



**STATE OF TENNESSEE**  
**Department of Education**  
***Division of Teaching and Learning***  
Lana Seivers  
Commissioner

**Local Consolidated District Plan**

To receive No Child Left Behind funds, Tennessee requires that districts complete a consolidated planning process that comprehensively reviews district level data and prioritizes needs. This consolidated planning process requires input from key stakeholders including educators, parents, members of the public, and others. All districts must complete the consolidated planning process and post their consolidated plans on their websites.

The Consolidated Plan, Process Checklist, Action Plans and Evaluation Plans are completed by the local school districts and posted on the local school district website.

Julie P. McCargar  
Executive Director, Federal Programs

# Tennessee Consolidated Planning & Needs Assessment Process

2003-04

System Number 180 System Name Cumberland County Date 4/22/04

## Component 1

### CONSOLIDATED PLANNING & COLLABORATIVE PROCESS

*Please check the tasks accomplished to the Team's satisfaction:*

- 1.1. Appropriate people representing important groups in our district were identified as members of the Core and Total Consolidated Planning Team.
- 1.2. Team Members were clear about the Goals of Consolidated Planning and the possible challenges to accomplishing it in a way that will make a difference for our students.
- 1.3. All Team Members were clear about and committed to their roles, responsibilities, and agreements that ensured productive collaboration and decision making.
- 1.4. A doable and detailed plan for accomplishing the Consolidated Planning and Needs Assessment Process complete with dates, tasks, responsibility, timelines was developed. [On File]
- 1.5. An effective Communication Plan that promoted satisfactory distribution and inflow of important information was developed.

### Team Composition Subcommittee Formation & Operation

*Identify Chairs and Team or Committee Members Responsible for the Consolidated Plan and Consolidated Funding Application.*

**Consolidated Planning Chair\*** (Identify by Name with Title and/or Position)

Name: Rickie Harris Title or Position: Federal Programs Director

*Identify Core Consolidated Planning Team (Identify by Name with Title, Position, and/or Representation) \*Chair of Consolidated Plan may also Chair Components 1, 2, 5, & 6*

**Component 1 Chair\***

Name: Rickie Harris Title or Position: Federal Programs Director

**Component 2 Chair\***

Name: Bruce Simmons Title or Position: Elementary Supervisor

**Component 3 Chair**

Name: Aarona VanWinkle Title or Position: Elementary Principal

**Component 4 Chair**

Name: John Saylor Title or Position: Secondary Supervisor

**Component 5 Chair\***  
Name: Rebecca Wood

Title or Position: Elementary Principal

**Component 6 Chair\***  
Name: Dana Winningham

Title or Position: Special Education Supervisor

**Component 7 Chair**  
Name: Rickie Harris

Title or Position: Federal Programs Director

*Identify Total Consolidated Planning Team (Identify by Name with Title, Position, and/or Representation)*

**Component 2 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
Lindell Agee	Elementary Principal	Martin Elementary
Toni Roberts	PTO President	Cumberland County High School
Gretchen Thurman	Elementary Teacher	Homestead Elementary
Elaine Mize	Teacher	South Cumberland
Mary Payne	Special Education Teacher	North Cumberland Elementary
Aretha Hitch	PTO officer	North Cumberland
Kathy Hall	Paraprofessional	North Cumberland

**Component 3 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
Louise Groenflo	Community	Cumberland Resource
Charlene Hall	Social Worker	FAST
Rebecca Wood	Elementary Principal	Pleasant Hill
Tom Guidara	Teacher	South Cumberland
Beth McDonald	PTO officer	Stone Elementary
Alison Nunley	Paraprofessional	Crossville Elementary
Denise Ables	Paraprofessional	Martin Elementary

**Component 4 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
Darrel Threet	Elementary Principal	South Cumberland
Louise Gorenflo	Community	Cumberland Resouces
Ina Maxwell	Teacher	Pleasant Hill
Janet Brooker	Assistant Principal	Cumberland County High School
Debbie Jones	PTO officer	South Cumberland
Jeff Reed	Music Teacher	South Cumberland
Jim Inman	Teacher	Cumberland County High School

**Component 5 Members**

Name: Title or Position: Representation:

<b>Tammy Green</b>	<b>Paraprofessional</b>	<b>Pleasant Hill</b>
<b>Janet Graham</b>	<b>Elementary Principal</b>	<b>Stone Elementary</b>
<b>Wanda Stefanc</b>	<b>Special Education teacher</b>	<b>Martin Elementary</b>
<b>Melody Walker</b>	<b>PTO officer</b>	<b>Crab Orchard Elementary</b>
<b>Joan Pulley Rebecca Mathias Cathy Camera</b>	<b>Special Education teacher Paraprofessional PTO officer</b>	<b>Crab Orchard Stone Elementary Cumberland County High School</b>

**Component 6 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
<b>Steve Threet</b>	<b>Technology Supervisor</b>	<b>Central Office</b>
<b>Jelene Mercer</b>	<b>PTO officer</b>	<b>Homestead Elementary</b>
<b>Lori Davis</b>	<b>PTO officer</b>	<b>Martin Elementary</b>
<b>Joe Patton</b>	<b>Teacher</b>	<b>Crab Orchard</b>
<b>Roger Woody</b>	<b>Elementary Principal</b>	<b>Crab Orchard</b>
<b>Wendell Wilson</b>	<b>Elementary Principal</b>	<b>North Cumberland</b>
<b>Gayle Wilson</b>	<b>Paraprofessional</b>	<b>Homestead Elementary</b>
<b>Kim Zazzaro</b>	<b>Teacher</b>	<b>Pine View Elementary</b>

**Component 7 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
<b>Melanie Sherrill</b>	<b>Librarian</b>	<b>Crossville Elementary</b>
<b>Bridgette Hepburn</b>	<b>Teacher</b>	<b>Stone Elementary</b>
<b>Pat Allen</b>	<b>Elementary Principal</b>	<b>Pine View Elementary</b>
<b>Lisa Phillips</b>	<b>Social Worker</b>	<b>Family Resource Center</b>
<b>Jennifer Collins</b>	<b>PTO officer</b>	<b>Crab Orchard Ele.</b>

*Our names indicate that each of these committees have met and minutes are on file.*

**Component 1 Chair: Rickie Harris**

**CP Chair: Rickie Harris**

## Component 2

### BELIEFS & MISSION

*Please check the tasks accomplished to the Team's satisfaction:*

- 2.1. Our understanding about the importance of planning from the Leadership Standards guided our approach.
- 2.2. The Beliefs and Mission of the System and the Schools reflect current educators' and stakeholders' beliefs and serve to motivate and to energize us to high-performance.
- 2.3. Our understanding of the attributes and conditions in high-performing districts and schools guided our thinking and planning.
- 2.4. Creative thinking about the possibilities of meeting our students' needs in different ways was incorporated in our approach to planning.

#### Our School System's Beliefs are:

We believe that providing a safe, secure, positive environment is essential for optimal learning for all students.

We believe that students will be more successful if standards are in place and the curriculum is challenging.

We believe that teachers, administrators, and parents share the responsibility for creating and accomplishing the school's missions.

#### Our School System's Mission is:

To empower each student with the skills to be a productive citizen.

*Names indicate completion of this component of our Consolidated Planning Process:*

**Component 2 Chair: Bruce Simmons**

**CP Chair: Rickie Harris**

### Component 3

## NON-ACADEMIC & ACADEMIC DATA— CONDUCT THE NEEDS ASSESSMENT

*Please check the tasks accomplished to the Team's satisfaction:*

- 3.1 We identified data sources used in our current LEA or Consolidated Plan and in any other current system-level plans (*e.g., 5-Year Plans*).
- 3.2 We identified data sources used in our current SIP Plans and in any other current school-level plans.
- 3.3 We are confident that we had adequate and accurate data in all data categories to determine our needs. [*Data are on File*]
- 3.4 Any additional data needs were identified and were/will be collected now or for a future cycle.
- 3.5 Our data were disaggregated in ways consistent with regulations of NCLB and Federal Programs. [*Data are on File*]
- 3.6 Our approach to data analysis was effective in identifying our most evident and well-documented student needs. Current LEA and Current TSIP Plans were examined to determine goals and/or needs.
- 3.7 Student demographic data were analyzed to determine student subgroups for accountability. [*Data are on File*]
- 3.8 Educator demographic data were analyzed to determine educator needs related to NCLB. [*Data are on File*]
- 3.9 Student academic data were analyzed to determine subjects and grade levels in the most need of priority improvement and to determine important needs evident for several student groups (*i.e., more than one group, more than two student groups*). [*Data are on File*]
- 3.10 Our listings of the most evident and specific Non-Academic Needs and Academic Needs are well supported by adequate and accurate data. [*Listings are presented.*]
- 3.11 Each need was stated appropriately as a need and not as an action or activity.
- 3.12 Our analysis and discussion of needs helped us gain insight into the extent of our needs when compared to AYP.
- 3.13 The process of setting priorities was effective in determining our high priority Non-Academic and Academic Needs. [*Description of process used is provided.*]
- 3.14 All team members provided appropriate representation and had an equal voice in determining high priority needs. [*Description of process used is provided.*]

