



**STATE OF TENNESSEE**  
**Department of Education**

**Local Consolidated District Plan**

**FY 2004-05**

**Cover Page**

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 document that completion by one of the three options listed below.

Meigs County School System posted the following option to document the completion of their consolidated planning process.

**OPTION 1:**

- Local Consolidated District Plan Cover Page
- Completion of the Process Checklist
- Action Plan Templates (At least one action plan template for each goal)
- Evaluation Plan Templates (Each evaluation plan must coordinate with each action plan)

**OPTION 2:**

- Local Consolidated District Plan Cover Page
- Supplemental Narrative (Explanation of the alternative process implemented)
- Partial Completion of the Process Checklist (Component 3 and Others as appropriate)
- Action Plan Templates (At least one action plan template for each goal)
- Evaluation Plan Templates (Each evaluation plan must coordinate with each action plan)

**OPTION 3:**

- Local Consolidated District Plan Cover Page
  - Supplemental Narrative (Explanation of the alternative process implemented)
  - Component 3: Academic and Non-Academic Data – Conduct the Needs Assessment
  - Action Plan Templates (At least one action plan template for each goal)
  - Evaluation Plan Templates (Each evaluation plan must coordinate with each action plan)
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**Supplemental Narrative-Option 2**  
*(Required for districts that chose Option 2)*

All districts were required to address seven components of the Consolidated Planning Process. Component 3 of the Consolidated Planning Process Checklist must be fully completed. The Consolidated Planning Process Checklist may be used to either partially or fully document the completion of the other six components of the planning process. Please indicate below how your district utilized the Consolidated Planning Process Checklist to document the seven components.

**Check the appropriate boxes:**

<b><u>Components</u></b>	<b><u>Not documented within the checklist</u></b>	<b><u>Partially Documented within the checklist</u></b>	<b><u>Fully documented within the checklist</u></b>
<b><u>Component 1</u></b> - Consolidated Planning & Collaborative Process	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b><u>Component 2</u></b> - Beliefs & Mission	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b><u>Component 3</u></b> - Non-Academic & Academic Data – Conduct the Needs Assessment			<input checked="" type="checkbox"/>
<b><u>Component 4</u></b> - Curriculum, Instruction, Assessment, and Organizational Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b><u>Component 5</u></b> - Action Plan Development	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b><u>Component 6</u></b> - Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b><u>Component 7</u></b> - Connect Consolidated Planning and Needs Assessment to the Funding Application	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

For each listed component marked as partially documented or not documented within the Consolidated Planning Process Checklist, explain in the box below how the District’s process for each of those components differed from the Checklist and why that method was selected.

COMPONENT 5 - Meigs County has gone through the Consolidated Planning Process and has chosen to include the Action and Evaluation Plan within the School Boards Five Year Plan. The Action and Evaluation Plans are found at the end of the Five Year Plan and referred to within the complete document

Tennessee Consolidated Planning  
& Needs Assessment Process  
2003-04

System Number 610 System Name Meigs County

Date 6/7/04

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: Christine Ziegler

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: Christine Ziegler

Title or Position: Federal Programs Director

**Component 2 Chair\***

Name: Robert W. Greene

Title or Position: Director of Schools

**Component 3 Chair**Name: M. TempletonTitle or Position: Principal**Component 4 Chair**Name: D. BrownTitle or Position: Sp. Ed. Director**Component 5 Chair\***Name: C. ZieglerTitle or Position: Federal Programs**Component 6 Chair\***Name: J. VincentTitle or Position: Parent**Component 7 Chair**Name: C. ZieglerTitle or Position: Federal Programs

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

**Component 2 Members**

Name: Title or Position: Representation:

J. Boggess	Board Member	System
M. Harman	Principal	High School
J. King	Teacher	Meigs South
R. Greene	Director of Schools	System

**Component 3 Members**

Name: Title or Position: Representation:

M. Templeton	Principal	Meigs North
S. Miller	Teacher	Meigs North
A. Pritchett	Parent	Meigs High School

**Component 4 Members**

Name: Title or Position: Representation:

P. Harris	Teacher	Meigs North
J. Jolley	Teacher	Meigs Middle
D. Brown	Sp. Ed. Director	System

**Component 5 Members**

**Name:** **Title or Position:** **Representation:**

L. Kennedy	Teacher	Meigs High School
A. Roberts	Principal	Meigs Middle
C. Ziegler	Federal Programs	System

**Component 6 Members**

**Name:** **Title or Position:** **Representation:**

C. Andrews	Teacher	Meigs Middle School
J. Vincent	Parent	Meigs North
C. Clark	Parent	Meigs South
R. Greene	Director of Schools	System

