quality curriculum practices?)

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

Curriculum OTHER RESOURCES Gap Analysis - Narrative Response Required

“What is” The Current Use of: OTHER RESOURCES

(How are we currently allocating other resources in providing assistance to schools and building capacity around understanding and implementing high quality curriculum practices?)

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

TCSPP TEMPLATE 4.1c
CURRICULUM REFLECTIVE QUESTIONS

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

Curriculum Reflective Questions - Narrative Response Required
Are we providing equity and adequacy to all our schools?

Curriculum Reflective Questions - Narrative Response Required
Are we targeting funds and resources effectively to meet the needs of our schools?

Curriculum Reflective Questions - Narrative Response Required
Based on the data, are we accurately meeting the needs of students in our schools?

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?

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.

Curriculum Summary Questions- Narrative Response Required
How will we address our challenges?

TCSPP TEMPLATE 4.2a

INSTRUCTIONAL PRACTICES

Current Instructional Practices	<u> </u> (identify practice)						
Evidence of Practice							
Is the current practice research-based?							
Is it a principle & practice of high-performing school systems?							
Has the current practice been effective or ineffective?							
What data source(s) do you have that support your answer? (identify all applicable sources)							
Evidence of effectiveness or ineffectiveness							
Evidence of equitable system support for this practice							
Next Step (changes or continuations)							

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?)

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

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?)
--

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

TCSPP TEMPLATE 4.2b
(continued)

INSTRUCTIONAL GAP ANALYSIS

Instructional PERSONNEL Gap Analysis - Narrative Response Required

“What is” The Current Use of: PERSONNEL

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

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

Instructional OTHER RESOURCES Gap Analysis - Narrative Response Required

“What is” The Current Use of: OTHER RESOURCES

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

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

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?

Instructional Reflective Questions - Narrative Response Required

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

Instructional Reflective Questions - Narrative Response Required

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

TCSPP TEMPLATE 4.2d
INSTRUCTIONAL SUMMARY QUESTIONS

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

Instructional Summary Questions- Narrative Response Required
What are our major strengths and how do we know?

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.

Instructional Summary Questions- Narrative Response Required
How will we address our challenges?

TCSPP TEMPLATE 4.3a

ASSESSMENT PRACTICES

Current Assessment Practices	<u> </u> (identify practice)						
Evidence of Practice							
Is the current practice research-based?							
Is it a principle & practice of high-performing school systems?							
Has the current practice been effective or ineffective?							
What data source(s) do you have that support your answer? (identify all applicable sources)							
Evidence of effectiveness or ineffectiveness							
Evidence of equitable system support for this practice							
Next Step (changes or continuations)							

TCSPP TEMPLATE 4.3b
(continued)

**ASSESSMENT GAP
ANALYSIS**

“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?)

Assessment OTHER RESOURCES Gap Analysis - Narrative Response Required
~~“What Ought to Be” – How Should we be Using Our: MONEY~~

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?)

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

“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?)

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

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

TCSPP TEMPLATE 4.3d
ASSESSMENT SUMMARY QUESTIONS

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

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

Assessment Summary Questions- Narrative Response Required
--

Evidence of equitable system support for this practice							
Next Step (changes or continuations)							

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?)

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

Organizational MONEY Gap Analysis - Narrative Response Required

“What is” The Current Use of: MONEY

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

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

TCSPP TEMPLATE 4.4b
(continued)

ORGANIZATIONAL GAP ANALYSIS

Organizational PERSONNEL Gap Analysis - Narrative Response Required

“What is” The Current Use of: PERSONNEL

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

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

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?)

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

TCSPP TEMPLATE 4.4c

ORGANIZATIONAL REFLECTIVE QUESTIONS

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

Organizational Reflective Questions - Narrative Response Required
Are we providing equity and adequacy to all our schools?

Organizational Reflective Questions - Narrative Response Required
Are we targeting funds and resources effectively to meet the needs of our schools?

Organizational Reflective Questions - Narrative Response Required
Based on the data, are we accurately meeting the needs of students in our schools?

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?

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.

Organizational Summary Questions- Narrative Response Required
How will we address our challenges?

COMPONENT 5

COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT

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COMPONENT 5

COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT

Part I. Introduction

You have completed the first four components of the Tennessee Comprehensive Systemwide Planning Process (TCSPP). Your findings direct you to the development of your school system's action plan. "The incorporation of the findings from the four components into the action plan will yield a data-driven, research-based plan focused on improving student learning. The action plan is to be driven by goals that address the needs identified as you analyzed the academic and non-academic data and the effectiveness of your instructional practices and organizational procedures (NSSE, 1997)." Additionally, you should incorporate requirements of the Reflective Matrix findings to ensure all program area needs are satisfied. This supports the one plan, one process concept.

As you begin the process of developing your Comprehensive Systemwide Action Plan, it is imperative that the process is collaborative; your system's beliefs, mission, and vision are reflected in your goals; and the implementation plan serves to build capacity at the local school level. A key indicator of success is that system level program personnel must collaborate for the plan to be successful.

In addition to establishing goals, your system personnel will identify action steps that address the stated goal. These action steps should be aligned with the needs/challenges determined through the detailed analysis of all data and the overall review of system effectiveness pertaining to instructional practices and organizational procedures. The action plan's implementation phase should include timeline, person(s) responsible, projected costs(s)/required resources, funding source, evaluation strategies, professional development, parent and community involvement, technology, communication, and measures of success/evaluation tools.

The format for the Comprehensive Systemwide Action Plan is a combination of the formats used in the Title I/Federal Programs Consolidated Plan and the Tennessee School Improvement Plan. To assist you in your work, the following definitions are given (Tennessee Consolidated Plan).

1. Goal – Goals are statements of desired student performance with the amount of expected, measurable growth and a reasonable end date. Therefore, they are measurable, data driven, specifically based on identified needs, linked to a reasonable timeframe, and express desired results. They should be written in student terms. "The students will..."
2. Action Steps – Action steps are interventions, objectives, activities, programs, and/or strategies to be taken to address the identified goals/needs. The major criterion for high-quality interventions is that they are research-based. These define what the teacher does and are written in teacher terms. "The teachers will..."

3. **Timeline** – The beginning and ending dates should be specified for each action. Be realistic when assigning the dates. Ongoing is not realistic as a timeline.
4. **Person(s) Responsible** – Much thought should be given to naming the person(s) responsible for ensuring the timely and complete work schedule of each action step.
5. **Projected Cost(s)/Required Resources** – Resources needed for each action step must be budgeted. This may possibly bring the most challenging decisions. You may wish to take an inventory of all available resources and how they are currently used. If gaps appear between what resources are available and what is needed, school system personnel must address availability of funding for conducting the action plan. Also, refer to the Tennessee Department of Education budgetary process, Federal Application Consolidated Tracking System (FACTS). FACTS does not alter the process of securing your federal dollars. It simply allows for a more efficient and effective method for the disbursement and tracking of funds. It is designed to reduce errors and expedite the procurement of your funds through an electronic process. In looking at your prioritized needs, the expenditures of your system should align themselves so that it is evident that you are addressing your identified needs adequately to improve achievement for all students.
6. **Funding Sources** – Various revenues available for conducting the specific action steps.
7. **Evaluation Strategy** – Define how you will know that the action step has been successful or there is a need to re-evaluate/redesign the action step.
8. **Professional Development** – Many of the action steps will require varying degrees of professional development and training. State how your school system will establish professional development to meet the diverse needs of teachers, administrators, paraprofessionals, and possibly others.
9. **Parent and Community Involvement** – Research indicates that the support of parents, guardians, and community members is important to school and school system improvement while parental involvement is a critical influence on the academic success of their students. (Tennessee Consolidated Plan, 19). Describe how your school system will promote parent and community involvement.
10. **Technology Plan** – State how your school system will use technology planning to meet the needs of teachers, administrators, paraprofessionals, and possibly others.
11. **Communication Plan** – State how your school system will use the communication plan to provide for effective communication between and among school system personnel and all stakeholders.

Part II. Action Plan Development

Begin work on your Action Plan through the development of **goals** based on prioritized challenges/needs identified in Component 3. Template 5.1 will be used to define each goal and action plan.

Part III. TCSPP Compliance Matrix

The TCSPP Compliance Matrix found in Component 5 of the TCSPP Framework/Guide should be used to ensure that all required areas have been addressed in the TCSPP where applicable.

The following Template should be completed and submitted to the Tennessee Department of Education as a result of the work completed in Component 5.

TCSPP TEMPLATE 5.1

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

Which need(s) does this Goal address?

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

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						
Action Step						
Action Step						
Action Step						
Action Step						

Template 5.1 has been updated as of August 2007 to reflect the New Accountability Law.

Part III. TCSPP Compliance Matrix

The TCSPP Compliance Matrix should be used to ensure that all required areas have been addressed in the TCSPP where applicable. Answer each question in the appropriate column using the legend to indicate if the question has been addressed for each program area. In the large cell indicate where in the plan, or in other documentation, the information can be found. The “Systemwide” column should be marked to indicate that the question has been addressed on a systemwide level. Use the example below as a guide for completing the matrix. (When asked, “did you” describe, or include a description, the expectation is that a brief, concise, succinct paragraph was included in the plan or other system documentation.)

Example of Completed Matrix

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include on your leadership team – teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students?	+	+	+	NA	+	NA	+	F S C A
Component 1, Template 1.1, pages 83 – 85								
Use a collaborative process to develop your program goals/objectives?	+	+	+	+	+	+	+	F S C E A T
Component 1, Template 1.1, page 87								
Define your beliefs?	+	+	+	NA	+	NA	+	F S C A
Component 2, Template 2.1								
Describe how the LEA will provide training to enable teachers to involve parents in their child’s education? (Title II A, Sec 2122)	+	NA	NA	NA	NA	NA	+	F
Component 5, Goal 3, Action Step 2								
Prioritize your goals?	+	+	+	+	+	NA	+	F S C E A
Component 3, Table 3.6, pages 219 Component 3, Template 3.1, pages 224								
Define data collection and analysis processes?	+	+	+	+	+	NA	+	F S C E A
Component 1, Template 1.1, pages 86 – 87 Component 3, Template 3.1, pages 222 – 224								

(The cells identifying each program area are color coded and can be seen when viewing the document on screen or when printing in color. If the matrix is printed in black and white, the shading will appear in different tones of gray.)