## Check Data Sources Used:

### Non-Academic Data --Student Demographics

- Enrollment
- Attendance
- Graduation Rate
- Mobility
- Socioeconomic Statue (SES)
- LEP (Limited English Proficiency)
- Student Behavior
  - Discipline Referrals or Incidents—by Offense
  - Suspensions and Expulsions
- Student Attitudes (Perception Data)
- Preschool Experience
- Extracurricular Participation
- AP, Honors, or Advanced Course Participation
- Post Graduate Employment or Education or  
Next Education Level Achievement
- Other—identify Student opinion concerning the non-academic segments of their education
- Other—identify \_\_\_\_\_
- Other—identify \_\_\_\_\_

### Non-Academic Data --Educator Demographics

- Teacher Qualifications**
  - Numbers teaching Core Academic areas who are Highly-Qualified
  - Degree Attainment (by Student Groups Taught)
  - Experience
  - Certification (alternative certification, wavers, permits)
  - Gender
  - Ethnicity
  - Attendance Rate
  - Mobility or Longevity
  - Trained and Qualified as Mentors
  - Pre-service Teachers (Field Experience Students, Student Teachers, Interns)
  - Trained Substitute Teachers
  - Involved in School or District Leadership, Extracurricular, or Committee Work
  - Projected to Retire in 1-3 years
  - Other—identify Teacher opinion concerning the non-academics of the educational system
  - Other—identify \_\_\_\_\_
- Paraprofessionals**
  - Highly-Qualified
  - Experience
  - Gender

- Race or Ethnicity
- Projected to Retire in 1-3 years
- Other—identify Opinion concerning the non-academics of the educational system
- Other—identify \_\_\_\_\_

**Building Administrators**

- Credentialed
- Degree Attainment
- Experience
- Gender
- Race or Ethnicity
- Number of years in the same school
- Projected to Retire in 1-3 years
- Other—identify Opinion concerning the non-academics of the educational system
- Other—identify \_\_\_\_\_

**Non-Academic Data --School Demographics**

- Historical Background
- Facilities
- Environmental & Safety Conditions
- Grade Distributions
- Length of School Day
- Operating Budget
- Per Pupil Expenditures
- Grant Awards
- Special Recognition
- Special Programs & Initiatives
- Other—identify \_\_\_\_\_
- Other—identify \_\_\_\_\_

**Non-Academic Data --Community Demographics**

- Size of Community
- Demographics of the Community
- Projections of Growth
- Major Employers
- Level of Community Involvement
- Support Agencies
- Other—identify Opinion concerning the non-academics of the educational system
- Other—identify \_\_\_\_\_

**Academic Data --Student Achievement**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> TCAP grades 3-8     | <input checked="" type="checkbox"/> Promotion/Retention   |
| <input type="checkbox"/> TCAP-Alternative               | <input type="checkbox"/> Teacher Grades   |
| <input checked="" type="checkbox"/> TVAAS               | <input checked="" type="checkbox"/> Other—identify <u>Longitudinal Report of Objective Mastered</u> |
| <input checked="" type="checkbox"/> Writing Assessments | <input checked="" type="checkbox"/> Other—identify <u>Opinion survey</u>                            |

- End of Course Assessments
- Gateway Tests
- SAT/ACT
- Local District PreK-2 Assessments—identify Brigance
- District-required Assessments –identify \_\_\_\_\_
- Additional assessments—identify \_\_\_\_\_

***Identify Non-Academic Needs in Priority Order***

Bullying behavior is identified as a concern by the student, teacher, parent, and community survey (National Study of School Evaluation).

Community needs to be informed/involved when important school decisions are made.

***Identify Academic Needs in Priority Order***

K-12 Language Arts scores were consistently low when evaluating the data.

Our disaggregated data identified a large gap in achievement between students with disabilities and students without disabilities.

Fourth grade consistently scored lower in all core subjects: language arts, math, social studies, and science in both achievement and value added gains.

***Describe the Prioritizing Process Used***

When viewing our comprehensive data and surveys, the items that ranked the lowest were identified as having top priority.

***Names indicate completion of this component of our Consolidated Planning Process:***

**Component 3 Chair: Aarona VanWinkle**

**CP Chair: Rickie Harris**

## Component 4

### CURRICULUM, INSTRUCTION, ASSESSMENT, and ORGANIZATIONAL ANALYSIS

*Please check the tasks accomplished to the Team's satisfaction:*

**4.1 Our analysis of School System Curriculum, Instruction, Assessment, and Organization lead to valid conclusions about our strengths and challenges supported by evidence about each major condition.**

*Description of instrument used:*

Leadership for Learning: District Self Assessment

*Description of process used: (e.g., how distributed, how administered, numbers of respondents, representation of respondents, how analyzed)*

The Consolidated Planning Team, all elementary and high school principals, supervisor and other Central Office staff. All schools were represented and a total of seventeen surveys were collected.

## CURRICULUM

### **Strengths:**

Curriculum priorities are supported by adequate materials, technology, space, facilities.

Curriculum incorporates higher level thinking, workplace skills and is integrated and developmentally appropriate.

Curriculum expectations are communicated to parenting adults and community members.

### **Needs/Challenges:**

Curriculum alignments need to be conducted and reviewed to ensure high quality, consistent classroom instruction.

Direct support should be provided for school and classroom curriculum efforts.

Curriculum should be clearly written, articulated and used consistently by teachers.

## INSTRUCTION

### **Strengths:**

Teachers learn a wide range of research based student centered teaching strategies.

Teachers collaborate to develop integrated and connected instructional units.

**Needs/Challenges:**

Guidance needs to be given in designing well-aligned system level activities that focus on long term, incremental improvement of instructional effectiveness.

School environments for learning should be aligned with research.

**ASSESSMENT**

**Strengths:**

Assessment results are reported in longitudinal records and or portfolios that are accessible.

**Needs/Challenges:**

Directions need to be given on developing bench-mark assessments aligned with prioritized curriculum.

Support and technical assistance needs to be provided to schools in developing and using alternative assessments to supplement traditional test.

**ORGANIZATIONAL PROCESSES, STRUCTURE, POLICIES, PRACTICES**

**Strengths:**

District and school policies and practices are established that guarantee all students will experience equal access to high quality curricular and instructional programs.

The importance of education and life-long learning is communicated.

High expectations and the conviction are communicated that all students can be successful learners.

**Needs/Challenges:**

Adequate and appropriate guidance, resources, support and encouragement to achieve school improvement priorities need to be provided.

Students should experience productive and appropriate learning experiences with substitute teachers.

The following actions should be performed at the district level on a regular basis: communicate performance successes; recognize and reward contributions, improvements, and excellence; host celebrations that congratulate models of what should occur in each school.

*Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:*

**Component 4 Chair:** John Saylor

**CP Chair:** Rickie Harris

## Component 4a

### CAUSE-EFFECT ANALYSIS to IDENTIFY POSSIBLE ACTIONS

*Please check the tasks accomplished to the Team's satisfaction:*

4a.1 We adequately analyzed our needs and developed a full understanding of them in terms of the main or root, and/or contributing causes.

4a.2 Our analysis and discussion provided insight into important barriers we must overcome to help our students succeed.

4a.3 Our analysis provided insight into important opportunities and current strengths we must capitalize on to help our students succeed.

*Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:*

Component 4a Chair: John Saylor

CP Chair: Rickie Harris

## Component 4b

### IDENTIFICATION OF CURRENT EFFECTIVE ACTIONS TO CONTINUE

*Please check the tasks accomplished to the Team's satisfaction:*

4b.1 We identified all actions, programs, strategies we currently provide to address our high-priority needs.

4b.2 We examined adequate and accurate evaluation data to determine current actions that are working as effectively as possible.

4b.3 If evaluation data showed needed changes, we identified modifications determined to improve the effectiveness of current actions.

4b.4 We made decisions about the most useful ways to continue the effective programs.

*Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:*

Component 4b Chair: John Saylor

CP Chair: Rickie Harris

## Component 4c

### IDENTIFICATION OF POSSIBLE NEW RESEARCH-BASED ACTIONS TO INITIATE

*Please check the tasks accomplished to the Team's satisfaction:*

- 4c.1 We identified a range of research-based strategies linked to specific root causes and current strengths that have the potential to effectively address our high priority needs.**
- 4c.2 We identified a range of research-based strategies connected to curriculum, instruction, assessment, and organizational processes including professional development, and parent/community member involvement.**
- 4c.3 We identified strategies that provide opportunities for all children to meet TN's proficient and advanced levels of student performance especially those students who are in the most danger of not meeting state standards.**
- 4c.4 We identified strategies that are based on research and proven to be effective in improving achievement.**
- 4c.5 We identified strategies determined to be effective in meeting the needs of all children in underserved populations and targeted student groups.**
- 4c.6 We identified strategies that are allowed under the requirements of the various Federal programs included in the Consolidated Plan.**

*Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:*

**Component 4c Chair:** John Saylor

**CP Chair:** Rickie Harris

## Component 5

### ACTION PLAN DEVELOPMENT

*Please check the tasks accomplished to the Team's satisfaction:*

- 5.1 We developed action plans to address our high-priority needs.
- 5.2 Our action plans are detailed specifying all required components.
- 5.3 We identified a range of research-based strategies connected to curriculum, instruction, assessment, and organizational processes including professional development, and parent/community member involvement.
- 5.4 We identified strategies that provide opportunities for all children, especially those most at-risk, to meet TN's proficient and advanced levels of student performance.
- 5.5 We identified strategies that are based on research and proven to be effective in improving achievement.
- 5.6 We identified strategies determined to be effective in meeting the needs of all children in underserved populations and targeted student groups.
- 5.7 We identified strategies that are allowed under the requirements of the various Federal programs included in the Consolidated Plan.

