

# TCSPP Goals 2008-2009

## 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

**Students with disabilities will show increased proficiency/advanced levels in Lang. Arts and Math by 2010. Proficiency levels for all subgroups will meet the NCLB benchmarks by 2014**  
**To increase 1S2 (Academic Attainment: Mathematics), 2S1 (Technical Skill Attainment), and 6S1 (non-traditional participation) by the negotiated performance level increment by 2009**

Which need(s) does this Goal address?

**9-12Subgroup African American P/A below Math benchmark; SWD 3 yr. av. % below Reading & Math benchmark ; 9-12 ED 3 yr. P/A % below Reading benchmark**  
**K-8 SWD 3 yr P/A% R/Lang below benchmark; SWD 3yr P/A% Math below benchmark**  
**CTE 1S2, 2S1, and 6S1**

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

**Establish high expectations and standards for all students. Schools will meet AYP in areas recognized in the annual state report card and in accordance with NCLB Act of 2001**

**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
Aug. 2008 to May 2009 PD-June PD-July	Baker Chmelik Jordan Lumpkin Robertson	Computer lab Travel time for Literacy Camp Training Admin. leadership	None expected Perkins/Title VI if necessary	Evaluation at the completion of the 3 <sup>rd</sup> six weeks	Interventions assist with skill mastery
Aug. 08 and ongoing	Chmelik	Flexible schedule HQ math teacher	Perkins for all cost, none anticipated	Math formative assessments	Higher order thinking skills
Oct.08	Jordan	Completed teacher analysis data	\$50.00	Documentation	Decrease the % of students who fall below proficient in Math & LA
New teacher training	Instructional supervisors	Time for collecting	\$175.00	Attendance and application	Email contacts

Action Step

**Support remedial instruction at the secondary level with Plato and Skills Tutor; Support remedial instruction at the elementary level with Academy of Reading & Academy of Math; Support remedial instruction of 1<sup>st</sup> grade with Head sprout**  
**PD Interventions for at-risk students**  
**PD Literacy Camp for strategies for at-risk students**

Action Step

**Integration and expansion of BCCTC with 8<sup>th</sup> grade students**  
**PD Math in the Real World**

Action Step

**Data analysis workshops (2 per yr) for instructional planning and understanding growth patterns for moving high, middle, and low students to success, support of differentiated instruction**  
**Ongoing PD: Reading & Math intervention training**

Action Step

**Provide research-based strategies proven effective for all students including all subgroups while developing specific content activities that align with SPIs; Develop a communication network for sharing ideas and resources**

Action Step	Fund mini grants for increased family engagement	Dec 08	Lumpkin Hudson	Application PA Board meeting	\$100.00 per teacher	Participation	surveys
Action Step	Begin RTI procedures using benchmark and progress monitoring assessments in grades 1-8 Benchmark (formative) tests will be 3 times per year. Progress monitoring will be conducted every 2 weeks. Use standardized interventions for students in Tier II	PD-May Bid-July PD-July Sept.-1 <sup>st</sup> benchmark	Jordan Robertson	Testing instrument Explicit training Purchase technology Tester per school Collaboration with special ed. department	Benchmark test \$5.00 per student Technology intervention \$22,000 per school State & local	Progress data of at-risk students P/A % increase above 50% in grades 1 & 2 Timeframe for implementation	Students showing growth in R/L skills
Action Step	Elementary : Reduction in pupil teacher ratio for general education classrooms that develop inclusion instructional process	2008-2009	Robertson	Timeline for implementation Teacher hiring process	44,374 BEP 2.0	Inclusion collaboration	Maintain "good standing" school status
Action Step	Poverty Awareness training & teaching strategies (2-4 meetings) Develop ongoing sharing procedures for ED growth	Oct 08	Jordan	Teacher manuals	\$300.00	Walk-through observations for application of methods	ED meets target

## GOAL 2 – Action Plan Development

**Template 5.1 – (Rubric Indicator 5.1)**

Revised DATE: \_\_\_\_\_

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

Goal	<b>Reading/Language Achievement 3-year averages will increase % of proficient &amp; advanced and/or increase NCE scores by 2010. CTE will meet or exceed negotiated performance levels in all areas each year.</b>
Which need(s) does this Goal address?	<b>Grades 1 and 2 % P/A below 50%</b> <b>K-8 NCE “B” status (Math is A)</b> <b>English I and English II 3 yr. average below predicted score</b> <b>Language 9-12 SWD and ED below NCLB target goal</b> <b>Explore mean score below benchmark score</b> <b>ACT English 3 year decline</b>
How is this Goal linked to the system's Five-Year Plan?	<b>Establish high expectations and standards for all students</b>

### 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 <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		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	<b>Develop LA leadership team to attend new standard workshop, conduct PD, and serve as mentors for grade clusters. Incorporate new reading/language standards in classrooms and evaluate gaps/changes in content. Compare grade level new standards and work cooperatively to enhance cohesive curriculum. Redesign curriculum maps</b>	Training-June PD-July Evaluate-Jan. Maps-May09	Jordan Lumpkin	Training materials Travel expenses New standards distribution (paper/copy machine)	\$12,000- Title VI (500.00 stipend per teacher)	NCE score improvements TVASS scores above predictions	Develop team leaders Provide strategies to all teachers
Action Step	<b>Implement and support K-8 Tennessee Academic Vocabulary processes into subject content areas</b>	Summative meeting in Nov.	Jordan	Robert Marzano's book	\$100.00	Methods applied	Reading comphe
Action Step	<b>Use data from Explore &amp; Plan to assist in instructional decisions for English achievement and communicate information to parents Embed ACT prep within the curriculum</b>	Guidance PD for assisting; Staff meeting topic-Nov.	Jordan Lumpkin	Summary reports Training	\$300.00 State & local	Increase in mean scores	Students will be prepared for meeting benchmark score
Action Step	<b>Provide research-based strategies and effective practices for high performing schools. Develop content activities that align with new standards PD: Needs of ELL students and FIT(Families in Transition); and Technology integration;9-12 Literature Review; Best Practices; ACT classroom applications</b>	PD May 2008 through May 2008	Supervisors of Instruction-Baker/Lumpkin/Jordan	Resources: curriculum maps; copy machine; time	Materials and Supplies Title II D Title III Costs: \$2000	Increased NCE Reading scores, English End of Course Summary, Gateway analysis	Application to instructional lessons Teachers use more hands on activities instead of relying on textbooks.