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Establish annual measurable objectives for each school that – a) include an annual increase in the percentage of highly qualified teachers at each local school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-06 school year; and b) include an annual increase in the percentage of teachers who are receiving high-quality professional development?								F S
Include a description of the applicant’s specific goals for using advanced technology to improve student academic achievement, aligned with challenging State academic content and student academic achievement standards? (Title II D, Sec 2414 & Erate)								F T
Include a description of the steps the applicant will take to ensure that all students and teachers in schools served by the LEA involved have increased access to educational technology, especially students in high poverty, high need, or high priority schools? (Title II D, Sec 2414)								F
Include a description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards? (Title II D, Sec 2414)								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include a description of how the applicant will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center? (Title II D, Sec 2414 & Erate)								F T
Include a description of how the applicant will integrate technology (including software and other electronically delivered learning material) into curricula and instruction, and a timeline for such integration? (Title II D)								F
Describe how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources? (Title II D)								F
Describe how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school? (Title II D)								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology? (Title II D)								F
Describe the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards? (Title II D)								F
Describe the actions the LEA will take to assist high priority schools? (Title I, Sec 1112) High Priority LEA Requirement —The LEA’s revised TCSPP includes the LEA’s responsibilities for improvement.								F S A
Describe how the eligible entity will hold elementary schools and secondary schools receiving funds accountable for: <ul style="list-style-type: none"> • annually measuring the English proficiency of LEP students (by use of the CELLA.) • meeting Title III English proficiency annual measurable objectives; and making AYP for LEP students. (Title III, Sec 3116) Title III Accountability LEA Requirement —The LEA will develop Title III “improvement” strategies to address the Title III benchmark(s) not met.								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State’s challenging student academic achievement standards for students classified as LEP, IDEA, Migrant, Neglected and Delinquent, Indian children served under Title VII, Homeless, and Immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of services? (Title I, Sec 1112)								F S
Describe the strategy the LEA will use to coordinate programs with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including LEA level staff in accordance with sections 1118 and 1119? (Title I, Sec 1112)								F
Describe how the LEA will coordinate and integrate services provided with other educational services at the LEA or individual school level such as: Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, as well as, services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children? (Title I, Sec 1112)								F
Describe how the LEA will ensure that all paraprofessionals and all teachers of core academic courses are highly qualified by the end of 2005-06? (Title I, Sec 1119) Title IIA Accountability LEA Requirement —The LEA has developed Title IIA “improvement” strategies to increase the percentage of core academic courses taught by highly qualified teachers.								F S C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the services the LEA will provide homeless children? (Title I, Sec 1112)								F
Describe the strategy the LEA will use to implement effective parental and community involvement, including parents of LEP students? (Title I, Sec 1112) High Priority LEA Requirement —The LEA’s revised TCSPP includes strategies to promote effective parental involvement in the schools.								F
Describe the professional development activities and how these activities will be aligned with challenging State academic content standards and the curricula and programs tied to the standards? (NCLB) High Priority LEA Requirement —The LEA’s revised TCSPP provides for high-quality staff development for instructional staff that focuses primarily on improved instruction (includes the results of the district’s professional development survey and an explanation of how the district used the required 10% set aside in Title I for professional development as required by NCLB.)								F
Describe how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement? (NCLB) High Priority LEA Requirement —The LEA’s revised TCSPP incorporates strategies grounded in scientifically based research (SBR) that will strengthen instruction in core academic subjects.								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students? (NCLB)								F
Describe how the LEA will coordinate professional development activities provided through Federal, State, and local programs? (NCLB)								F
Describe the professional development activities that will be made available to teachers and principals and how the LEA will ensure that the PD (which may include teacher mentoring) needs of teachers and principals will be met? (Title II A, Sec 2122) Title IIA Accountability LEA Requirement —The LEA has developed Title IIA “improvement” strategies to increase the percentage of teachers reporting high quality professional development.								F
Describe how the LEA will train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy? (Title II A, Sec 2122 & Title II D, Sec 2414)								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency? (Title II A, Sec 2122)								F
Describe how the LEA will provide training to enable teachers to improve student behavior in the classroom and identify early and appropriate interventions to help students? (Title II A, Sec 2122)								F
Describe how the LEA will provide training to enable teachers to involve parents in their child’s education? (Title II A, Sec 2122)								F
Describe how the LEA will provide training to enable teachers to understand and use data and assessments to improve classroom practice and student learning? (Title II A, Sec 2122)								F
Conduct a needs assessment with the involvement of teachers and did it take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students the opportunity to meet challenging State and local student academic achievement standards? (Title II A, Sec 2122)								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include on your planning committee, parents and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A, Sec 4114)								F
Collect relevant objective data which also includes participating private schools and community data so you can determine the prevalence of factors that put students at risk of using illegal drugs or engaging in undesirable behaviors? (Title IV A, Sec 4114)								F
Collect relevant objective data which also reflects protective factors, assets, or buffers that promote positive youth development? (Title IV A, Sec 4114)								F
In the selected programs or activities, address the risk and protective factors based on scientific research that provides evidence that the program to be used will reduce violence and illegal drug use? (Title IV A, Sec 4114)								F
Include measurable indicators for risk and protective factors that the system will address and target services to schools and students with the greatest need? (Title IV A, Sec 4114)								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise? (Erate)								T
Provide a complete description of the extended learning program content, grade level, subject area, and timeframe (summer and school year)?								E
Include at least one concrete, quantifiable measure related to the SBE Master Plan and any other appropriate measures related to how well the objective has been met?								E
Describe the process for evaluating the work you have done?								E
Include an extended contracts employment summary?								E
Define your leadership team?								F S C A
Include on your leadership team – teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students?								F S C A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Identify academic and non-academic assessment measures?								F S C E A
Define data collection and analysis processes?								F S C E A
Include report card results?								F S C E A
Explain what you learned from all of the data?								F S C A
Prioritize your goals?								F S C E A T
Indicate that procedures are in place to identify and correct non-compliance issues in a timely manner? (i.e. through monitoring, complaints, mediations, and hearings.) SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) at: http://www.state.tn.us/education/speced/sereports.php , SPP/APR Indicators # 15-19.								F S C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Indicate that system procedures and practices ensure collection and reporting of accurate and timely data? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 20.								F S C A
Identify strengths and weaknesses based on the data?								F S C A
Compare the graduation rate for 12 th grade career-technical concentrators to the graduation rate of 12 th grade academic graduates?								C
Compare the performance results for special population, 12 th grade career-technical concentrators with non-special population, 12 th grade career-technical concentrators?								C
Determine the percentage of 12 th grade career-technical concentrators achieving academic attainment for graduation?								C
Determine the percentage of 12 th grade career-technical concentrators attaining 75% of career-technical competencies?								C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine the percentage of 12 th grade concentrators graduated from the previous year, employed in the program area or related field; enrolled in a post-secondary institution; or a member of the military?								C
Determine the percentage of non-traditional students enrolled in a career-technical program?								C
Determine the percentage of non-traditional students classified as concentrators in a career-technical program?								C
Describe the results derived from analyzing the state assessment by student subgroup? High Priority LEA Requirement —The LEA’s revised TCSPP defines specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the AYP determination.								F S C A
Identify and describe additional types of academic assessments, beyond the state assessment, used by the system?								F S E A
Analyze disaggregated high school graduation rates and define what was determined?								F S C A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Analyze disaggregated elementary/middle attendance rates and define what was determined?								F S
								A
Indicate that Parent Notification of assessment data has been disseminated to parents in a uniform format and provided in a language understood by all parents?								F S C
								C
Define the current reality of student learning?								E A
								A
Analyze faculty perception of your system?								S E A
								A
Analyze parent perception of your system?								S E A
								A
Analyze community perception of your system?								S E A
								A
Analyze student perception of your system? (if applicable)								S E A
								A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Identify your Component 3 priorities of need?								F S C A
Identify the strengths and weaknesses of your decision-making process?								S C E
Define how material, human services, and funding sources are used to ensure school improvement?								F S C E A
Identify what programs and processes are in place for curriculum analysis and support?								F S C E A
Identify what programs and processes are in place for analyzing and supporting the instructional process?								F S C E A
Indicate that the system reviews data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if significant disproportionality is identified, does the LEA review and as appropriate revise policies, procedures and practices?								S C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine the needs of children with disabilities based on information from an appropriate evaluation?								S
								E
Indicate that the provision of a free appropriate public education to children with disabilities is facilitated through parent involvement, i.e. through parent training, dissemination of information (newsletters, pamphlets, surveys, number of parents reached/trained, etc.)?								S
Define how you will assist career-technical students in meeting or exceeding academic graduation requirements?								C
Define how you will assist career-technical students in mastering occupational skill competencies?								C
Determine how to ensure programs are of sufficient size, scope, sequence to improve career-technical education students' performance in a coherent sequence of subjects (both academic and career-technical) leading to higher learning and/or placement in a high skill, high wage occupation?								S
								C
Define how you will meet the needs of special population students preventing discrimination and assisting in their attainment of academic and career-technical skills?								S
								C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine how you will promote non-traditional enrollment in career-technical programs?								C
Determine how you will ensure the annual developing and updating of 4 & 6 year plans as required by the high school policy? (Initial 8 th grade student and parent meetings to develop 4 & 6 year plans and process for making revisions to 9-12 th grade plans.)								S C
Determine how the system will provide additional educational assistance to low-achieving students? High Priority LEA Requirement —The LEA's revised TCSPP addresses the fundamental teaching and learning needs of schools in the district, especially the needs of low-achieving students.								F S C E A
Describe the actions the system will take to assist low-achieving schools identified as in need of improvement?								F S E A
Provide the system plan of action to offer school choice and supplemental services for those schools that qualify?								F S
If applicable, in Targeted Assisted Schools identify eligible children most in need of services?								F S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the system will coordinate and integrate services to include: - transition from Head Start, or other similar program, to elementary school?								F S
If applicable, describe the activities funded by the system which support preschool programs?								F S E
Describe the system strategy to implement the Parent Involvement Policy found in NCLB 1118?								F E
If applicable, describe the system's extended learning time programs (after or before school, or extended school year)? High Priority LEA Requirement —The LEA's revised TCSPP includes, as appropriate, student learning activities before school, after school, during the summer, and during any extensions of the school year.								F S E
Determine the effectiveness of your curriculum, instruction, assessment, and organizational structure?								F S C A
Determine to what degree you meet SACS standards?								A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine to what degree the stakeholder perception matches your current reality?								S
								A
Identify your Component 4 priority of needs?								F
								S
Define your goals? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)								C
								A
Define your action steps? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)								S
								C
Define your implementation plans?								A
								T
Address in your action plan the required clusters for your program area?								S
								C
Based on data, determine how the system goals include and address continuous career-technical program improvement?								C
								C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

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

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The percent of youth with IEPs graduating from high school with a regular high school diploma are comparable to the percent of all youth in your LEA graduating with a regular diploma? SPED State Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 1/CPR # 1 (20 U.S.C. 1416 (a)(3)(A))								S C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
<p>The percent of youth with IEPs dropping out of high school are comparable to the percent of all youth in your LEA dropping out of high school?</p> <p>SPED State Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 2/ CPR # 2 (20 U.S.C. 1416 (a)(3)(A))</p>								S
<p>Participation and performance of children with disabilities on statewide assessments:</p> <ul style="list-style-type: none"> A. Percent of schools meeting the State's AYP objectives for progress for disability subgroup. B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternative assessment against grade level standards; alternate assessment against alternate achievement standards. C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards? <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 3/ CPR # 3 (20 U.S.C. 1416 (a)(3)(A))</p>								S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
Rates of suspension and expulsion: A. Percent of schools identified by the LEA as having a significant discrepancy in the rates of suspensions & expulsions of children with disabilities for greater than 10 days in a school year; and B. Percent of school identified by the LEA as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 4/ CPR # 4 (20 U.S.C. 1416(a)(3)(A); 1412(a)22))								S
The number and percent of children with IEPs ages 6 through 21: A. Removed from regular class less than 21% of the day B. Removed from regular class greater than 60% of the day C. Served in either public or private separate schools, residential placements, or homebound or hospital placements? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 5/ CPR # 5 (20 U.S.C. 1416(a)(3)(A))								S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The number and percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood / part-time early childhood special education settings)? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 6/ CPR # 6 (20 U.S.C. 1416(a)(3)(A))								S
The percentage of preschool children with IEPs who demonstrate improved: <ul style="list-style-type: none"> A. Positive social-emotional skills (including social relationships); B. Acquisition and use knowledge and skills (including early language/communication and early literacy); and C. Use of appropriate behaviors to meet their needs? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 7/ CPR # 7 (20 U.S.C. 1416 (a)(3)(A))								S
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 8/ CPR # 8 (20 U.S.C. 1416 (a)(3)(A)) *LEA may use State parental survey or develop one of their own for the TSCPP.								S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The percentage of schools identified by the LEA as having disproportionate representation of racial and ethnic groups identified for special education and related services that is the result of inappropriate identification? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 9 & State Indicator – Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))								S
The percent of schools identified by the LEA with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator 10 and State Indicator for Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))								S
Percent of children with parental consent to evaluate, who where evaluated and eligibility determined within 60 days (or State established timeline)? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 11. (20 U.S.C. 1416(a)(3)(B))								S
The number of children referred by Part C prior to age 3 who are found eligible for Part B services and who have an IEP developed & implemented by their third birthday? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 12. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))								S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The number and percentage of youth with disabilities age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 13. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))								S
The number and percentage of youth with disabilities who had IEPs, are no longer in secondary school and who are competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school as compared to nondisabled youth no longer in secondary school? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 14. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B)) * LEA can use state transition survey (in process of development) or develop own procedure for TCSPP								S