*Names indicate completion of this component of our Consolidated Planning Process and that our system action plans are posted on our website:*

**Component 5 Chair:** Rebecca Wood

**CP Chair:** Rickie Harris

## Component 6

### EVALUATION

*Please check the tasks accomplished to the Team's satisfaction:*

- 6.1 We developed evaluation plans aligned with our action plans.
- 6.2 Our evaluation plans are detailed specifying all required components.
- 6.3 We identified a range of appropriate formative and summative evaluation activities that will help ensure effective implementation and will provide information about overall impact.

*Names indicate completion of this component of our Consolidated Planning Process and that our evaluation plan is posted on our website:*

**Component 6 Chair:** Dana Winningham

**CP Chair:** Rickie Harris

## Component 7

### CONNECT CONSOLIDATED PLANNING AND NEEDS ASSESSMENT TO THE FUNDING APPLICATION

*Please check the tasks accomplished to the Team's satisfaction:*

**Completed Consolidated Funding Application**  
*[Application submitted]*

*Names indicate completion of this component of our Consolidated Planning Process and that our Consolidated Application has been submitted:*

**Component 7 Chair:** Rickie Harris

**CP Chair:** Rickie Harris

**ACTION PLAN # 1**

**Priority Addressed:** K-12 Language Arts

**Goal: Our goal is to meet or exceed mandated proficiency levels in reading/language arts in every subgroup by May 2006.**

<b>Action Steps: (from 4,4a,4b and 4c)</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Required Resources</b>	<b>Funding Source(s)</b>
Designate two teachers from each school to be on the "Core Language Arts" Team to serve with two designated principals	May 2004	Building Administrators	Staff	N/A
Conduct staff development and utilize the 4-Block method of instruction.	August 4, 5, 9 Spring 2005 Fall 2005 Spring 2006	Core Team	Meeting facilities Time to meet Consulting Fees	Title I Title II Local Funds
Provide new teachers a successful, quality mentor who is a veteran in effective language arts instruction.	August 2004 & ongoing	School core team members	Time to meet Trained mentors	N/A
Each school (K-12) will identify and implement a writing program to address the state writing standards.  Develop, publish, and implement a county wide student writing rubric for K-12 language arts.	August 2004-August 2005  August 2004-August 2005	School Core Team members and all staff  Core Team Elementary Supervisor, Secondary Supervisor	Inservice time  State standards and quality rubrics from other schools	N/A  N/A
Administer, score, and record three timed writing assessments for each grade level each school year.	Three times in each academic year. (Oct., Feb., May)	Core Team and every classroom teacher	prompts, folders	Title I

	September 2004	Core Team and Building Principals	Scoring instructor	Title I
Provide professional development to every classroom teacher on how to score the students' writing assessments.	September 2004 and ongoing	Public Relations Designee from each school	Newspaper, radio school publications	N/A
Communicate language arts processes to parents and communities.	November 2004-May 2006	Core Team	Newspaper, radio, school sponsored events, PTO meetings, school and county websites	N/A
Share quality finished products and successes with public entities				

# EVALUATION PLAN #I With ACTION PLAN # I

**GOAL: Our goal is to meet or exceed mandated proficiency levels in reading/language arts in every subgroup by May 2006.**

<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
Designate two teachers from each school to be on the "Core Language Arts" Team to serve with two designated principals.	Listing of Core Teams members	Develop N/A Collect N/A Analyze N/A	May 2004	Chairperson of Core Team	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Memo to all schools
Conduct staff development and utilize the 4-Block method of instruction.	Walk-through evaluation TV/AAS report Performance data	Develop Walk-through evaluation instrument Collect N/A Analyze data	November 2004 May 2005	Building administrator	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Evaluation will be shared with Principal's Council Data shared with stakeholders will be used to monitor and adjust.
Provide new teachers a successful, quality mentor who is a veteran in effective language arts instruction.	List of mentor/novice	Develop N/A Collect N/A Analyze N/A	August and ongoing	Building administrator	<input type="checkbox"/> Used <input type="checkbox"/> Shared N/A
Each school (K-12) will identify and implement a writing program to address the state writing standards.	Identified writing program to Core Chairperson	Develop N/A Collect specific programs each school will be using Analyze N/A	September 2004	Core team representative	<input type="checkbox"/> Used <input type="checkbox"/> Shared N/A
Develop, publish, and implement a county-wide student writing rubric for K-12 language arts.	Finished product- County-wide writing rubric	Develop N/A Collect N/A Analyze align with state standards	August 2005	Core Team	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Communicate to educators that they will be held accountable for the implementation of the rubrics in the year 2005.
Administer, score, and record three timed writing assessments for each grade level every school year	Student Assessment	Develop N/A Collect student assessment Analyze using rubrics	Oct. Feb. May of each school year.	classroom teachers	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared parents, community, Central Office
Provide professional development to every classroom teacher on how to score the students' writing assessments.	Student graded work	Analyze graded work	Oct. 2004	School-level core team	share results with individual teachers

<p>Communicate language arts processes to parents and communities.</p> <p>Share quality finished products and successes with public entities.</p>	<p>communication products</p> <p>public response</p>	<p>N/A</p> <p>N/A</p>	<p>October 2004</p> <p>December 2004</p>	<p>Core Team and classroom teachers</p> <p>Core Team</p> <p>Classroom teachers</p>	<p>N/A</p> <p>N/A</p>
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**Tennessee Consolidated Planning  
& Needs Assessment Process**

**2003-04**

System Number 180 System Name Cumberland County Date 4/22/04

**Component 1**

**CONSOLIDATED PLANNING & COLLABORATIVE PROCESS**

*Please check the tasks accomplished to the Team's satisfaction:*

- 1.1. Appropriate people representing important groups in our district were identified as members of the Core and Total Consolidated Planning Team.
- 1.2. Team Members were clear about the Goals of Consolidated Planning and the possible challenges to accomplishing it in a way that will make a difference for our students.
- 1.3. All Team Members were clear about and committed to their roles, responsibilities, and agreements that ensured productive collaboration and decision making.
- 1.4. A doable and detailed plan for accomplishing the Consolidated Planning and Needs Assessment Process complete with dates, tasks, responsibility, timelines was developed. [On File]
- 1.5. An effective Communication Plan that promoted satisfactory distribution and inflow of important information was developed.

**Team Composition  
Subcommittee Formation & Operation**

**Identify Chairs and Team or Committee Members Responsible for the Consolidated Plan and Consolidated Funding Application.**

**Consolidated Planning Chair\*** (Identify by Name with Title and/or Position)

**Name:** Rickie Harris                      **Title or Position:** Federal Programs Director

**Identify Core Consolidated Planning Team** (Identify by Name with Title, Position, and/or Representation) *\*Chair of Consolidated Plan may also Chair Components 1, 2, 5, & 6*

**Component 1 Chair\***  
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**Component 2 Chair\***  
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**Name:** Rebecca Wood                      **Title or Position:** Elementary Principal

**Component 6 Chair\***  
**Name:** Dana Winningham                      **Title or Position:** Special Education Supervisor

**Component 7 Chair**  
**Name:** Rickie Harris                      **Title or Position:** Federal Programs DirectorLind

**Identify Total Consolidated Planning Team** (Identify by Name with Title, Position, and/or Representation)

**Component 2 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
Lindell Agee	Elementary Principal	Martin Elementary
Toni Roberts	PTO President	Cumberland County High School

<b>Gretchen Thurman</b>	<b>Elementary Teacher</b>	<b>Homestead Elementary</b>
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<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
<b>Louise Groenflo</b>	<b>Community</b>	<b>Cumberland Resource</b>
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<b>Beth McDonald</b>	<b>PTO officer</b>	<b>Stone Elementary</b>
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<b>Louise Gorenflo</b>	<b>Community</b>	<b>Cumberland Resources</b>
<b>Ina Maxwell</b>	<b>Teacher</b>	<b>Pleasant Hill</b>
<b>Janet Brooker</b>	<b>Assistant Principal</b>	<b>Cumberland County High School</b>
<b>Debbie Jones</b>	<b>PTO officer</b>	<b>South Cumberland</b>
<b>Jeff Reed</b>	<b>Music Teacher</b>	<b>South Cumberland</b>
<b>Jim Inman</b>	<b>Teacher</b>	<b>Cumberland County High School</b>