Action Step	Language Arts data analysis PD: Independent data workshops	Data analysis and distributed by November 30, 2008 Review monitoring procedures September, November, January and March	Supervisors of Instruction	Resources—Test results and TVAAS Website, time	Title VI Cost: \$2800	Budget evaluation Continuous improvement in value added	Maintaining growth and success for all learners –high, middle and low achievers
Action Step	Establish more staff development for school-level administrators (Local leadership academies with pay)	PD July Meetings Sept. Nov. Jan. March	Supervisors Director of Schools	Resources: Well-planned agendas & focus for accomplishments	Board of Ed. Title VI Cost:\$4500	Principal evaluations Comments/surveys of administrators	Support administrators for the role of instructional leaders
Action Step	Schedule joint meetings of CHS and BCCTC staff for identifying integrated academic and CTE standards, and planning lessons and activities that address target Lang. skills	Sept 2008 Feb 2009	Lumpkin	After school staff meeting Agenda for academic merger	N/A	Sign-in sheets Document formed	CTE will incorporate English/Lang. Arts into curriculum
Action Step	Fund expenses for partnered integration activities. Preference given to partnered activities involving classes with Gateway or end of course tests	2008-2010	Lumpkin	Collaboration and schedule for classes	CTE funds 2,000	Evaluation of student work EOC/Gateway scores	Teachers will be provided yearly with adequate professional development opportunities to ensure students are being taught by highly qualified and where possible industry certified personnel
Action Step	Provide elementary teachers additional planning time to prepare, evaluate, and implement research based strategies (CES/Holladay) PD:Addressing the #1 Cause of Reading Failure Grades K-3	2008-2010	Director hires additional physical education teacher so classroom teachers do not have to monitor PE	Salary and benefits Presenter: Janet Camp expenses	BEP 2.0 \$ 44,374	Collaborative meetings /Presentations-staff meetings	Instructional planning provides productive lesson planning
Action Step	District wide Computer Lab Upgrade that provides technology resource computers for all students SMART board installation in classrooms PD: Ideas for using interactive boards	2008-2009	Technology Supervisor, Art Collier and staff will order and install all computers and equipment	Instructional Equipment	BEP 2.0 \$ 156,752	Lab logs; ; Walk-through evaluations	Learning coaches could support instruction Consideration of instructional coaches as funds become available

## GOAL 3 – Action Plan Development

**Template 5.1 – (Rubric Indicator 5.1)**

Revised DATE: \_\_\_\_\_

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

**Goal**      **Benton County Schools will maintain a 90% high school graduation rate with a regular education diploma**

**Which need(s) does this Goal address?**  
**Subgroups that do not meet federal benchmark targets**  
**School Health**  
**Suspensions/Discipline**

**How is this Goal linked to the system’s Five-Year Plan?**  
**Establish high expectations and standard for all students. Schools will meet Annual Yearly Progress in areas recognized in the annual state report card and in accordance**

**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	Grades 9-12 credit recovery and tutoring available PD Credit Recovery School Training Skills Tutoring training	May 20	Lumpkin	Computers	Input & participation 16,970-Plato Perkins	Algebra I; English II summary reports	Positive feedback without being used abusively
Action Step	Attendance Reviews with students & parents PD New strategies & procedures for student success	08-09	Florence	Records, flexible schedule District family handbook	1200 Title VI	Records Increase in attendance	Reduction of dropouts
Action Step	Parent Advisory Meetings at all schools Parent Advisory Board	Aug. 08	Lumpkin Jordan	Agenda additions	Title VI budget	Grad rate	Active give and take
Action Step	Freshmen mentoring program Homerooms established for 9-12	Aug.08	Lumpkin	Planning	None	Leadership meetings	Students feel comfortable having someone to talk to
Action Step	Continue focused unity for secondary requirements while sharing needs for improvements in clusters and standards with collaborative discussions and implementations  PD Lessons for High School Writers	Co-joined staff meetings Sept.& Jan.	Lumpkin	Timeline	Attendance & collaboration	Walk-through observations	Positive growth
Action Step	9-12 (CHS) Reduction of pupil teacher ratio by adding/expanding math and science courses	08-09	Director hires Math/Science Combination teacher	HQ teacher	44,347 BEP 2.0	Improvements in 3 year trend for EOC	Increased achievement

Action Step	7-12 Reduction of school suspensions and classroom behavioral distractions Establish ISS classroom for Big Sandy	08-09	Director of Schools Interviews and Hire Math/Science Combination Teacher	Teacher position/benefits	BEP 2.0 \$ 44,347	Observations	More time on task for teachers
Action Step	Establish Intensive Health Focus (District Wide) and create supportive student health management & assistance to <u>all</u> schools by providing nurses daily PD: Diabetic Education Nurses direct communication to parents Participation & input on truancy review board Increased health education and screenings Collaborate with Consolidated School Health Program, Well-Child, & LeBonuer	08-09	Director of Schools Interview and Hire ISS Teacher	Teacher position/benefits	\$ 44,347 BEP 2.0	Increased communication with parents	Increased time on task for teachers