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

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

COMPONENT 6

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

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COMPONENT 6

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

Part I. Introduction

The Tennessee Comprehensive Systemwide Planning Process (TCSPP) is scientifically research based and designed to be a continuous improvement planning process for use in all Tennessee school systems. It is a method for analyzing the current level of capacity building, provision of support to all schools from system personnel, and effectiveness of central office personnel. The purpose of the process is to positively impact student achievement by asking the following questions of central office personnel:

1. Are we being effective as administrators in supporting our schools and how do we know?
2. Are we building capacity in our schools and closing achievement gaps for all students and how do we know?

It is essential that system central office personnel address the issues posed by these two questions. Two times a year, at a minimum, system personnel should meet to ask themselves these questions. In this way, system personnel are continuously reviewing, analyzing, and synthesizing all types of data in order to review the effectiveness of their TCSPP, rather than waiting for a year with no evaluation of progress to determine effective implementation of the plan.

Component 6 focuses on four objectives: 1) the review of the TCSPP process, 2) the implementation of the TCSPP action steps, 3) a projected plan for monitoring and adjusting that includes reflection on the two questions above, and 4) the ongoing monitoring and adjusting of the system plan.

The first objective is the focus of Part II, which provides a structure for reflecting on the results of the planning process to date. Part III guides the Component 6 Leadership Team in the development of a plan for implementation of the Component 5 Action Steps. Part IV directs the process of creating a plan for monitoring and adjusting with a focus on evaluation of results. Part V outlines the process for submission to the Tennessee Department of Education.

Part II. Review of the TCSPP Process

Reflection is an important part of planning, and generally central office personnel are too busy to take the time necessary for collegial reflection. As is stressed throughout the TCSPP Framework/Guide, collaboration with the entire leadership team will guarantee that all involved

central office personnel are engaged in planning for systemwide improvement for its schools, will ensure the redundancy in staff time and additional costs for data collection are reduced, and will minimize turf issues with improved collaboration and communication using this suggested reflection and evaluation process. The Component 6 Leadership Team can address the executive reflection questions found in Part II, Component 6 of the TCSPP Framework/Guide as part of their reflection on the entire planning process.

Part III. TCSPP Implementation

An implementation plan has been written using an array of systemwide data. The implementation plan consists of action steps that should lead the system to increased student achievement. What are the next steps? The plan must now become a living document. There must be a continuous cycle to implement, monitor, adjust, and sustain the systemwide planning process. The reflection questions found in Part III, Component 6 of the TCSPP Framework/Guide may be used in the creation of a process to implement the TCSPP.

Part IV. Process for TCSPP Monitoring and Adjusting

The process for initiating improvement is not an event; it is a continuous cycle that was defined many years ago by W. Edwards Deming. The cycle includes planning, doing, checking, acting (PDCA). The planning leads to doing which leads to checking which leads to acting and then back to planning. The process never ends. You are beginning the implementation (doing). The monitoring (checking) and adjusting (acting) must follow. The executive reflection questions found in Part IV, Component 6 of the TCSPP Framework/Guide may be used to guide the Component 6 Leadership Team as they make decision to create the monitoring and adjusting process.

Part V. TCSPP Monitoring and Adjusting (by the Systemwide Leadership Team)

This portion of Component 6 will not be complete when the initial TCSPP is submitted to the Tennessee State Department of Education. Part V, Component 6 of the TCSPP Framework/Guide may be referred to for more guidance.

Part VI. Evaluation of Implementation Results

Refer to Part VI, Component 6 of the TCSPP Framework/Guide for reflection questions to assist in evaluating the impact of the implementation of your goals and action steps.

The following Templates should be completed and submitted to the Tennessee Department of Education as a result of the work completed in Component 6.

TCSPP TEMPLATE 6.1

TCSPP PROCESS EVALUATION

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

Evidence of Collaborative Process - Narrative Response Required
--

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

Evidence of Alignment of Data and Goals - Narrative Response Required
--

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

Evidence of Communication with All Stakeholders- Narrative Response Required

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

Suggestions for the Process- Narrative Response Required

What suggestions do we have for improving our planning process?

TCSPP TEMPLATE 6.2
TCSPP IMPLEMENTATION EVALUATION

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

Evidence of Implementation - Narrative Response Required

What is our plan to begin implementation of the action steps?

Evidence of the Use of Data - Narrative Response Required
--

What is the plan for the use of data?

TCSPP TEMPLATE 6.3

TCSPP MONITORING AND ADJUSTING EVALUATION

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

Evidence of Monitoring Dates – Listing Required

What are the calendar dates (Nov/Dec and May/June) when the Systemwide Leadership Team will meet to sustain the Tennessee Comprehensive Systemwide Planning Process?

Identify the person(s) responsible for monitoring along with their position and the role they will play in the monitoring process.

Evidence of a Process for Monitoring Plan - Narrative Response Required

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

TCSPP TEMPLATE 6.3
(continued)

TCSPP MONITORING AND ADJUSTING EVALUATION

Evidence of a Process for Adjusting Plan- Narrative Response Required

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

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

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

TCSPP TEMPLATE 6.4

TCSPP EXECUTIVE SUMMARY (ES)

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

What's working?	Evidence

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

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

TCSPP Compliance Matrix 5.1
TCSPP TEMPLATE 6.5
EVALUATION OF IMPLEMENTATION RESULTS

	FULLY Implemented Yes or No	PARTIALLY Implemented Yes or No	GOAL MET Yes or No	If met, how do we know?	If not met, what are next steps?
Goal 1					

TCSP 2007 Rating Sheet

Reviewers:

COMPONENT 1 – DEVELOPMENT OF SYSTEMWIDE PROFILE AND COLLABORATIVE PROCESS

Indicator 1.1			
Collaboration / Professional Learning Community Development			
4	3	2	1
The collaboration process was used as evidenced by including <u>all</u> Central Office stakeholders and at least <u>five</u> of the other stakeholders below.	The collaboration process was used as evidenced by including <u>all</u> Central Office stakeholders and at least <u>four</u> of the other stakeholders below.	The collaboration process was used as evidenced by including <u>all</u> Central Office stakeholders and at least <u>two</u> of the other stakeholders below.	The collaboration process was used as evidenced by including <u>all</u> Central Office stakeholders and at least <u>one</u> of the other stakeholders below.
<input type="checkbox"/> Central Office (all central office stakeholders are required): <input type="checkbox"/> Director of Schools <input type="checkbox"/> Special Education <input type="checkbox"/> Vocational <input type="checkbox"/> Technology <input type="checkbox"/> Federal Programs/Grant Directors <input type="checkbox"/> Elementary/Middle Supervisors <input type="checkbox"/> Secondary Supervisors <input type="checkbox"/> Others in Central Office <input type="checkbox"/> School Administrators <input type="checkbox"/> Teachers <input type="checkbox"/> Paraprofessionals <input type="checkbox"/> Parents <input type="checkbox"/> Community Members <input type="checkbox"/> Student (High School) <input type="checkbox"/> Other (Revisit after completing the work of all 6 components.)			
Rationale for Performance Level Decision:			Rating
<p style="color: blue;">If Central Office staff title differs from rubric, indicate in parenthesis the position that it represents.</p>			

Indicator 1.2			
Data Collection and Data Organization			
4	3	2	1
There is evidence provided that data have been collected and organized regarding <u>all</u> of the following areas:	There is evidence provided that data have been collected and organized for at least <u>four</u> or more of the following areas:	There is evidence provided that limited data have been collected and organized regarding at least <u>two</u> of the following areas:	There is no evidence provided that data have been collected or organized regarding the critical elements of the system profile.
<input type="checkbox"/> Student characteristics <input type="checkbox"/> Staff characteristics <input type="checkbox"/> School characteristics <input type="checkbox"/> Parent/guardian demographics <input type="checkbox"/> Community characteristics <input type="checkbox"/> Student performance <input type="checkbox"/> Financial Data <input type="checkbox"/> Perceptual Data <input type="checkbox"/> Equity & Adequacy in resources, support & personnel to our schools <input type="checkbox"/> Delivery of services to our schools			
Rationale for Performance Level Decision:			Rating
<p style="color: blue;">As you focus on continual improvement for future planning</p>			

TCSPP 2007 Rating Sheet

Reviewers:

COMPONENT 2 – BELIEFS, MISSION AND SHARED VISION

Indicator 2.1			
Understands the attributes of High Performing School Systems’ Beliefs, Mission and Shared Vision			
4	3	2	1
Demonstrates an understanding of the purpose of beliefs, mission and shared vision of high performing school systems is evidenced by the inclusion of <u>all</u> of the attributes below:	Demonstrates an understanding of the purpose of beliefs, mission and shared vision of high performing school systems is evidenced by the inclusion of at least <u>four</u> of the attributes below:	Demonstrates an understanding of the purpose of beliefs, mission and shared vision of high performing school systems is evidenced by the inclusion of at least <u>two</u> of the attributes below:	Demonstrates an understanding of the purpose of beliefs, mission and shared vision of high performing school systems is evidenced by the inclusion of at least <u>one</u> of the attributes below:
<input type="checkbox"/> Utilizes research-based information and data to drive decisions. <input type="checkbox"/> Holds high expectation for all students. <input type="checkbox"/> Provides a clear purpose and direction. <input type="checkbox"/> Aligns policies and procedures to maintain a focus on achieving the systems’ goals for student learning.			
<input type="checkbox"/> Engages in adequate and appropriate internal and external communication. <input type="checkbox"/> Fosters collaboration among staff and stakeholders.			
Rationale for Performance Level Decision:			Rating
As you focus on continual improvement for the future			