**Component 5 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
<b>Tammy Green</b>	<b>Paraprofessional</b>	<b>Pleasant Hill</b>
<b>Janet Graham</b>	<b>Elementary Principal</b>	<b>Stone Elementary</b>
<b>Wanda Stefanc</b>	<b>Special Education teacher</b>	<b>Martin Elementary</b>
<b>Melody Walker</b>	<b>PTO officer</b>	<b>Crab Orchard Elementary</b>
<b>Joan Pulley</b>	<b>Special Education teacher</b>	<b>Crab Orchard</b>

Rebecca Mathias Cathy Camera	Paraprofessional PTO officer	Stone Elementary Cumberland County High School
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**Component 6 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
Steve Threet	Technology Supervisor	Central Office
Jelene Mercer	PTO officer	Homestead Elementary
Lori Davis	PTO officer	Martin Elementary
Joe Patton	Teacher	Crab Orchard
Roger Woody	Elementary Principal	Crab Orchard
Wendell Wilson	Elementary Principal	North Cumberland
Gayle Wilson	Paraprofessional	Homestead Elementary
Kim Zazzaro	Teacher	Pine View Elementary

**Component 7 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
Melanie Sherrill	Librarian	Crossville Elementary
Bridgette Hepburn	Teacher	Stone Elementary
Pat Allen	Elementary Principal	Pine View Elementary
Lisa Phillips	Social Worker	Family Resource Center
Jennifer Collins	PTO officer	Crab Orchard Ele.

*Our names indicate that each of these committees have met and minutes are on file.*

**Component 1 Chair: Rickie Harris**

**CP Chair: Rickie Harris**

## Component 2

### BELIEFS & MISSION

*Please check the tasks accomplished to the Team's satisfaction:*

- 2.1. Our understanding about the importance of planning from the Leadership Standards guided our approach.
- 2.2. The Beliefs and Mission of the System and the Schools reflect current educators' and stakeholders' beliefs and serve to motivate and to energize us to high-performance.
- 2.3. Our understanding of the attributes and conditions in high-performing districts and schools guided our thinking and planning.
- 2.4. Creative thinking about the possibilities of meeting our students' needs in different ways was incorporated in our approach to planning.

#### Our School System's Beliefs are:

We believe that providing a safe, secure, positive environment is essential for optimal learning for all students.

We believe that students will be more successful if standards are in place and the curriculum is challenging.

We believe that teachers, administrators, and parents share the responsibility for creating and accomplishing the school's missions.

#### Our School System's Mission is:

To empower each student with the skills to be a productive citizen.

*Names indicate completion of this component of our Consolidated Planning Process:*

**Component 2 Chair: Bruce Simmons**

**CP Chair: Rickie Harris**

### Component 3

## NON-ACADEMIC & ACADEMIC DATA— CONDUCT THE NEEDS ASSESSMENT

*Please check the tasks accomplished to the Team's satisfaction:*

- 3.1 We identified data sources used in our current LEA or Consolidated Plan and in any other current system-level plans (e.g., 5-Year Plans).
- 3.2 We identified data sources used in our current SIP Plans and in any other current school-level plans.
- 3.3 We are confident that we had adequate and accurate data in all data categories to determine our needs. *[Data are on File]*
- 3.4 Any additional data needs were identified and were/will be collected now or for a future cycle.
- 3.5 Our data were disaggregated in ways consistent with regulations of NCLB and Federal Programs. *[Data are on File]*
- 3.6 Our approach to data analysis was effective in identifying our most evident and well-documented student needs. Current LEA and Current TSIP Plans were examined to determine goals and/or needs.
- 3.7 Student demographic data were analyzed to determine student subgroups for accountability. *[Data are on File]*
- 3.8 Educator demographic data were analyzed to determine educator needs related to NCLB. *[Data are on File]*
- 3.9 Student academic data were analyzed to determine subjects and grade levels in the most need of priority improvement and to determine important needs evident for several student groups (i.e., more than one group, more than two student groups). *[Data are on File]*
- 3.10 Our listings of the most evident and specific Non-Academic Needs and Academic Needs are well supported by adequate and accurate data. *[Listings are presented.]*
- 3.11 Each need was stated appropriately as a need and not as an action or activity.
- 3.12 Our analysis and discussion of needs helped us gain insight into the extent of our needs when compared to AYP.
- 3.13 The process of setting priorities was effective in determining our high priority Non-Academic and Academic Needs. *[Description of process used is provided.]*
- 3.14 All team members provided appropriate representation and had an equal voice in determining high priority needs. *[Description of process used is provided.]*

***Check Data Sources Used:***

**Non-Academic Data --Student Demographics**

- Enrollment
- Attendance
- Graduation Rate
- Mobility
- Socioeconomic Statue (SES)
- LEP (Limited English Proficiency)
- Student Behavior
  - Discipline Referrals or Incidents—by Offense
  - Suspensions and Expulsions
- Student Attitudes (Perception Data)
- Preschool Experience
- Extracurricular Participation
- AP, Honors, or Advanced Course Participation
- Post Graduate Employment or Education or  
Next Education Level Achievement
- Other—identify National Study of School Evaluation - Parent, Student, Teachers, Community
- Other—identify \_\_\_\_\_
- Other—identify \_\_\_\_\_

**Non-Academic Data --Educator Demographics**

- Teacher Qualifications**
  - Numbers teaching Core Academic areas who are Highly-Qualified
  - Degree Attainment (by Student Groups Taught)
  - Experience
  - Certification (alternative certification, wavers, permits)

- Gender
- Ethnicity
- Attendance Rate
- Mobility or Longevity
- Trained and Qualified as Mentors
- Pre-service Teachers (Field Experience Students, Student Teachers, Interns)
- Trained Substitute Teachers
- Involved in School or District Leadership, Extracurricular, or Committee Work
- Projected to Retire in 1-3 years
- Other—identify \_\_\_\_\_
- Other—identify \_\_\_\_\_

**Paraprofessionals**

- Highly-Qualified
- Experience
- Gender
- Race or Ethnicity
- Projected to Retire in 1-3 years
- Other—identify \_\_\_\_\_
- Other—identify \_\_\_\_\_

**Building Administrators**

- Credentialed
- Degree Attainment
- Experience
- Gender
- Race or Ethnicity
- Number of years in the same school
- Projected to Retire in 1-3 years
- Other—identify \_\_\_\_\_
- Other—identify \_\_\_\_\_

**Non-Academic Data --School Demographics**

- Historical Background
- Facilities

- Environmental & Safety Conditions
- Grade Distributions
- Length of School Day
- Operating Budget
- Per Pupil Expenditures
- Grant Awards
- Special Recognition
- Special Programs & Initiatives
- Other—identify \_\_\_\_\_
- Other—identify \_\_\_\_\_

**Non-Academic Data --Community Demographics**

- Size of Community
- Demographics of the Community
- Projections of Growth
- Major Employers
- Level of Community Involvement
- Support Agencies
- Other—identify \_\_\_\_\_
- Other—identify \_\_\_\_\_

**Academic Data –Student Achievement**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> TCAP grades 3-8  | <input checked="" type="checkbox"/> Promotion/Retention   |
| <input type="checkbox"/> TCAP-Alternative  | <input type="checkbox"/> Teacher Grades   |
| <input checked="" type="checkbox"/> TVAAS  | <input checked="" type="checkbox"/> Other—identify <u>Longitudinal Report of Objective Mastered</u> |
| <input checked="" type="checkbox"/> Writing Assessments  | <input type="checkbox"/> Other—identify _____   |
| <input type="checkbox"/> End of Course Assessments   |   |
| <input checked="" type="checkbox"/> Gateway Tests  |   |
| <input checked="" type="checkbox"/> SAT/ACT  |   |
| <input checked="" type="checkbox"/> Local District PreK-2 Assessments—identify <u>Brigance</u> |   |
| <input type="checkbox"/> District-required Assessments –identify _____                         |   |
| <input type="checkbox"/> Additional assessments—identify _____                                 |   |

***Identify Non-Academic Needs in Priority Order***

Bullying behavior is identified as a concern by the student, teacher, parent, and community survey.

Class sizes at are too large effective learning.

***Identify Academic Needs in Priority Order***

K-12 Language Arts scores were consistantly low when evaluating the data.

Our disaggregated data identified a large gap in achievement between students with disabilities and studenets without disabilities.

Fourth grade consistantly scored lower in all core subjects: language arts, , math, social studies, and science in both achievement and value added gains.

***Describe the Prioritizing Process Used***

When viewing our comprehensive data and surveys, the items that ranked the lowest were identified as having top priority.

***Names indicate completion of this component of our Consolidated Planning Process:***

**Component 3 Chair: Aarona VanWinkle**

**CP Chair: Rickie Harris**

## Component 4

### CURRICULUM, INSTRUCTION, ASSESSMENT, and ORGANIZATIONAL ANALYSIS

*Please check the tasks accomplished to the Team's satisfaction:*

- 4.1 Our analysis of School System Curriculum, Instruction, Assessment, and Organization lead to valid conclusions about our strengths and challenges supported by evidence about each major condition.**

*Description of instrument used:*

Leadership for Learning: District Self Assessment

*Description of process used: (e.g., how distributed, how administered, numbers of respondents, representation of respondents, how analyzed)*

The Consolidated Planning Team, all elementary and high school principals, supervisor and other Central Office staff. All schools were represented and a total of seventeen surveys were collected.

### **CURRICULUM** **Strengths:**

Ensure that curriculum priorities are supported by adequate materials, technology, space, facilities.

Ensure that curriculum incorporates higher level thinking, workplace skills and is integrated and developmentally appropriate.

Maintain effective ways to communicate curriculum expectations to parenting adult and community members.

### **Needs/Challenges:**

Conduct curriculum alignment and review efforts to ensure high quality, consistent classroom instruction.

Provide direct support for school and classroom curriculum efforts.

Ensure that curriculum is clearly written, articulated and used consistently by teachers.

**INSTRUCTION**  
**Strengths:**

Ensure that teachers learn and use a wide range of research based student centered teaching strategies.

Ensure that teachers collaborated to develop integrated and connected instructional units.

**Needs/Challenges:**

Guide in designing well-aligned system level activities that focus on long term, incremental improvement of instructional effectiveness.

Ensure that school environments for learning are aligned with research.

**ASSESSMENT**  
**Strengths:**

Reports assessment results in longitudinal records and or portfolios that are accessible.

**Needs/Challenges:**

Give direction to developing bench-mark assessments aligned with prioritized curriculum that are given at regular designated areas.

Provides support and technical assistance to schools in developing and using alternative assessments to supplement traditional test.

## **ORGANIZATIONAL PROCESSES, STRUCTURE, POLICIES, PRACTICES**

### **Strengths:**

Establishes district and school policies and practices that guarantee all students will experience equity access to high quality curricular and instructional programs.

Act in ways that communicate the importance of education and life-long learning.

Hold and communicate high expectations and the conviction that all students can be successful learners.

### **Needs/Challenges:**

Provide schools adequate and appropriate guidance, resources, support and encouragement to achieve school improvement priorities.

Ensure that students experience productive and appropriate learning experiences with substitute teachers.

Communicate performance successes; recognize and reward contributions, improvements, and excellence; host celebrations at the district levels that are models of what should occur in each school.

*Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:*

**Component 4 Chair:** John Saylor

**CP Chair:** Rickie Harris

## Component 4a

### CAUSE-EFFECT ANALYSIS to IDENTIFY POSSIBLE ACTIONS

*Please check the tasks accomplished to the Team's satisfaction:*

- 4a.1 We adequately analyzed our needs and developed a full understanding of them in terms of the main or root, and/or contributing causes.
- 4a.2 Our analysis and discussion provided insight into important barriers we must overcome to help our students succeed.
- 4a.3 Our analysis provided insight into important opportunities and current strengths we must capitalize on to help our students succeed.

*Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:*

**Component 4a Chair:** John Saylor

**CP Chair:** Rickie Harris

## Component 4b

### IDENTIFICATION OF CURRENT EFFECTIVE ACTIONS TO CONTINUE

*Please check the tasks accomplished to the Team's satisfaction:*

- 4b.1 We identified all actions, programs, strategies we currently provide to address our high-priority needs.
- 4b.2 We examined adequate and accurate evaluation data to determine current actions that are working as effectively as possible.
- 4b.3 If evaluation data showed needed changes, we identified modifications determined to improve the effectiveness of current actions.
- 4b.4 We made decisions about the most useful ways to continue the effective programs.

*Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:*

**Component 4b Chair:** John Saylor

**CP Chair:** Rickie Harris

## Component 4c

### IDENTIFICATION OF POSSIBLE NEW RESEARCH-BASED ACTIONS TO INITIATE

*Please check the tasks accomplished to the Team's satisfaction:*

- 4c.1 We identified a range of research-based strategies linked to specific root causes and current strengths that have the potential to effectively address our high priority needs.
- 4c.2 We identified a range of research-based strategies connected to curriculum, instruction, assessment, and organizational processes including professional development, and parent/community member involvement.
- 4c.3 We identified strategies that provide opportunities for all children to meet TN's proficient and advanced levels of student performance especially those students who are in the most danger of not meeting state standards.
- 4c.4 We identified strategies that are based on research and proven to be effective in improving achievement.
- 4c.5 We identified strategies determined to be effective in meeting the needs of all children in underserved populations and targeted student groups.
- 4c.6 We identified strategies that are allowed under the requirements of the various Federal programs included in the Consolidated Plan.

*Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:*

**Component 4c Chair:** John Saylor

**CP Chair:** Rickie Harris

## Component 5

### ACTION PLAN DEVELOPMENT

*Please check the tasks accomplished to the Team's satisfaction:*

- 5.1 We developed action plans to address our high-priority needs.
- 5.2 Our action plans are detailed specifying all required components.
- 5.3 We identified a range of research-based strategies connected to curriculum, instruction, assessment, and organizational processes including professional development, and parent/community member involvement.
- 5.4 We identified strategies that provide opportunities for all children, especially those most at-risk, to meet TN's proficient and advanced levels of student performance.
- 5.5 We identified strategies that are based on research and proven to be effective in improving achievement.
- 5.6 We identified strategies determined to be effective in meeting the needs of all children in underserved populations and targeted student groups.
- 5.7 We identified strategies that are allowed under the requirements of the various Federal programs included in the Consolidated Plan.

*Names indicate completion of this component of our Consolidated Planning Process and that our system action plans are posted on our website:*

**Component 5 Chair:** Rebecca Wood

**CP Chair:** Rickie Harris

## Component 6

### EVALUATION

*Please check the tasks accomplished to the Team's satisfaction:*

- 6.1 We developed evaluation plans aligned with our action plans.
- 6.2 Our evaluation plans are detailed specifying all required components.
- 6.3 We identified a range of appropriate formative and summative evaluation activities that will help ensure effective implementation and will provide information about overall impact.

*Names indicate completion of this component of our Consolidated Planning Process and that our evaluation plan is posted on our website:*

Component 6 Chair: \_\_\_\_\_

CP Chair: \_\_\_\_\_

## Component 7

### CONNECT CONSOLIDATED PLANNING AND NEEDS ASSESSMENT TO THE FUNDING APPLICATION

*Please check the tasks accomplished to the Team's satisfaction:*

- Completed Consolidated Funding Application  
[Application submitted]

*Names indicate completion of this component of our Consolidated Planning Process and that our Consolidated Application has been submitted:*

Component 7 Chair: \_\_\_\_\_

CP Chair: \_\_\_\_\_

## **ACTION PLAN # 2**

**Priority Addressed:** Closing the Achievement Gap Between Special Education Students and Regular Education Students.

**Goal: Our goal is to decrease the achievement performance gap between our special education students and our regular education students by increasing the academic achievement in reading, language arts, and math of our special education students by at least 25% by May 2006.**

<b>Action Steps: (from 4,4a,4b and 4c)</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Required Resources</b>	<b>Funding Source(s)</b>
Study structures and feasibility for a preschool class in every elementary school	August 2004-May 2005	Elementary Supervisor & a kindergarten teacher from each school	Access to information from successful systems	N/A
<p>Identify, document, and track characteristics of successful schools' subgroups.</p> <p>Each school will evaluate their program based on these known effective characteristics.</p> <p>Align each school's practices with implement effective characteristics.</p>	<p>Begin process August 2004 Complete list of char. by December 2004.</p> <p>Evaluation of each school by January 2005</p> <p>February - May 2005</p>	<p>Special Educational Supervisor and special education representaion from each school</p> <p>Special Educational Supervisor and special education representaion from each school</p> <p>Special Educational Supervisor and special education representaion from each school</p>	<p>Access to information from successful systems</p> <p>List of identified characteristics</p> <p>N/A</p>	<p>Special Education funds</p> <p>N/A</p> <p>N/A</p>

Offer training and support to all preschool providers in Cumberland county concerning necessary skills and behaviors which are a prerequisite to learning in kindergarten.	Summer 2004 Summer 2005	Elementary supervisor and the kindergarten teachers	Facilities Stipends to teachers	Local funds Title I funds
Purchase, provide staff development, and utilize Wilson reading program	June 2004-May 2006	Special education supervisor	Wilson trainer Wilson materials	Sp. E. funds Local funds Title I funds
Advertise for, recruit and train literacy volunteers from within the communities, to assist with individual attention for identified special education students.	September 2004	Elementary supervisor and all school literacy leaders.	facility to train	N/A

## EVALUATION PLAN #2 With ACTION PLAN # 2

**GOAL: Our goal is to decrease the achievement performance gap between our special education students and our regular education students by increasing the academic achievement in reading, language arts, and math of our special education students by at least 25% by May 2006.**