Indicator 2.2			
The beliefs, mission and shared vision are achievement oriented			
4	3	2	1
The beliefs, mission and shared vision reflect our commitment to academic achievement for all students by the inclusion of <u>all</u> elements below.	The beliefs, mission and shared vision reflect our commitment to academic achievement for all students by the inclusion of at least <u>four</u> elements below.	The beliefs, mission and shared vision reflect our commitment to academic achievement for all students by the inclusion of at least <u>two</u> elements below.	The beliefs, mission and shared vision reflect our commitment to academic achievement for all students by the inclusion of at least <u>one</u> element below.
<input type="checkbox"/> Promoting an inclusive culture <input type="checkbox"/> Promoting the use of data driven decision-making process <input type="checkbox"/> Promoting the use of shared decision-making processes <input type="checkbox"/> Meeting the individual needs of students by striving for a quality education for all students.			
<input type="checkbox"/> Achieving proficiency and beyond for all students.			
Rationale for Performance Level Decision:			Rating
As you focus on continual improvement for the future			

TCSP 2007 Rating Sheet

Reviewers:

COMPONENT 3 – ACADEMIC AND NON-ACADEMIC DATA ANALYSIS AND SYNTHESIS

Indicator 3.1			
Variety of Academic and Non-Academic Assessment Measures			
4	3	2	1
There is evidence provided that the data examined includes <u>all</u> of the following non-academic and academic assessment data:	There is evidence provided that the data examined includes <u>some</u> of the following non-academic and academic assessment data:	There is evidence provided that only <u>minimal</u> assessment data is utilized.	There is no evidence of assessment data used.
<input type="checkbox"/> TCAP <input type="checkbox"/> Gateways <input type="checkbox"/> Dropout rates <input type="checkbox"/> Attendance rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Vocational MIS Report data <input type="checkbox"/> Special Ed federal tables			
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</p>			

Indicator 3.2			
Data Collection & Analysis			
4	3	2	1
A <u>thorough</u> data collection and consistent analysis are included with assessment methods described.	An <u>adequate</u> data collection and consistent analysis are included with assessment methods described.	A <u>limited</u> data collection is included with limited or no analysis.	No evidence is presented that the faculty conducted a data collection or analysis of the data.
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</p>			

TCSPP 2007 Rating Sheet

Reviewers:

COMPONENT 3 – ACADEMIC AND NON-ACADEMIC DATA ANALYSIS AND SYNTHESIS

Indicator 3.3 Report Card Data Disaggregation			
4	3	2	1
Data disaggregation* analyses are included which establish priorities for student performance with respect to <u>all</u> listed applicable areas:	Data disaggregation* analyses are included which establish priorities for student performance with respect to <u>the first four</u> listed applicable areas:	Data disaggregation* analyses are included which establish priorities for student performance with respect to a <u>minimum of three of the first four</u> applicable areas:	Data disaggregation analyses are not included.
<input type="checkbox"/> Race/ethnicity (5 areas) <input type="checkbox"/> Economically disadvantaged <input type="checkbox"/> Special education <input type="checkbox"/> LEP <input type="checkbox"/> Gender <input type="checkbox"/> Proficiency levels <input type="checkbox"/> Growth differences/Gaps between high, middle, and low achievers * In situations where disaggregation within a category is not possible, it should be noted in the plan.			
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</p>			

Indicator 3.4 Narrative Synthesis of All Data			
4	3	2	1
A narrative synthesis of data/information is included that <u>specifically states</u> critical areas of strength and need based on the data/information presented.	A narrative synthesis of data/information is included that <u>implies</u> critical areas of strength and need based on the data/information presented.	A <u>limited</u> list of areas of strength and need is included.	There is no narrative synthesis of data/information provided.
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</p>			

TCSPP 2007 Rating Sheet

Reviewers:

COMPONENT 3 – ACADEMIC AND NON-ACADEMIC DATA ANALYSIS AND SYNTHESIS

Indicator 3.5			
Prioritized List of Goal Targets			
4	3	2	1
The list of data driven prioritized goals matches data priorities and references the NCLB benchmarks.	The list of data driven prioritized goals matches the majority of data priorities.	Limited attempts have been made to prioritize goals matched to data.	There are no prioritized goals based on the data.
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</p>			

TCSP 2007 Rating Sheet

Reviewers:

COMPONENT 4 - CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

Indicator 4.1 Curriculum Process			
4	3	2	1
In analyzing our curriculum process, we included <u>all</u> of the following activities:	In analyzing our curriculum process, we included at least <u>five</u> of the following activities:	In analyzing our curriculum process, we included at least <u>three</u> of the following activities:	In analyzing our curriculum process, we included at least <u>one</u> of the following activities:
<input type="checkbox"/> Listed our current practices and practices of high-performing school systems <input type="checkbox"/> Identified strengths <input type="checkbox"/> Listed evidence of current practices <input type="checkbox"/> Identified challenges <input type="checkbox"/> Determined alignment of current practices to the principles <input type="checkbox"/> Completed an evaluation of the effectiveness of our current practices based on the data <input type="checkbox"/> Identified steps to address the challenges			
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</p>			

Indicator 4.2 Curriculum Practices			
4	3	2	1
In analyzing our curriculum practices, we included at least <u>seven</u> of the following activities:	In analyzing our curriculum practices, we included at least <u>five</u> of the following activities:	In analyzing our curriculum practices, we included at least <u>three</u> of the following activities:	In analyzing our curriculum practices, we included at least <u>one</u> of the following activities:
<input type="checkbox"/> System uses the Tennessee Department of Education state approved standards and provides training to staff in the use of the standards. <input type="checkbox"/> Curriculum is prioritized and mapped. <input type="checkbox"/> System has established systemwide student achievement benchmarks. <input type="checkbox"/> System has implemented a K-12 cohesive standards based model for literacy. <input type="checkbox"/> System has implemented a K-12 cohesive standards based model for mathematics. <input type="checkbox"/> System has implemented formative assessment aligned with the system benchmarks. <input type="checkbox"/> Support system is in place for enhancing the quality of curriculum and instruction. <input type="checkbox"/> Monitoring system is in place for enhancing the quality of curriculum and instruction. <input type="checkbox"/> Teaching and learning materials are correlated to the State standards and distributed to the instructional staff. <input type="checkbox"/> System communicates a shared vision of what students should know and be able to do at each grade level to stakeholders through a variety of media formats.			
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</p>			

TCSP 2007 Rating Sheet

Reviewers:

COMPONENT 4 - CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

Indicator 4.3 Instructional Process			
4	3	2	1
In analyzing our instructional process, we included <u>all</u> of the following activities:	In analyzing our instructional process, we included at least <u>five</u> of the following activities:	In analyzing our instructional process, we included at least <u>three</u> of the following activities:	In analyzing our instructional process, we included at least <u>one</u> of the following activities:
<input type="checkbox"/> Listed our current practices and practices of high-performing school systems <input type="checkbox"/> Identified strengths			
<input type="checkbox"/> Listed evidence of current practices <input type="checkbox"/> Identified challenges			
<input type="checkbox"/> Determined alignment of current practices to the principles and practices of high-performing school systems <input type="checkbox"/> Completed an evaluation of the effectiveness of our current practices based on the data			
<input type="checkbox"/> Identified steps to address your challenges			
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</p>			

Indicator 4.4 Instructional Practices			
4	3	2	1
In analyzing our instructional practices, we included at least <u>six</u> of the following activities:	In analyzing our instructional practices, we included at least <u>four</u> of the following activities:	In analyzing our instructional practices, we included at least <u>two</u> of the following activities:	In analyzing our instructional practices, we included at least <u>one</u> of the following activities:
<input type="checkbox"/> Classroom instruction is aligned with the standards based curriculum.			
<input type="checkbox"/> Teaching process is data-driven			
<input type="checkbox"/> Students are actively engaged in high quality learning environments as supported by higher order thinking skills			
<input type="checkbox"/> Teachers incorporate a wide range of research based, student centered teaching strategies			
<input type="checkbox"/> Classroom organization and management techniques support the learning process			
<input type="checkbox"/> Students are provided with multiple opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction.			
<input type="checkbox"/> Classroom instruction supports the learning of students with diverse cultural & language backgrounds & with different learning needs & learning styles.			
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</p>			

TCSP 2007 Rating Sheet

Reviewers:

COMPONENT 4 - CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

Indicator 4.5 Assessment Process			
4	3	2	1
In analyzing our assessment process, we included <u>all</u> of the following activities:	In analyzing our assessment process, we included at least <u>five</u> of the following activities:	In analyzing our assessment process, we included at least <u>three</u> of the following activities:	In analyzing our assessment process, we included at least <u>one</u> of the following activities:
<input type="checkbox"/> Listed our current practices and practices of high-performing school systems <input type="checkbox"/> Identified strengths			
<input type="checkbox"/> Listed evidence of current practices <input type="checkbox"/> Identified challenges			
<input type="checkbox"/> Determined alignment of current practices to the principles and practices of high-performing school systems <input type="checkbox"/> Completed an evaluation of the effectiveness of our current practices based on the data			
<input type="checkbox"/> Identified steps to address your challenges			
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</p>			

Indicator 4.6 Assessment Practices			
4	3	2	1
In analyzing our assessment practices, we included at least <u>six</u> of the following activities:	In analyzing our assessment practices, we included at least <u>four</u> of the following activities:	In analyzing our assessment practices, we included at least <u>two</u> of the following activities:	In analyzing our assessment practices, we included at least <u>one</u> of the following activities:
<input type="checkbox"/> Uses student assessments that are aligned with the Tennessee Department of Education standards based curriculum <input type="checkbox"/> Ensures that the appropriate assessments are used to guide decisions relative to student achievement			
<input type="checkbox"/> Uses a variety of data points for decision making relative to student achievement <input type="checkbox"/> Assesses all categories of students			
<input type="checkbox"/> Uses a wide range of assessments, CRT, NRT, portfolio, curriculum based assessments, etc. <input type="checkbox"/> Provides professional development in the appropriate use of assessment			
<input type="checkbox"/> Provides support and technical assistance to schools in developing and using assessments <input type="checkbox"/> Provides assessment information to communicate with students, parents and other appropriate stakeholders regarding student learning.			
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</p>			

TCSP 2007 Rating Sheet

Reviewers:

COMPONENT 4 - CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

Indicator 4.7 Organizational Process			
4	3	2	1
In analyzing our organizational process, we included <u>all</u> of the following activities:	In analyzing our organizational process, we included at least <u>five</u> of the following activities:	In analyzing our organizational process, we included at least <u>three</u> of the following activities:	In analyzing our organizational process, we included at least <u>one</u> of the following activities:
<input type="checkbox"/> Listed our current practices and practices of high-performing school systems <input type="checkbox"/> Identified strengths <input type="checkbox"/> Listed evidence of current practices <input type="checkbox"/> Identified challenges <input type="checkbox"/> Determined alignment of current practices to the principles <input type="checkbox"/> Completed an evaluation of the effectiveness of our current practices based on the data <input type="checkbox"/> Identified steps to address your challenges			
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</p>			

Indicator 4.8 Organizational Practices			
4	3	2	1
In analyzing our organizational practices, we included at least <u>five</u> of the following activities:	In analyzing our organizational practices, we included at least <u>three</u> of the following activities:	In analyzing our organizational practices, we included at least <u>two</u> of the following activities:	In analyzing our organizational practices, we included at least <u>one</u> of the following activities:
<input type="checkbox"/> School system's beliefs, mission and shared vision define the purpose and direction for the school system and the schools. <input type="checkbox"/> Organizational processes increase the opportunity for success in teaching and learning at all schools <input type="checkbox"/> School system provides continuous professional development for school leaders. <input type="checkbox"/> School system is organized to be proactive in addressing issues that might impede teaching and learning <input type="checkbox"/> Organizational practices and processes promote the effective time-on-task for all students. <input type="checkbox"/> School system is organized to support a diverse learning community through its programs and practices.			
Rationale for Performance Level Decision:			Rating
<p>As you focus on continual improvement for future planning</p>			

TCSP 2007 Rating Sheet

Reviewers:

COMPONENT 5 - ACTION PLAN DEVELOPMENT

Indicator 5.1 Goals			
4	3	2	1
In developing our school system goals, we addressed <u>all</u> of the following. The school system goals are:	In developing our school system goals, we addressed at least <u>five</u> of the following. The school system goals are:	In developing our school system goals, we addressed at least <u>three</u> of the following. The school system goals are:	In developing our school system goals, we addressed at least <u>one</u> all of the following. The school system goals are:
<input type="checkbox"/> statements that are based on desired student performance with defined performance standard <input type="checkbox"/> linked to a reasonable timeline <input type="checkbox"/> measurable <input type="checkbox"/> adequate to address No Child Left Behind (NCLB) requirements <input type="checkbox"/> addressing needs identified by the data <input type="checkbox"/> linked to the system's Five Year Plan <input type="checkbox"/> representative of a comprehensive planning process			
Rationale for Performance Level Decision:			Rating
<p style="color: blue; font-weight: bold;">With a focus on continual improvement for the future, a comprehensive planning process should reflect collaboration, communication, and alignment among all components and data driven decision making.</p>			

Indicator 5.2 Action Steps			
4	3	2	1
In developing our school system action steps, we addressed <u>all</u> of the following. The school system action steps:	In developing our school system action steps, we addressed at least <u>six</u> of the following. The school system action steps:	In developing our school system action steps, we addressed at least <u>three</u> of the following. The school system action steps:	In developing our school system action steps, we addressed at least <u>one</u> of the following. The school system action steps:
<input type="checkbox"/> are aligned to identified needs/stated goals <input type="checkbox"/> are clearly linked to specific student behaviors <input type="checkbox"/> include specific implementing and evaluating steps <input type="checkbox"/> detail how frequently the action occurs <input type="checkbox"/> define professional development activities for addressing identified diverse needs of instructional staff and administrators <input type="checkbox"/> describe how the system will promote parent and community involvement <input type="checkbox"/> state how technology is addressing varied needs of teachers, administrators and paraprofessionals <input type="checkbox"/> provide for effective communication between and among school system personnel and all stakeholders.			
Rationale for Performance Level Decision:			Rating
<p style="color: blue; font-weight: bold;">As you focus on continual improvement for future planning</p>			

TCSP 2007 Rating Sheet

Reviewers:

COMPONENT 5 - ACTION PLAN DEVELOPMENT

Indicator 5.3			
Action Steps Implementation			
4	3	2	1
In developing our school system implementation plan, we addressed <u>all</u> of the following. The school system implementation plan:	In developing our school system implementation plan, we addressed at least <u>three</u> of the following. The school system implementation plan:	In developing our school system implementation plan, we addressed at least <u>two</u> of the following. The school system implementation plan:	In developing our school system implementation plan, we addressed at least <u>one</u> of the following. The school system implementation plan:
<p> <input type="checkbox"/> has varied timelines which give specific beginning and ending dates for each action <input type="checkbox"/> clearly identifies person who is responsible for timely and complete work scheduled for each action <input type="checkbox"/> lists projected costs/required resources required to address and support action activities to successful completion* <input type="checkbox"/> identifies funding sources for each activity <input type="checkbox"/> specifies well-defined evaluation strategies for each action relating to student achievement </p> <p>* Money and personnel time are included as resources</p>			
Rationale for Performance Level Decision:			Rating
<p style="color: blue; margin-top: 0;">As you focus on continual improvement for future planning</p>			

TCSPP 2007 Rating Sheet

Reviewers:

COMPONENT 6 – PROCESS EVALUATION, IMPLEMENTATION, AND MONITORING

Indicator 6.1 Evaluation of TCSPP			
4	3	2	1
The process includes <u>all</u> of the following:	The process includes at least <u>four</u> of the following:	The process includes at least <u>one</u> of the following:	There is no evidence of an evaluation of TCSPP.
<input type="checkbox"/> Evidence of a collaborative process <input type="checkbox"/> Evidence that our beliefs, shared vision and mission align with our action steps in Component 5 <input type="checkbox"/> Evidence that our goals align with our data <input type="checkbox"/> Evidence that our goals align with our analyses of the areas of curriculum, instruction, assessment and organization <input type="checkbox"/> A plan for communication with all stakeholders			
Rationale for Performance Level Decision:			Rating

Indicator 6.2 Process to Sustain TCSPP			
4	3	2	1
The process to sustain the TCSPP includes <u>all</u> of the following:	The process to sustain the TCSPP includes at least <u>four</u> of the following:	The process to sustain the TCSPP includes at least <u>one</u> :	There is no evidence of a process to sustain the TCSPP.
<input type="checkbox"/> The formative assessments that will be used with projected dates for administration <input type="checkbox"/> A process for gathering and analyzing data from formative assessments <input type="checkbox"/> A process for adjusting the plan <input type="checkbox"/> A plan for the annual review of summative data <input type="checkbox"/> A plan for celebrating successes <input type="checkbox"/> A plan for communicating with stakeholders			
Rationale for Performance Level Decision:			Rating

TCSPP 2007 Rating Sheet

Reviewers:

COMPLIANCE MATRIX

Submitted

DIRECTOR OF SCHOOLS

Assurances Submitted and Signed

TENNESSEE COMPREHENSIVE SYSTEMWIDE PLANNING PROCESS

Status: Approved, Approved with Stipulations, or Not Approved

APPENDIX I

Tennessee School Improvement Planning Process (TCSPP)

SIP Rubric

Tennessee School Improvement Planning Process (TSIPP)

SIP Rubric



Tennessee Department of Education

Commissioner Lana C. Seivers

July 2007

SIP Components

<i>COMPONENT 1a</i>
School Profile and Collaborative Process
1.1 SIP Leadership Team Composition 1.2 Subcommittee Formation and Operation 1.3 Collection of Academic and Nonacademic Data and Analysis/Synthesis
<i>COMPONENT 1b</i>
Academic and Non-Academic Data Analysis
1.4 Variety of Academic and Non-Academic Assessment Measures 1.5 Data Collection & Analysis 1.6 Report Card Data Disaggregation 1.7 Narrative Synthesis of All Data 1.8 Prioritized List of Targets
<i>COMPONENT 2</i>
Beliefs, Mission and Vision
2.1 Beliefs, Mission and Shared Vision
<i>COMPONENT 3</i>
Curricular, Instructional, Assessment and Organizational Effectiveness
3.1 Curriculum Practices 3.2 Curriculum Process 3.3 Instructional Practices 3.4 Instructional Process 3.5 Assessment Practices 3.6 Assessment Process

3.7 Organizational Practices
3.8 Organizational Process
<i>COMPONENT 4</i>
Action Plan Development
4.1 Goals
4.2 Action Steps
4.3 Implementation Plan
<i>COMPONENT 5</i>
The School Improvement Plan and Process Evaluation
5.1 Process Evaluation
5.2 Implementation Evaluation
5.3 Monitoring and Adjusting Evaluation

Component 1a. – School Profile and Collaborative Process

Indicator 1.1	Performance Levels				Rating
	4 <i>Exemplary Team Collaboration</i>	3 <i>Adequate Team Collaboration</i>	2 <i>Partial Team Collaboration</i>	1 <i>No Team Collaboration</i>	
SIP Leadership Team Composition	There is evidence provided that the SIP leadership team was composed of the chairs of each subcommittee and representatives of each of the relevant stakeholder groups of the school teachers, administrators, non-certified personnel, community, parents, and students (when appropriate).	There is evidence provided that the SIP leadership team was composed of the chairs of each subcommittee and representatives of at least four of the relevant stakeholder groups of the school teachers, administrators, non-certified personnel, community, parents, and students (when appropriate).	There is evidence provided that the SIP leadership team was composed of the chairs of each subcommittee and representatives of at least two of the relevant stakeholder groups of the school teachers, administrators, non-certified personnel, community, parents, and students (when appropriate).	There is no evidence provided that the SIP leadership team was composed of the chairs of each subcommittee and representatives of the relevant stakeholder groups of the school teachers, administrators, non-certified personnel, community, parents, and students (when appropriate).	4 3 2 1
Rationale for Performance Level Decision:					

Indicator	Performance Levels				Rating
	4 <i>Exemplary Subcommittee Formation & Operation</i>	3 <i>Adequate Subcommittee Formation & Operation</i>	2 <i>Partial Subcommittee Formation & Operation</i>	1 <i>No Subcommittee Formation & Operation</i>	
1.2					
Subcommittee Formation and Operation	There is clear evidence that SIP subcommittees were formed and were chaired by SIP leadership team members. It is documented that these subcommittees actually met to address critical components of the SIP. It is evident that stakeholders served on all subcommittees.	There is clear evidence that SIP subcommittees were formed and were chaired by SIP leadership team members. It is documented that these subcommittees actually met to address critical components of the SIP. It is evident that stakeholders served on four subcommittees.	There is clear evidence that SIP subcommittees were formed and were chaired by SIP leadership team members. It is documented that these subcommittees actually met to address critical components of the SIP. It is evident that stakeholders served on three subcommittees.	There is no clear evidence that SIP subcommittees were formed and were chaired by SIP leadership team members. It is not documented that these subcommittees actually met to address critical components of the SIP. It is evident that stakeholders did not serve on subcommittees.	4 3 2 1
Rationale for Performance Level Decision:					

Indicator	Performance Levels				Rating
	4	3	2	1	
1.3	<i>Exemplary Demographic Data Collection and Analysis</i>	<i>Adequate Demographic Data Collection and Analysis</i>	<i>Limited Demographic Data Collection and Analysis</i>	<i>No Demographic Data Collection and Analysis</i>	
Collection of Academic and Nonacademic Data and Analysis/Synthesis	There is evidence provided that data have been collected and analyzed regarding all of the following areas:	There is evidence provided that data have been collected and analyzed for at least three of the following areas:	There is evidence provided that data have been collected and analyzed in at least one of the following areas:	There is no evidence provided that data have been collected and analyzed in any of the following areas:	4
					3
	<input type="checkbox"/> Student characteristics <input type="checkbox"/> Staff characteristics <input type="checkbox"/> School characteristics <input type="checkbox"/> Parent/guardian demographics <input type="checkbox"/> Community characteristics				2
				1	
Rationale for Performance Level Decision:					