<b><u>Action Steps</u></b> <b>(from Action Plan)</b>	<b><u>Data Source</u></b>	<b><u>Procedures:</u></b>	<b><u>Timeframe</u></b>	<b><u>Responsibility</u></b>	<b><u>Results:</u></b>
Study structures and feasibility for a preschool class in every elementary school.	results of the study	<b>Develop N/A</b> <b>Collect N/A</b> <b>Analyze information from study</b>	May 2005	Federal Programs Director	<input type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>  stake holders
Identify, document, and track characteristics of successful schools' subgroups.  Each school will evaluate their program based on these known effective characteristics.  Align each school's practices with implement effective characteristics.	documentation of the study  evaluation checklist  TVAAS & TCAP disaggregated data	<b>Develop N/A</b> <b>Collect N/A</b> <b>Analyze documentation</b>  <b>Develop evaluation checklist.</b> <b>Analyze the data.</b>	December 2004  January 2005 January 2006  June 2005 June 2006	Special Education Supervisor	<input type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>  stake holders
Offer training and support to all preschool providers in this county concerning necessary skills and behaviors which are a prerequisite to learning in kindergarten	feedback from daycare providers	<b>Develop evaluation form</b> <b>Collect N/A</b> <b>Analyze results of evaluation form</b>	May 2005	Elementary Supervisor	<input type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>  stake holders

Purchase, provide staff development, and utilize Wilson reading program	TVAAS Report Disaggregated Data	<b>Develop N/A</b> <b>Collect N/A</b> <b>Analyze and compare growth found in the data</b>	May 2005	Special Education Supervisor Special Ed. Teachers	<input type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>  teachers
Advertise for, recruit and train literacy volunteers from within the communities, to assist with individual attention for identified special education students.	list of volunteers	<b>Develop N/A</b> <b>Collect N/A</b> <b>Analyze N/A</b>	September 2004	literacy leaders	<input type="checkbox"/> <b>Used</b> <input type="checkbox"/> <b>Shared</b>  N/A
		<b>Develop</b> <b>Collect</b> <b>Analyze</b>			<input type="checkbox"/> <b>Used</b> <input type="checkbox"/> <b>Shared</b>

**Tennessee Consolidated Planning  
& Needs Assessment Process**

**2003-04**

System Number 180 System Name Cumberland County Date 4/22/04

**Component 1**

**CONSOLIDATED PLANNING & COLLABORATIVE PROCESS**

*Please check the tasks accomplished to the Team's satisfaction:*

- 1.1. Appropriate people representing important groups in our district were identified as members of the Core and Total Consolidated Planning Team.
- 1.2. Team Members were clear about the Goals of Consolidated Planning and the possible challenges to accomplishing it in a way that will make a difference for our students.
- 1.3. All Team Members were clear about and committed to their roles, responsibilities, and agreements that ensured productive collaboration and decision making.
- 1.4. A doable and detailed plan for accomplishing the Consolidated Planning and Needs Assessment Process complete with dates, tasks, responsibility, timelines was developed. [On File]
- 1.5. An effective Communication Plan that promoted satisfactory distribution and inflow of important information was developed.

**Team Composition  
Subcommittee Formation & Operation**

*Identify Chairs and Team or Committee Members Responsible for the Consolidated Plan and Consolidated Funding Application.*

**Consolidated Planning Chair\*** (Identify by Name with Title and/or Position)

Name: Rickie Harris Title or Position: Federal Programs Director

*Identify Core Consolidated Planning Team (Identify by Name with Title, Position, and/or Representation) \*Chair of Consolidated Plan may also Chair Components 1, 2, 5, & 6*

**Component 1 Chair\***

Name: Rickie Harris Title or Position: Federal Programs Director

**Component 2 Chair\***

Name: Bruce Simmons Title or Position: Elementary Supervisor

**Component 3 Chair**

Name: Aarona VanWinkle Title or Position: Elementary Principal

**Component 4 Chair**

Name: John Saylor Title or Position: Secondary Supervisor

**Component 5 Chair\***  
**Name: Rebecca Wood**

**Title or Position: Elementary Principal**

**Component 6 Chair\***  
**Name: Dana Winningham**

**Title or Position: Special Education Supervisor**

**Component 7 Chair**  
**Name: Rickie Harris**

**Title or Position: Federal Programs DirectorLind**

*Identify Total Consolidated Planning Team (Identify by Name with Title, Position, and/or Representation)*

**Component 2 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
Lindell Agee	Elementary Principal	Martin Elementary
Toni Roberts	PTO President	Cumberland County High School
Gretchen Thurman	Elementary Teacher	Homestead Elementary
Elaine Mize	Teacher	South Cumberland
Mary Payne	Special Education Teacher	North Cumberland Elementary
Aretha Hitch	PTO officer	North Cumberland
Kathy Hall	Paraprofessional	North Cumberland

**Component 3 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
Louise Groenflo	Community	Cumberland Resource
Charlene Hall	Social Worker	FAST
Rebecca Wood	Elementary Principal	Pleasant Hill
Tom Guidara	Teacher	South Cumberland
Beth McDonald	PTO officer	Stone Elementary
Alison Nunley	Paraprofessional	Crossville Elementary

**Component 4 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
Darrel Threet	Elementary Principal	South Cumberland
Louise Gorenflo	Community	Cumberland Resouces
Ina Maxwell	Teacher	Pleasant Hill
Janet Brooker	Assistant Principal	Cumberland County High School
Debbie Jones	PTO officer	South Cumberland
Jeff Reed	Music Teacher	South Cumberland
Jim Inman	Teacher	Cumberland County High School

**Component 5 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
Tammy Green	Paraprofessional	Pleasant Hill

<b>Janet Graham</b>	<b>Elementary Principal</b>	<b>Stone Elementary</b>
<b>Wanda Stefanc</b>	<b>Special Education teacher</b>	<b>Martin Elementary</b>
<b>Melody Walker</b>	<b>PTO officer</b>	<b>Crab Orchard Elementary</b>
<b>Joan Pulley</b> <b>Rebecca Mathias</b> <b>Cathy Camera</b>	<b>Special Education teacher</b> <b>Paraprofessional</b> <b>PTO officer</b>	<b>Crab Orchard</b> <b>Stone Elementary</b> <b>Cumberland County High School</b>

**Component 6 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
<b>Steve Threet</b>	<b>Technology Supervisor</b>	<b>Central Office</b>
<b>Jelene Mercer</b>	<b>PTO officer</b>	<b>Homestead Elementary</b>
<b>Lori Davis</b>	<b>PTO officer</b>	<b>Martin Elementary</b>
<b>Joe Patton</b>	<b>Teacher</b>	<b>Crab Orchard</b>
<b>Roger Woody</b> <b>Wendell Wilson</b> <b>Gayle Wilson</b> <b>Kim Zazzaro</b>	<b>Elementary Principal</b> <b>Elementary Principal</b> <b>Paraprofessional</b> <b>Teacher</b>	<b>Crab Orchard</b> <b>North Cumberland</b> <b>Homestead Elementary</b> <b>Pine View Elementary</b>

**Component 7 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
<b>Melanie Sherrill</b>	<b>Librarian</b>	<b>Crossville Elementary</b>
<b>Bridgette Hepburn</b>	<b>Teacher</b>	<b>Stone Elementary</b>
<b>Pat Allen</b>	<b>Elementary Principal</b>	<b>Pine View Elementary</b>
<b>Lisa Phillips</b>	<b>Social Worker</b>	<b>Family Resource Center</b>
<b>Jennifer Collins</b>	<b>PTO officer</b>	<b>Crab Orchard Ele.</b>

*Our names indicate that each of these committees have met and minutes are on file.*

**Component 1 Chair: Rickie Harris**

**CP Chair: Rickie Harris**

## Component 2

### BELIEFS & MISSION

*Please check the tasks accomplished to the Team's satisfaction:*

- 2.1. Our understanding about the importance of planning from the Leadership Standards guided our approach.
- 2.2. The Beliefs and Mission of the System and the Schools reflect current educators' and stakeholders' beliefs and serve to motivate and to energize us to high-performance.
- 2.3. Our understanding of the attributes and conditions in high-performing districts and schools guided our thinking and planning.
- 2.4. Creative thinking about the possibilities of meeting our students' needs in different ways was incorporated in our approach to planning.

#### Our School System's Beliefs are:

We believe that providing a safe, secure, positive environment is essential for optimal learning for all students.

We believe that students will be more successful if standards are in place and the curriculum is challenging.

We believe that teachers, administrators, and parents share the responsibility for creating and accomplishing the school's missions.

#### Our School System's Mission is:

To empower each student with the skills to be a productive citizen.