Component 1b. – Academic and Non-Academic Data Analysis

Indicator	Performance Levels				Rating
	4	3	2	1	
1.4	<i>Exemplary Use of a Variety of Assessment Measures</i>	<i>Adequate Use of a Variety of Assessment Measures</i>	<i>Limited Use of a Variety of Assessment Measures</i>	<i>No Use of a Variety of Assessment Measures</i>	
Variety of Academic and Non-Academic Assessment Measures	There is evidence provided that the data examined includes <u>all</u> of the following: academic and non-academic assessment components. (e.g., TCAP, TCAP Alt, EOC, Gateways, SAT/ACT, as appropriate, local system assessments, PK-Grade 2 assessments, as appropriate, six-week tests, report cards, unit tests, dropout rates, attendance rates, graduation rates, formative assessments, CTE competencies, as appropriate).	There is evidence provided that the data examined includes at least <u>eight</u> of the following: academic and non-academic assessment components. (e.g., TCAP, TCAP Alt, EOC, Gateways, SAT/ACT, as appropriate, local system assessments, PK-Grade 2 assessments, as appropriate, six-week tests, report cards, unit tests, dropout rates, attendance rates, graduation rates, formative assessments, CTE competencies, as appropriate).	There is evidence provided that the data examined includes at least <u>one</u> of the following: academic and non-academic assessment components. (e.g., TCAP, TCAP Alt, EOC, Gateways, SAT/ACT, as appropriate, local system assessments, PK-Grade 2 assessments, as appropriate, six-week tests, report cards, unit tests, dropout rates, attendance rates, graduation rates, formative assessments, CTE competencies, as appropriate).	There is no evidence provided that the data examined includes any of the following: academic and non-academic assessment components. (e.g., TCAP, TCAP Alt, EOC, Gateways, SAT/ACT, as appropriate, local system assessments, PK-Grade 2 assessments, as appropriate, six-week tests, report cards, unit tests, dropout rates, attendance rates, graduation rates, formative assessments, CTE competencies, as appropriate).	4 3 2 1
Rationale for Performance Level Decision:					

Indicator 1.5	Performance Levels				Rating
	4 <i>Exemplary Data Collection & Analysis</i>	3 <i>Adequate Data Collection & Analysis</i>	2 <i>Limited Data Collection & Analysis</i>	1 <i>No Data Collection & Analysis</i>	
Data Collection & Analysis	A <i>thorough</i> data collection and consistent analysis are included with assessment methods described and strengths and needs identified.	An adequate data collection and consistent analysis are included with assessment methods described strengths and needs identified.	A limited data collection and consistent analysis are included.	No data collection and analysis is included.	4 3 2 1
Rationale for Performance Level Decision:					

Indicator	Performance Levels				Rating
	4	3	2	1	
1.6	<i>Exemplary Report Card Data Disaggregation</i>	<i>Adequate Report Card Data Disaggregation</i>	<i>Limited Report Card Data Disaggregation</i>	<i>No Report Card Data Disaggregation</i>	
Report Card Data Disaggregation	Data disaggregation analyses are included which establish priorities for student performance with respect to <u>all</u> listed areas:	Data disaggregation analyses are included which establish priorities for student performance with respect to <u>the first four</u> listed areas:	Data disaggregation analyses are included which establish priorities for student performance with respect to a <u>minimum of three of the first four</u> listed areas:	Data disaggregation analyses are not included which establish priorities for student performance with respect to the listed areas:	4
	<input type="checkbox"/> Race/ethnicity (5 areas) <input type="checkbox"/> Economically disadvantaged <input type="checkbox"/> Special education <input type="checkbox"/> LEP <input type="checkbox"/> Gender <input type="checkbox"/> Proficiency levels <input type="checkbox"/> Growth differences/Gaps between the following: low to middle achievers, middle to high achievers and low to high achievers				3
					2
					1
Rationale for Performance Level Decision:					

Component 2 – Beliefs, Mission and Vision

Indicator	Performance Levels				Rating
	4 <i>Exemplary Collaboration</i>	3 <i>Adequate Collaboration</i>	2 <i>Limited Collaboration</i>	1 <i>No Collaboration</i>	
2.1					
Understands the attributes of High Performing Schools’ Beliefs, Mission and Shared Vision	An understanding of the purpose of beliefs, mission, and shared vision of high performing schools is evidenced by the inclusion of <i>all</i> of the attributes below:	An understanding of the purpose of beliefs, mission, and shared vision of high performing schools is evidenced by the inclusion of at least <i>four</i> of the attributes below:	An understanding of the purpose of beliefs, mission, and shared vision of high performing schools is evidenced by the inclusion of at least <i>one</i> of the attributes below:	An understanding of the purpose of beliefs, mission, and shared vision of high performing schools is evidenced by none of the attributes below:	4
	<input type="checkbox"/> Utilizes research-based information and data to drive decisions. <input type="checkbox"/> Holds high expectation for all students. <input type="checkbox"/> Provides a clear purpose and direction. <input type="checkbox"/> Aligns policies and procedures to maintain a focus on achieving the school’s goals for student learning.				3
	<input type="checkbox"/> Engages in adequate and appropriate internal and external communication. <input type="checkbox"/> Fosters collaboration among staff and stakeholders.				2
	<input type="checkbox"/> Establishes a link between the beliefs, mission, and vision.				1
<p>*Stakeholders include such groups as parents, community representatives, and support personnel. When appropriate, students should also be included.</p>					
Rationale for Performance Level Decision:					

Indicator	Performance Levels				Rating
	4	3	2	1	
2.2	<i>Exemplary Clarity of Beliefs, Mission, Shared Vision Statements</i>	<i>Adequate Clarity of Beliefs, Mission, Shared Vision Statements</i>	<i>Limited Clarity of Beliefs, Mission, Shared Vision Statements</i>	<i>No Clarity of Beliefs, Mission, Vision Shared Statements</i>	
The beliefs, mission and shared vision are achievement oriented	The beliefs, mission, and shared vision reflect a commitment to academic achievement for all students by the inclusion of <u>all</u> elements below.	The beliefs, mission, and shared vision reflect a commitment to academic achievement for all students by the inclusion of at least <u>three</u> elements below.	The beliefs, mission, and shared vision reflect a commitment to academic achievement for all students by the inclusion of at least <u>one</u> element below.	The beliefs, mission, and shared vision do not reflect a commitment to academic achievement.	4
	<input type="checkbox"/> Promoting a High Performing learning culture which includes all students and stakeholders. <input type="checkbox"/> Promoting the use of data driven decision-making process <input type="checkbox"/> Promoting the use of shared decision- making processes <input type="checkbox"/> Meeting the individual needs of students by striving for a quality education for all students. <input type="checkbox"/> Achieving proficiency and beyond for all students.				3
					2
					1
Rationale for Performance Level Decision:					

Component 3 – Curricular, Instructional, Assessment, and Organizational Effectiveness

Indicator	Performance Levels				Rating
	4 <i>Exemplary Evidence</i>	3 <i>Adequate Evidence</i>	2 <i>Limited Evidence</i>	1 <i>No Evidence</i>	
3.1					
Curriculum Practices	In analyzing our curriculum practices, we included at least <u>seven</u> of the following activities:	In analyzing our curriculum practices, we included at least <u>four</u> of the following activities:	In analyzing our curriculum practices, we included at least <u>one</u> of the following activities:	In analyzing our curriculum practices, we did not include the following activities:	4
	<input type="checkbox"/> School uses the Tennessee Department of Education state approved standards and provides training to staff in the use of the standards. <input type="checkbox"/> Curriculum is prioritized and mapped. <input type="checkbox"/> School has established schoolwide student achievement benchmarks. <input type="checkbox"/> School has implemented a grade appropriate cohesive standards based model for literacy. <input type="checkbox"/> School has implemented a grade appropriate cohesive standards based model for mathematics. <input type="checkbox"/> School has implemented formative assessment aligned with the school benchmarks. <input type="checkbox"/> Support system is in place for enhancing the quality of curriculum and instruction. <input type="checkbox"/> Monitoring is in place for enhancing the quality of curriculum and instruction. <input type="checkbox"/> Teaching and learning materials are correlated to the State standards and distributed to the instructional staff. <input type="checkbox"/> School communicates a shared vision of what students should know and be able to do at each grade level to stakeholders through a variety of media formats.				3
Rationale for Performance Level Decision:					2
					1

Indicator 3.2	Performance Levels				Rating
	4 <i>Exemplary Evidence</i>	3 <i>Adequate Evidence</i>	2 <i>Limited Evidence</i>	1 <i>No Evidence</i>	
Curriculum Process	In analyzing our curriculum process, we included <u>all</u> of the following activities:	In analyzing our curriculum process, we included at least <u>four</u> of the following activities:	In analyzing our curriculum process, we included at least <u>one</u> of the following activities:	In analyzing our curriculum process, we did not include the following activities:	4
	<input type="checkbox"/> Listed our current practices <input type="checkbox"/> Listed evidence of current practices <input type="checkbox"/> Determined alignment of current practices to the principles and practices of high-performing schools <input type="checkbox"/> Completed an evaluation of the effectiveness of our current practices based on the data <input type="checkbox"/> Identified strengths <input type="checkbox"/> Identified challenges <input type="checkbox"/> Identified steps to address your challenges				3 2 1
Rationale for Performance Level Decision:					

Indicator 3.3	Performance Levels				Rating
	4 <i>Exemplary Evidence</i>	3 <i>Adequate Evidence</i>	2 <i>Limited Evidence</i>	1 <i>No Evidence</i>	
Instructional Practices	In analyzing our instructional practices, we included at least <u>six</u> of the following activities:	In analyzing our instructional practices, we included at least <u>four</u> of the following activities:	In analyzing our instructional practices, we included at least <u>one</u> of the following activities:	In analyzing our instructional practices, we did not include the following activities:	4
	<input type="checkbox"/> Classroom instruction is aligned with the standards based curriculum. <input type="checkbox"/> Classroom instruction is aligned with the assessments. <input type="checkbox"/> Teaching process is data-driven <input type="checkbox"/> Students are actively engaged in high quality learning environments as supported by higher order thinking skills <input type="checkbox"/> Teachers incorporate a wide range of research based, student centered teaching strategies <input type="checkbox"/> Classroom organization and management techniques support the learning process <input type="checkbox"/> Students are provided with multiple opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction. <input type="checkbox"/> Classroom instruction supports the learning of students with diverse cultural & language backgrounds & with different learning needs & learning styles.				3
Rationale for Performance Level Decision:					2
					1

Indicator 3.4	Performance Levels				Rating
	4 <i>Exemplary Evidence</i>	3 <i>Adequate Evidence</i>	2 <i>Limited Evidence</i>	1 <i>No Evidence</i>	
Instructional Process	In analyzing our instructional process, we included <u>all</u> of the following activities:	In analyzing our instructional process, we included at least <u>four</u> of the following activities:	In analyzing our instructional process, we included at least <u>one</u> of the following activities:	In analyzing our instructional process, we did not include the following activities:	4
	<input type="checkbox"/> Listed our current practices <input type="checkbox"/> Listed evidence of current practices <input type="checkbox"/> Determined alignment of current practices to the principles and practices of high-performing schools <input type="checkbox"/> Completed an evaluation of the effectiveness of our current practices based on the data <input type="checkbox"/> Identified strengths <input type="checkbox"/> Identified challenges <input type="checkbox"/> Identified steps to address your challenges				3 2 1
Rationale for Performance Level Decision:					

Indicator 3.5	Performance Levels				Rating
	4 <i>Exemplary Evidence</i>	3 <i>Adequate Evidence</i>	2 <i>Limited Evidence</i>	1 <i>No Evidence</i>	
Assessment Practices	In analyzing our assessment practices, we included at least <u>six</u> of the following activities:	In analyzing our assessment practices, we included at least <u>four</u> of the following activities:	In analyzing our assessment practices, we included at least <u>one</u> of the following activities:	In analyzing our assessment practices, we did not include the following activities:	4
	<input type="checkbox"/> Uses student assessments that are aligned with the Tennessee Department of Education standards based curriculum <input type="checkbox"/> Ensures that the appropriate assessments are used to guide decisions relative to student achievement <input type="checkbox"/> Uses a variety of data points for decision making relative to student achievement <input type="checkbox"/> Assesses all categories of students <input type="checkbox"/> Uses a wide range of assessments, CRT, NRT, portfolio, curriculum based assessments, etc. <input type="checkbox"/> Provides professional development in the appropriate use of assessment <input type="checkbox"/> Provides support and technical assistance to teachers in developing and using assessments <input type="checkbox"/> Provides assessment information to communicate with students, parents and other appropriate stakeholders regarding student learning.				3
Rationale for Performance Level Decision:					2
					1

Indicator 3.6	Performance Levels				Rating
	4 <i>Exemplary Evidence</i>	3 <i>Adequate Evidence</i>	2 <i>Limited Evidence</i>	1 <i>No Evidence</i>	
Assessment Process	In analyzing our assessment process, we included <u>all</u> of the following activities:	In analyzing our assessment process, we included at least <u>four</u> of the following activities:	In analyzing our assessment process, we included at least <u>one</u> of the following activities:	In analyzing our assessment process, we did not include the following activities:	4
	<input type="checkbox"/> Listed our current practices <input type="checkbox"/> Listed evidence of current practices <input type="checkbox"/> Determined alignment of current practices to the principles and practices of high-performing schools <input type="checkbox"/> Completed an evaluation of the effectiveness of our current practices based on the data <input type="checkbox"/> Identified strengths <input type="checkbox"/> Identified challenges <input type="checkbox"/> Identified steps to address your challenges				3 2 1
Rationale for Performance Level Decision:					

Indicator 3.7	Performance Levels				Rating
	4 <i>Exemplary Evidence</i>	3 <i>Adequate Evidence</i>	2 <i>Limited Evidence</i>	1 <i>No Evidence</i>	
Organizational Practices	In analyzing our organizational practices, we included at least <u>five</u> of the following activities:	In analyzing our organizational practices, we included at least <u>three</u> of the following activities:	In analyzing our organizational practices, we included at least <u>one</u> of the following activities:	In analyzing our assessment practices, we did not include the following activities:	4
	<input type="checkbox"/> School's beliefs, mission and shared vision define the purpose and direction for the school. <input type="checkbox"/> Organizational processes increase the opportunity for success in teaching and learning at all schools. <input type="checkbox"/> Organizational practices and processes promote the effective time-on-task for all students. <input type="checkbox"/> School provides continuous professional development for school leaders. <input type="checkbox"/> School is organized to be proactive in addressing issues that might impede teaching and learning. <input type="checkbox"/> School is organized to support a diverse learning community through its programs and practices. <input type="checkbox"/> School is organized to engage the parents and community in providing extended learning opportunities for children.				3 2 1
Rationale for Performance Level Decision:					

Indicator 3.8	Performance Levels				Rating
	4 <i>Exemplary Evidence</i>	3 <i>Adequate Evidence</i>	2 <i>Limited Evidence</i>	1 <i>No Evidence</i>	
Organizational Process	In analyzing our organizational process, we included <u>all</u> of the following activities:	In analyzing our organizational process, we included at least <u>four</u> of the following activities:	In analyzing our organizational process, we included at least <u>one</u> of the following activities:	In analyzing our organizational process, we did not include the following activities:	4
	<input type="checkbox"/> Listed our current practices <input type="checkbox"/> Listed evidence of current practices <input type="checkbox"/> Determined alignment of current practices to the principles and practices of high-performing schools <input type="checkbox"/> Completed an evaluation of the effectiveness of our current practices based on the data <input type="checkbox"/> Identified strengths <input type="checkbox"/> Identified challenges <input type="checkbox"/> Identified steps to address your challenges				3 2 1
Rationale for Performance Level Decision:					

Component 4 – Action Plan Development

Indicator	Performance Levels				Rating
	4 <i>Exemplary Goals</i>	3 <i>Adequate Goals</i>	2 <i>Limited Goals</i>	1 <i>Inadequate Goals</i>	
4.1					
Goals	In developing our school goals, we addressed <i>all</i> of the following. The school goals are:	In developing our school goals, we addressed at least <i>four</i> of the following. The school goals are:	In developing our school goals, we addressed at least <i>one</i> of the following. The school goals are:	In developing our school goals, we did not address any of the following.	4
	<input type="checkbox"/> statements that are based on desired student performance with defined performance standard <input type="checkbox"/> linked to a reasonable timeline <input type="checkbox"/> measurable <input type="checkbox"/> designed to address No Child Left Behind (NCLB) benchmark requirements <input type="checkbox"/> addressing needs identified by the data <input type="checkbox"/> linked to the system’s Five Year Plan <input type="checkbox"/> representative of a comprehensive planning process				3 2 1
Rationale for Performance Level Decision:					

Indicator 4.3	Performance Levels				Rating
	4 <i>Exemplary Implementation Plan</i>	3 <i>Adequate Implementation Plan</i>	2 <i>Limited Implementation Plan</i>	1 <i>No Implementation Plan</i>	
Implementation Plan	In developing our school implementation plan, we addressed <i>all</i> of the following. The school implementation plan:	In developing our school implementation plan, we addressed at least <i>three</i> of the following. The school implementation plan:	In developing our school implementation plan, we addressed at least <i>one</i> of the following. The school implementation plan:	In developing our school implementation plan, we did not address the following.	4
	<input type="checkbox"/> has varied timelines which give specific beginning and ending dates for each action <input type="checkbox"/> clearly identifies person who is responsible for timely and complete work scheduled for each action <input type="checkbox"/> lists projected costs/required resources required to address and support action activities to successful completion* <input type="checkbox"/> identifies funding sources for each activity <input type="checkbox"/> specifies well-defined evaluation strategies for each action relating to student achievement				3
<input type="checkbox"/> identifies funding sources for each activity <input type="checkbox"/> specifies well-defined evaluation strategies for each action relating to student achievement				2	
<input type="checkbox"/> clearly identifies person who is responsible for timely and complete work scheduled for each action <input type="checkbox"/> lists projected costs/required resources required to address and support action activities to successful completion* <input type="checkbox"/> identifies funding sources for each activity <input type="checkbox"/> specifies well-defined evaluation strategies for each action relating to student achievement				1	
* Money and personnel time are included as resources					
Rationale for Performance Level Decision:					

Component 5 – The School Improvement Plan and Process Evaluation

Indicator 5.1	Performance Levels				Rating
	4 <i>Exemplary Evaluation of the SIP Process</i>	3 <i>Adequate Evaluation of the SIP Process</i>	2 <i>Limited Evaluation of the SIP Process</i>	1 <i>No Evaluation of the SIP Process</i>	
Process Evaluation	Our evaluation of the SIP process of the following:	Our evaluation of the SIP process of the following:	Our evaluation of the SIP process in minimum of <u>one</u> of the following:	Our evaluation of the SIP process do include the following:	4
	<input type="checkbox"/> Evidence of an ongoing collaborative process <input type="checkbox"/> Evidence that multiple sources of data align with our goals <input type="checkbox"/> Evidence of ongoing communication of our SIP process with all stakeholders <input type="checkbox"/> Specific steps for adjusting/improving our SIP process <input type="checkbox"/> Evidence of alignment between beliefs, shared vision, mission in Component 2 and goals in Component 4 <input type="checkbox"/> Evidence of alignment between action steps in Component 4 and analyses of areas of curriculum, instruction, assessment and organization in Component 3				3
					2
					1
Rationale for Performance Level Decision:					

Indicator 5.2	Performance Levels				Rating
	4 <i>Exemplary System of Implementation</i>	3 <i>Adequate System of Implementation</i>	2 <i>Limited System of Implementation</i>	1 <i>No System of Implementation</i>	
Implementation Evaluation	Our system to implement our SIP in of the following:	Our system to implement our SIP in of the following:	Our system to implement our SIP in of the following:	Our system to implement our SIP do include the following:	4
	<input type="checkbox"/> Clear and detailed process to begin implementation of the action steps <input type="checkbox"/> The formative assessments that will be used with projected dates for administration <input type="checkbox"/> Multiple examples of Formative data* to be collected to monitor the progress of the plan <input type="checkbox"/> Detailed process for gathering and analyzing the formative data				3
	<input type="checkbox"/> Clear and detailed process to begin implementation of the action steps <input type="checkbox"/> The formative assessments that will be used with projected dates for administration <input type="checkbox"/> Multiple examples of Formative data* to be collected to monitor the progress of the plan <input type="checkbox"/> Detailed process for gathering and analyzing the formative data				2
	*Formative Assessment is designed and used to improve an object, event, or program, especially when it is still being developed.				1
Rationale for Performance Level Decision:					

Indicator 5.3	Performance Levels				Rating
	4 <i>Exemplary Process for Sustaining SIP</i>	3 <i>Adequate Process for Sustaining SIP</i>	2 <i>Limited Process for Sustaining SIP</i>	1 <i>No Process for Sustaining SIP</i>	
Monitoring and Adjusting Evaluation	Our process to sustain our SIP includes the following:	Our process to sustain our SIP includes <u>three</u> of the following:	Our process to sustain our SIP includes <u>one</u> of the following:	Our process to sustain our SIP does not include the following:	4
	<input type="checkbox"/> Calendar dates the SIP leadership team will meet <input type="checkbox"/> Name or title of the person responsible for communicating the time and location of the meetings <input type="checkbox"/> Process for communicating the progress of the SIP to all stakeholders and for soliciting ongoing input from stakeholders <input type="checkbox"/> Clear and detailed process to review summative** data to determine if adjustments need to be made in the plan <input type="checkbox"/> Detailed process for making adjustments to the action steps				3
<input type="checkbox"/> Clear and detailed process to review summative** data to determine if adjustments need to be made in the plan <input type="checkbox"/> Detailed process for making adjustments to the action steps					2
<input type="checkbox"/> Detailed process for making adjustments to the action steps					1
**Summative Assessment is designed to present conclusions about the merit or worth of an object, event, or program and recommendations about what should be retained, altered, or eliminated.					
Rationale for Performance Level Decision:					

APPENDIX J

External Providers Form

Appendix J

External Technical Assistance (TA) Providers (include those being considered)

Name of External TA Provider	LEA or School Served	School Improvement Expertise/Experience

Add rows as necessary.