*Names indicate completion of this component of our Consolidated Planning Process:*

**Component 2 Chair: Bruce Simmons**

**CP Chair: Rickie Harris**

### Component 3

## NON-ACADEMIC & ACADEMIC DATA— CONDUCT THE NEEDS ASSESSMENT

*Please check the tasks accomplished to the Team's satisfaction:*

- 3.1 We identified data sources used in our current LEA or Consolidated Plan and in any other current system-level plans (*e.g., 5-Year Plans*).
- 3.2 We identified data sources used in our current SIP Plans and in any other current school-level plans.
- 3.3 We are confident that we had adequate and accurate data in all data categories to determine our needs. [*Data are on File*]
- 3.4 Any additional data needs were identified and were/will be collected now or for a future cycle.
- 3.5 Our data were disaggregated in ways consistent with regulations of NCLB and Federal Programs. [*Data are on File*]
- 3.6 Our approach to data analysis was effective in identifying our most evident and well-documented student needs. Current LEA and Current TSIP Plans were examined to determine goals and/or needs.
- 3.7 Student demographic data were analyzed to determine student subgroups for accountability. [*Data are on File*]
- 3.8 Educator demographic data were analyzed to determine educator needs related to NCLB. [*Data are on File*]
- 3.9 Student academic data were analyzed to determine subjects and grade levels in the most need of priority improvement and to determine important needs evident for several student groups (*i.e., more than one group, more that two student groups*). [*Data are on File*]
- 3.10 Our listings of the most evident and specific Non-Academic Needs and Academic Needs are well supported by adequate and accurate data. [*Listings are presented.*]
- 3.11 Each need was stated appropriately as a need and not as an action or activity.
- 3.12 Our analysis and discussion of needs helped us gain insight into the extent of our needs when compared to AYP.
- 3.13 The process of setting priorities was effective in determining our high priority Non-Academic and Academic Needs. [*Description of process used is provided.*]
- 3.14 All team members provided appropriate representation and had an equal voice in determining high priority needs. [*Description of process used is provided.*]

**Check Data Sources Used:**

**Non-Academic Data --Student Demographics**

- Enrollment
- Attendance
- Graduation Rate
- Mobility
- Socioeconomic Statue (SES)
- LEP (Limited English Proficiency)
- Student Behavior
  - Discipline Referrals or Incidents—by Offense
  - Suspensions and Expulsions
- Student Attitudes (Perception Data)
- Preschool Experience
- Extracurricular Participation
- AP, Honors, or Advanced Course Participation
- Post Graduate Employment or Education or  
Next Education Level Achievement
- Other—identify National Study of School Evaluation - Parent, Student, Teachers, Community
- Other—identify \_\_\_\_\_
- Other—identify \_\_\_\_\_

**Non-Academic Data --Educator Demographics**

- Teacher Qualifications**
  - Numbers teaching Core Academic areas who are Highly-Qualified
  - Degree Attainment (by Student Groups Taught)
  - Experience
  - Certification (alternative certification, wavers, permits)
  - Gender
  - Ethnicity
  - Attendance Rate
  - Mobility or Longevity
  - Trained and Qualified as Mentors
  - Pre-service Teachers (Field Experience Students, Student Teachers, Interns)
  - Trained Substitute Teachers
  - Involved in School or District Leadership, Extracurricular, or Committee Work
  - Projected to Retire in 1-3 years
  - Other—identify \_\_\_\_\_
  - Other—identify \_\_\_\_\_
- Paraprofessionals**
  - Highly-Qualified
  - Experience

- Gender
- Race or Ethnicity
- Projected to Retire in 1-3 years
- Other—identify \_\_\_\_\_
- Other—identify \_\_\_\_\_

**Building Administrators**

- Credentialed
- Degree Attainment
- Experience
- Gender
- Race or Ethnicity
- Number of years in the same school
- Projected to Retire in 1-3 years
- Other—identify \_\_\_\_\_
- Other—identify \_\_\_\_\_

**Non-Academic Data --School Demographics**

- Historical Background
- Facilities
- Environmental & Safety Conditions
- Grade Distributions
- Length of School Day
- Operating Budget
- Per Pupil Expenditures
- Grant Awards
- Special Recognition
- Special Programs & Initiatives
- Other—identify \_\_\_\_\_
- Other—identify \_\_\_\_\_

**Non-Academic Data --Community Demographics**

- Size of Community
- Demographics of the Community
- Projections of Growth
- Major Employers
- Level of Community Involvement
- Support Agencies
- Other—identify \_\_\_\_\_
- Other—identify \_\_\_\_\_

**Academic Data --Student Achievement**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> TCAP grades 3-8 | <input checked="" type="checkbox"/> Promotion/Retention                          |
| <input type="checkbox"/> TCAP-Alternative           | <input type="checkbox"/> Teacher Grades  |
| <input checked="" type="checkbox"/> TVAAS           | <input checked="" type="checkbox"/> Other—identify <u>Longitudinal Report of</u> |

Objective Mastered

- Writing Assessments
  - End of Course Assessments
  - Gateway Tests
  - SAT/ACT
  - Local District PreK-2 Assessments—identify Brigance
  - District-required Assessments –identify \_\_\_\_\_
  - Additional assessments—identify \_\_\_\_\_
- Other—identify \_\_\_\_\_

***Identify Non-Academic Needs in Priority Order***

Bullying behavior is identified as a concern by the student, teacher, parent, and community survey.  
Class sizes at are too large effective learning.

***Identify Academic Needs in Priority Order***

K-12 Language Arts scores were consistantly low when evaluating the data.  
Our disaggregated data identified a large gap in achievement between students with disabilities and studenets without disabilities.  
Fourth grade consistantly scored lower in all core subjects: language arts, , math, social studies, and science in both achievement and value added gains.

***Describe the Prioritizing Process Used***

When viewing our comprehensive data and surveys, the items that ranked the lowest were identified as having top priority.

***Names indicate completion of this component of our Consolidated Planning Process:***

**Component 3 Chair: Aarona VanWinkle**

**CP Chair: Rickie Harris**

## Component 4

### CURRICULUM, INSTRUCTION, ASSESSMENT, and ORGANIZATIONAL ANALYSIS

*Please check the tasks accomplished to the Team's satisfaction:*

**4.1 Our analysis of School System Curriculum, Instruction, Assessment, and Organization lead to valid conclusions about our strengths and challenges supported by evidence about each major condition.**

*Description of instrument used:*

Leadership for Learning: District Self Assessment

*Description of process used: (e.g., how distributed, how administered, numbers of respondents, representation of respondents, how analyzed)*

The Consolidated Planning Team, all elementary and high school principals, supervisor and other Central Office staff. All schools were represented and a total of seventeen surveys were collected.

## CURRICULUM

### **Strengths:**

Ensure that curriculum priorities are supported by adequate materials, technology, space, facilities.

Ensure that curriculum incorporates higher level thinking, workplace skills and is integrated and developmentally appropriate.

Maintain effective ways to communicate curriculum expectations to parenting adult and community members.

### **Needs/Challenges:**

Conduct curriculum alignment and review efforts to ensure high quality, consistent classroom instruction.

Provide direct support for school and classroom curriculum efforts.

Ensure that curriculum is clearly written, articulated and used consistently by teachers.

## INSTRUCTION

### **Strengths:**

Ensure that teachers learn and use a wide range of research based student centered teaching strategies.

Ensure that teachers collaborated to develop integrated and connected instructional units.

**Needs/Challenges:**

Guide in designing well-aligned system level activities that focus on long term, incremental improvement of instructional effectiveness.

Ensure that school environments for learning are aligned with research.

**ASSESSMENT**

**Strengths:**

Reports assessment results in longitudinal records and or portfolios that are accessible.

**Needs/Challenges:**

Give direction to developing bench-mark assessments aligned with prioritized curriculum that are given at regular designated areas.

Provides support and technical assistance to schools in developing and using alternative assessments to supplement traditional test.

**ORGANIZATIONAL PROCESSES, STRUCTURE, POLICIES, PRACTICES**

**Strengths:**

Establishes district and school policies and practices that guarantee all students will experience equity access to high quality curricular and instructional programs.

Act in ways that communicate the importance of education and life-long learning.

Hold and communicate high expectations and the conviction that all students can be successful learners.

**Needs/Challenges:**

Provide schools adequate and appropriate guidance, resources, support and encouragement to achieve school improvement priorities.

Ensure that students experience productive and appropriate learning experiences with substitute teachers.

Communicate performance successes; recognize and reward contributions, improvements, and excellence; host celebrations at the district levels that are models of what should occur in each school.

*Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:*

**Component 4 Chair:** John Saylor

**CP Chair:** Rickie Harris

## Component 4a

### CAUSE-EFFECT ANALYSIS to IDENTIFY POSSIBLE ACTIONS

*Please check the tasks accomplished to the Team's satisfaction:*

4a.1 We adequately analyzed our needs and developed a full understanding of them in terms of the main or root, and/or contributing causes.

4a.2 Our analysis and discussion provided insight into important barriers we must overcome to help our students succeed.

4a.3 Our analysis provided insight into important opportunities and current strengths we must capitalize on to help our students succeed.

*Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:*

Component 4a Chair: John Saylor

CP Chair: Rickie Harris

## Component 4b

### IDENTIFICATION OF CURRENT EFFECTIVE ACTIONS TO CONTINUE

*Please check the tasks accomplished to the Team's satisfaction:*

4b.1 We identified all actions, programs, strategies we currently provide to address our high-priority needs.

4b.2 We examined adequate and accurate evaluation data to determine current actions that are working as effectively as possible.

4b.3 If evaluation data showed needed changes, we identified modifications determined to improve the effectiveness of current actions.

4b.4 We made decisions about the most useful ways to continue the effective programs.

*Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:*

Component 4b Chair: John Saylor

CP Chair: Rickie Harris

## **Component 4c**

### **IDENTIFICATION OF POSSIBLE NEW RESEARCH-BASED ACTIONS TO INITIATE**

*Please check the tasks accomplished to the Team's satisfaction:*

- 4c.1 We identified a range of research-based strategies linked to specific root causes and current strengths that have the potential to effectively address our high priority needs.**
- 4c.2 We identified a range of research-based strategies connected to curriculum, instruction, assessment, and organizational processes including professional development, and parent/community member involvement.**
- 4c.3 We identified strategies that provide opportunities for all children to meet TN's proficient and advanced levels of student performance especially those students who are in the most danger of not meeting state standards.**
- 4c.4 We identified strategies that are based on research and proven to be effective in improving achievement.**
- 4c.5 We identified strategies determined to be effective in meeting the needs of all children in underserved populations and targeted student groups.**
- 4c.6 We identified strategies that are allowed under the requirements of the various Federal programs included in the Consolidated Plan.**

*Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:*

**Component 4c Chair:** John Saylor

**CP Chair:** Rickie Harris

## Component 5

### ACTION PLAN DEVELOPMENT

*Please check the tasks accomplished to the Team's satisfaction:*

- 5.1 We developed action plans to address our high-priority needs.
- 5.2 Our action plans are detailed specifying all required components.
- 5.3 We identified a range of research-based strategies connected to curriculum, instruction, assessment, and organizational processes including professional development, and parent/community member involvement.
- 5.4 We identified strategies that provide opportunities for all children, especially those most at-risk, to meet TN's proficient and advanced levels of student performance.
- 5.5 We identified strategies that are based on research and proven to be effective in improving achievement.
- 5.6 We identified strategies determined to be effective in meeting the needs of all children in underserved populations and targeted student groups.
- 5.7 We identified strategies that are allowed under the requirements of the various Federal programs included in the Consolidated Plan.

*Names indicate completion of this component of our Consolidated Planning Process and that our system action plans are posted on our website:*

**Component 5 Chair:** Rebecca Wood

**CP Chair:** Rickie Harris

## Component 6

### EVALUATION

*Please check the tasks accomplished to the Team's satisfaction:*

- 6.1 We developed evaluation plans aligned with our action plans.
- 6.2 Our evaluation plans are detailed specifying all required components.
- 6.3 We identified a range of appropriate formative and summative evaluation activities that will help ensure effective implementation and will provide information about overall impact.

*Names indicate completion of this component of our Consolidated Planning Process and that our evaluation plan is posted on our website:*

Component 6 Chair: \_\_\_\_\_

CP Chair: \_\_\_\_\_

## **Component 7**

### **CONNECT CONSOLIDATED PLANNING AND NEEDS ASSESSMENT TO THE FUNDING APPLICATION**

*Please check the tasks accomplished to the Team's satisfaction:*

- Completed Consolidated Funding Application**  
*[Application submitted]*

*Names indicate completion of this component of our Consolidated Planning Process and that our Consolidated Application has been submitted:*

**Component 7 Chair:** \_\_\_\_\_

**CP Chair:** \_\_\_\_\_

## **ACTION PLAN # 2**

**Priority Addressed:** Closing the Achievement Gap Between Special Education Students and Regular Education Students.

**Goal: Our goal is to decrease the achievement performance gap between our special education students and our regular education students by increasing the academic achievement in reading, language arts, and math of our special education students by at least 25% by May 2006.**

Action Steps: (from 4.4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
Study structures and feasibility for a preschool class in every elementary school	August 2004-May 2005	Elementary Supervisor & a kindergarten teacher from each school	Access to information from successful systems	N/A
Identify, document, and track characteristics of successful schools' subgroups.	Begin process August 2004 Complete list of char. by December 2004.	Special Educational Supervisor and special education representation from each school	Access to information from successful systems	Special Education funds
Each school will evaluate their program based on these known effective characteristics.	Evaluation of each school by January 2005	Special Educational Supervisor and special education representation from each school	List of identified characteristics	N/A
Align each school's practices with implement effective characteristics.	February - May 2005	Special Educational Supervisor and special education representation from each school	N/A	N/A
Offer training and support to all preschool providers in Cumberland county concerning necessary skills and behaviors which are a prerequisite to learning in kindergarten.	Summer 2004 Summer 2005	Elementary supervisor and the kindergarten teachers	Facilities Stipends to teachers	Local funds Title I funds
Purchase, provide staff development, and utilize Wilson reading program	June 2004-May 2006	Special education supervisor	Wilson trainer Wilson materials	Sp. E. funds Local funds Title I funds

<p>Advertise for, recruit and train literacy volunteers from within the communities, to assist with individual attention for identified special education students.</p>	<p>September 2004</p>	<p>Elementary supervisor and all school literacy leaders.</p>	<p>facility to train</p>	<p>N/A</p>

## EVALUATION PLAN #2 With ACTION PLAN # 2

**GOAL: Our goal is to decrease the achievement performance gap between our special education students and our regular education students by increasing the academic achievement in reading, language arts, and math of our special education students by at least 25% by May 2006.**

<b><u>Action Steps</u></b> <b>(from Action Plan)</b>	<b><u>Data Source</u></b>	<b><u>Procedures:</u></b>	<b><u>Timeframe</u></b>	<b><u>Responsibility</u></b>	<b><u>Results:</u></b>
Study structures and feasibility for a preschool class in every elementary school.	results of the study	<b>Develop N/A</b> <b>Collect N/A</b> <b>Analyze information from study</b>	May 2005	Federal Programs Director	<input type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>  stake holders
Identify, document, and track characteristics of successful schools' subgroups.  Each school will evaluate their program based on these known effective characteristics.  Align each school's practices with implement effective characteristics.	documentation of the study  evaluation checklist  TVAAS & TCAP disaggregated data	<b>Develop N/A</b> <b>Collect N/A</b> <b>Analyze documentation</b>  <b>Develop evaluation checklist.</b> <b>Analyze the data.</b>	December 2004  January 2005 January 2006  June 2005 June 2006	Special Education Supervisor	<input type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>  stake holders
Offer training and support to all preschool providers in this county concerning necessary skills and behaviors which are a prerequisite to learning in kindergarten	feedback from daycare providers	<b>Develop evaluation form</b> <b>Collect N/A</b> <b>Analyze results of evaluation form</b>	May 2005	Elementary Supervisor	<input type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>  stake holders
Purchase, provide staff development, and utilize Wilson reading program	TVAAS Report Disaggregated Data	<b>Develop N/A</b> <b>Collect N/A</b> <b>Analyze and compare growth found in the data</b>	May 2005	Special Education Supervisor Special Ed. Teachers	<input type="checkbox"/> <b>Used</b> <input checked="" type="checkbox"/> <b>Shared</b>  teachers
Advertise for, recruit and train literacy volunteers from within the communities, to assist with individual attention for identified special education students.	list of volunteers	<b>Develop N/A</b> <b>Collect N/A</b> <b>Analyze N/A</b>	September 2004	literacy leaders	<input type="checkbox"/> <b>Used</b> <input type="checkbox"/> <b>Shared</b>  N/A

		<p><b>Develop</b> <b>Collect</b> <b>Analyze</b></p>			<input type="checkbox"/> Used <input type="checkbox"/> Shared
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Consolidated Timeline  
2004-2006

May 2004	June	J u l y	August	September	October	November	December	January 2005	February	March	A p r i l	May	June
Assign LA core team  Create ABB team	Train pre-school providers  SD Wilson	☺	4-block SD (8/4,5,9)  Assign LA mentors  ID and use writing program  Begin work on rubric  Begin study on pre-school  Study successful CG schools  Bully baseline  Id bully program  Advertise bully efforts	SD on scoring writing assessments  Tell LA process to community  Develop writing prompts  LA writing program due to core team  Recruit and train Sped vols.  Gap char. list due	Give K-12 writing assessment  Evaluate scoring process in assessing writing  Eval. LA communication products	Display LA products  Walk-through evals. on LA	Share LA success with public	Eval local vs. gap list  Update bully program progress report to public	Give writing assessment K-12  Align and implement gap char.	Follow SD on 4-block	☺	Give K-12 writing assessment  Display LA products  Turn in pre-school study  Turn in CG school study  Eval pre-school training  Complete id bully components and rubric  Survey stakes @ bully effect  Compare bully ref with baseline	Analyze LA TVAAS and TCAP  Train pre-school providers  Follow up SD Wilson  Eval disag data

Red – Language Arts  
Green – Closing the Gap  
Blue-Bully

July 2005	August	September	October	November	December	January 2006	February	March	April	May	June
☺	Align writing rubric with state standards  Bully prog eval at each school  Bully training and survey  Advertise bully program	Follow up SD 4-block	Give K-12 writing assessment	Display LA products	☺	Eval local vs. gap list  Up date bully advertising	Give K-12 writing assessment	Follow SD 4-block	☺	Give K-12 writing assessment  Display LA products  Compare bully ref. to base	Analyze LA TVAAS and TCAP  Train pre-school providers  Follow up SD Wilson  Eval disag data

Red – Language Arts  
Green – Closing the Gap  
Blue-Bully