1 **Submission Date**

The following represents the individual budgets for federal projects administered under the No Child Left Behind Act (NCLB)

4 **LEA Name** _____

5 **LEA #** _____

	School Improvement Grant 1003(g) 2010-2013	Districtwide School Improvement Grant Title I-1003 (g) funds 2010-2011	Districtwide School Improvement Grant Title I-1003 (g) funds 2011-2012	Districtwide School Improvement Grant Title I-1003 (g) funds 2012-2013	(School Name) SIG: Budget 2010-2011	(School Name) SIG: Budget 2011-2012	(School Name) SIG: Budget 2012-2013
9	FY10 LEA/School Status						
10	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11	If Tier I or Tier II school, model being implemented:						
12							
13	Check: should be zero (Award/Allocation minus Expenditures)						
	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Appropriations

Account Number/ Line Item Number	REGULAR INSTRUCTIONAL EDUCATION	School Improvement Grant 1003(g)	Districtwide School Improvement Grant Title I-1003 (g) funds 2010-2011	Districtwide School Improvement Grant Title I-1003 (g) funds 2011-2012	Districtwide School Improvement Grant Title I-1003 (g) funds 2012-2013	(School Name) SIG: Budget 2010-2011	(School Name) SIG: Budget 2011-2012	(School Name) SIG: Budget 2012-2013
71100	Line Item Description							
18	71100 / 116 Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00
19	71100 / 117 Career Ladder Program	0.00	0.00	0.00	0.00	0.00	0.00	0.00
20	71100 / 127 Career Ladder Extended Contracts	0.00	0.00	0.00	0.00	0.00	0.00	0.00
21	71100 / 128 Homebound Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00
22	71100 / 162 Clerical Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00
23	71100 / 163 Educational Assistants	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24	71100 / 189 Other Salaries & Wages	0.00	0.00	0.00	0.00	0.00	0.00	0.00
25	71100 / 195 Certified Substitute Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26	71100 / 198 Non-certified Substitute Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00
27	71100 / 201 Social Security	0.00	0.00	0.00	0.00	0.00	0.00	0.00
28	71100 / 204 State Retirement	0.00	0.00	0.00	0.00	0.00	0.00	0.00
29	71100 / 206 Life Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00
30	71100 / 207 Medical Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00
31	71100 / 208 Dental Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00
32	71100 / 210 Unemployment Compensation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
33	71100 / 212 Employer Medicare	0.00	0.00	0.00	0.00	0.00	0.00	0.00
34	71100 / 299 Other Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00
35	71100 / 311 Contracts with Other School Systems	0.00	0.00	0.00	0.00	0.00	0.00	0.00
36	71100 / 330 Operating Lease Payments	0.00	0.00	0.00	0.00	0.00	0.00	0.00
37	71100 / 336 Maintenance & Repair Services - Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00
38	71100 / 356 Tuition	0.00	0.00	0.00	0.00	0.00	0.00	0.00
39	71100 / 369 Contracts for Substitute Teachers -Certified	0.00	0.00	0.00	0.00	0.00	0.00	0.00
40	71100 / 370 Contracts for Substitute Teachers Non-certified	0.00	0.00	0.00	0.00	0.00	0.00	0.00
41	71100 / 399 Other Contracted Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
42	71100 / 429 Instructional Supplies & Materials	0.00	0.00	0.00	0.00	0.00	0.00	0.00
43	71100 / 449 Textbooks	0.00	0.00	0.00	0.00	0.00	0.00	0.00
44	71100 / 499 Other Supplies & Materials	0.00	0.00	0.00	0.00	0.00	0.00	0.00
45	71100 / 535 Fee Waivers	0.00	0.00	0.00	0.00	0.00	0.00	0.00
46	71100 / 599 Other Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00
47	71100 / 722 Regular Instruction Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00
48								
49	71100 Subtotal REGULAR INSTRUCTIONAL EDUCATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00

1 Submission Date

The following represents the individual budgets for federal projects administered under the No Child Left Behind Act (NCLB)

4 LEA Name _____

5 LEA # _____

Account Number/ Line Item Number	SUPPORT SERVICES/ OTHER STUDENT SUPPORT	School Improvement Grant 1003(g)	Districtwide School Improvement Grant Title I-1003 (g) funds 2010-2011	Districtwide School Improvement Grant Title I-1003 (g) funds 2011-2012	Districtwide School Improvement Grant Title I-1003 (g) funds 2012-2013	(School Name) SIG: Budget 2010-2011	(School Name) SIG: Budget 2011-2012	(School Name) SIG: Budget 2012-2013
89	72130	Line Item Description						
90	72130 / 117	Career Ladder Program	0.00	0.00	0.00	0.00	0.00	0.00
91	72130 / 123	Guidance Personnel	0.00	0.00	0.00	0.00	0.00	0.00
92	72130 / 124	Psychological Personnel	0.00	0.00	0.00	0.00	0.00	0.00
93	72130 / 127	Career Ladder - Extended Contracts	0.00	0.00	0.00	0.00	0.00	0.00
94	72130 / 130	Social Workers	0.00	0.00	0.00	0.00	0.00	0.00
95	72130 / 135	Assessment Personnel	0.00	0.00	0.00	0.00	0.00	0.00
96	72130 / 161	Secretary(s)	0.00	0.00	0.00	0.00	0.00	0.00
97	72130 / 162	Clerical Personnel	0.00	0.00	0.00	0.00	0.00	0.00
98	72130 / 164	Attendants	0.00	0.00	0.00	0.00	0.00	0.00
99	72130 / 170	School Resource Officer	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 189	Other Salaries & Wages	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 201	Social Security	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 204	State Retirement	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 206	Life Insurance	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 207	Medical Insurance	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 208	Dental Insurance	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 210	Unemployment Compensation	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 212	Employer Medicare	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 299	Other Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 307	Communication	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 309	Contracts with Government Agencies	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 311	Contracts with Other School Systems	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 322	Evaluation & Testing	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 330	Operating Lease Payments	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 336	Maintenance & Repair Services - Equipment	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 348	Postal Charges	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 355	Travel	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 399	Other Contracted Services	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 499	Other Supplies & Materials	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 524	In-Service/Staff Development	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 599	Other Charges	0.00	0.00	0.00	0.00	0.00	0.00
##	72130 / 790	Other Equipment	0.00	0.00	0.00	0.00	0.00	0.00
##								
##	72130	Subtotal OTHER STUDENT SUPPORT	0.00	0.00	0.00	0.00	0.00	0.00

1 **Submission Date**

The following represents the individual budgets for federal projects administered under the No Child Left Behind Act (NCLB)

4 **LEA Name** _____

5 **LEA #** _____

Account Number/ Line Item Number	REGULAR INSTRUCTIONAL PROGRAM SUPPORT SERVICES	School Improvement Grant 1003(g)	Districtwide School Improvement Grant Title I-1003 (g) funds 2010-2011	Districtwide School Improvement Grant Title I-1003 (g) funds 2011-2012	Districtwide School Improvement Grant Title I-1003 (g) funds 2012-2013	(School Name) SIG: Budget 2010-2011	(School Name) SIG: Budget 2011-2012	(School Name) SIG: Budget 2012-2013
## 72210	Line Item Description							
## 72210 / 105	Supervisor/Director	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 117	Career Ladder Program	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 127	Career Ladder Extended Contracts	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 129	Librarian(s)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 132	Material Supervisor(s)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 136	Audiovisual Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 137	Education Media Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 138	Instructional Computer Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 161	Secretary(s)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 162	Clerical Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 163	Educational Assistants	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 189	Other Salaries & Wages	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 195	Certified Substitute Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 196	In-Service Training	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 198	Non-certified Substitute Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 201	Social Security	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 204	State Retirement	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 206	Life Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 207	Medical Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 208	Dental Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 210	Unemployment Compensation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 212	Employer Medicare	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 299	Other Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 307	Communication	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 308	Consultants	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 330	Operating Lease Payments	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 336	Maintenance & Repair Services - Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 348	Postal Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 355	Travel	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 369	Contracts for Substitute Teachers -Certified	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 370	Contracts for Substitute Teachers Non-certified	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 399	Other Contracted Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 432	Library Books/Media	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 437	Periodicals	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 499	Other Supplies & Materials	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 524	In Service/Staff Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 599	Other Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210 / 790	Other Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72210	Subtotal REGULAR INSTRUCTIONAL PROG-SUPPORT SVS	0.00	0.00	0.00	0.00	0.00	0.00	0.00

1 **Submission Date**

The following represents the individual budgets for federal projects administered under the No Child Left Behind Act (NCLB)

4 **LEA Name** _____

5 **LEA #** _____

Account Number/ Line Item Number	SUPPORT SERVICES/ TRANSPORTATION	School Improvement Grant 1003(g)	Districtwide School Improvement Grant Title I-1003 (g) funds 2010-2011	Districtwide School Improvement Grant Title I-1003 (g) funds 2011-2012	Districtwide School Improvement Grant Title I-1003 (g) funds 2012-2013	(School Name) SIG: Budget 2010-2011	(School Name) SIG: Budget 2011-2012	(School Name) SIG: Budget 2012-2013
## 72710	Line Item Description							
## 72710 / 105	Supervisor/Director	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 142	Mechanic(s)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 146	Bus Drivers	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 162	Clerical Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 189	Other Salaries & Wages	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 196	In-Service Training	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 201	Social Security	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 204	State Retirement	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 206	Life Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 207	Medical Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 208	Dental Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 210	Unemployment Compensation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 212	Employer Medicare	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 299	Other Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 307	Communication	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 311	Contracts with Other School Systems	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 312	Contracts with Private Agencies	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 313	Contracts with Parents	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 314	Contracts with Public Carriers	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 315	Contracts with Vehicle Owners	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 329	Laundry Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 330	Operating Lease Payments	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 338	Maintenance & Repair Service-Vehicles	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 340	Medical and Dental Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 348	Postal Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 351	Rentals	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 355	Travel	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 399	Other Contracted Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 412	Diesel Fuel	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 418	Equipment & Machinery Parts	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 424	Garage Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 425	Gasoline	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 433	Lubricants	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 450	Tires & Tubes	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 453	Vehicle Parts	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 499	Other Supplies & Materials	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 511	Vehicle & Equipment Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 524	In-Service/Staff Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 599	Other Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 701	Administration Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 72710 / 729	Transportation Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00
##								
## 72710	Subtotal TRANSPORTATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00

1 **Submission Date**

The following represents the individual budgets for federal projects administered under the No Child Left Behind Act (NCLB)

4 **LEA Name** _____

5 **LEA #** _____

Account Number/ Line Item Number	OTHER USES/ TRANSFERS OUT AND INDIRECT COST	School Improvement Grant 1003(g)	Districtwide School Improvement Grant Title I-1003 (g) funds 2010-2011	Districtwide School Improvement Grant Title I-1003 (g) funds 2011-2012	Districtwide School Improvement Grant Title I-1003 (g) funds 2012-2013	(School Name) SIG: Budget 2010-2011	(School Name) SIG: Budget 2011-2012	(School Name) SIG: Budget 2012-2013
## 99100	Line Item Description							
## 99100 / 504	Indirect Cost	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 99100 / 590	Cumulative Transfers TO Other Federal Projects (INCLUDING Consolidated Administration) (Expenditure(s) FROM this Title/Project)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
## 99100	Subtotal TRANSFERS OUT AND INDIRECT COST	0.00	0.00	0.00	0.00	0.00	0.00	0.00
##								
##	Total Appropriations	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Comments:

LEA Name: 0 _____

For each account number/line item number where the LEA has allocated/budgeted funds, please enter the line item number in the first column, the line item description in the second column and the justification detail in the column where money was budgeted. ***END your justification with the total amount used for this purpose. (See sample)**

Justifications

<i>Account code and line item number</i>	Enter Line Item Description below:	<i>Title I-1003 (g) School Improvement: Districtwide Budget 2010-2011</i>	<i>Title I-1003 (g) School Improvement: Districtwide Budget 2011-2012</i>	<i>Title I-1003 (g) School Improvement: Districtwide Budget 2012-2013</i>	(School Name) <i>SIG Budget 2010-2011</i>	(School Name) <i>SIG Budget 2011-2012</i>	(School Name) <i>SIG Budget 2012-2013</i>
71100/116	Regular Instructional Education/ Teachers						