**Component 7 Members**

**Name:** **Title or Position:** **Representation:**

J. Woods	Principal	Meigs South
M. Penrod	Teacher	Meigs Middle School
N. Combs	Teacher	Meigs South
C. Ziegler	Federal Programs	System

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

**Component 1 Chair: Christine Ziegler**

**CP Chair: Christine Ziegler**

## 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:**

1. Every child in Meigs County deserves the best educational opportunity possible
2. It is the responsibility of the parents, school staff, and citizens of Meigs County to provide this opportunity.
3. It is the responsibility of the Meigs County Board of Education and staff to assume the leadership role in this endeavor

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

The mission of the Meigs County School District is to form with parents and citizens to develop well-rounded students that possess a sound basic education, a feeling of self-worth and a formula for success that will produce morally strong, productive citizens for our ever-changing society.

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

**Component 2 Chair: Robert W. Greene**

**CP Chair: Christine Ziegler**

## 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 Status (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 \_\_\_\_\_
- 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, waivers, 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 checked="" type="checkbox"/> TCAP-Alternative	<input type="checkbox"/> Teacher Grades
<input checked="" type="checkbox"/> TVAAS	<input type="checkbox"/> Other—identify _____
<input checked="" type="checkbox"/> Writing Assessments	<input type="checkbox"/> Other—identify _____

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

*Identify Non-Academic Needs in Priority Order*

1. Motivation of students
2. Student Self-esteem
3. Behavior Management

*Identify Academic Needs in Priority Order*

1. Reading
2. Math / Problem solving
- .3. English / Language Arts

*Describe the Prioritizing Process Used*

1. Non-Academic: Tallying (three different) needs assesments given to community members, parents, and school staff members; comparing the items with the largest count, suspension reports, and the increase number of students entering Homeschool Programs.
2. Academic: Analyzing test data from the 2003-04 school year, System and school level grade cards for AYP information on subgroups and school improvement plans.

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

**Component 3 Chair: M. Templeton**

**CP Chair: C. Ziegler**

## 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:*

The surveys asked what the school system was doing well, where improvement needed to be made, instructional strategies, management strategies, school climate, technology, along with a special education needs assessment.

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

The three districtwide surveys were given to parents, community leaders, and school staff members. The surveys were tallied and results compared.

#### **CURRICULUM**

##### **Strengths:**

The curriculum is logically sequenced and learning expectation are clear.

##### **Needs/Challenges:**

The current curriculum is poorly assessed

Language Arts is and always has been a problem area for our students

#### **INSTRUCTION**

##### **Strengths:**

Teachers are dedicated and committed.

Teachers are willing to make changes for the betterment of students learning.

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**Needs/Challenges:**

Continual assessment of State Standards Teachers using "Best Practices" in teaching Language Arts and Math Teachers persistently searching for approaches to meet all students needs in learning.
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**ASSESSMENT**

**Strengths:**

System-wide assessment in grades 3-8 is conducted twice per year. 3 <sup>rd</sup> and 7 <sup>th</sup> grades students are given a system made test in Reading, Language Arts, and Math to insure minimal learning has occurred.
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**Needs/Challenges:**

Continuous Assessment of standards at all grade levels in Language Arts and Math Principals monitoring learning and progress of all students.
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**ORGANIZATIONAL PROCESSES, STRUCTURE, POLICIES, PRACTICES**

**Strengths:**

Class size Resources for teachers Instructional programs and curriculums Safe schools
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**Needs/Challenges:**

Keeping children excited about school Discipline Strategies teaching slow learners
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***Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:***

**Component 4 Chair:** D. Brown

**CP Chair:** C. Ziegler

## 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:** Brown

**CP Chair:** C. Ziegler

## 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:** D. Brown

**CP Chair:** C. Ziegler

## 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:** D. Brown

**CP Chair:** C. Ziegler

## 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.

#### Action Plans

#### *POST the Plans*

***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:** C. Ziegler

**CP Chair:** C. Ziegler

## 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.

#### Evaluation Plans

#### *POST the Plans*

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

**Component 6 Chair:** J. Vencnet

**CP Chair:** C. Ziegler

***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:** C. Ziegler

**CP Chair:** C.Ziegler

**MEIGS COUNTY  
SCHOOLS  
CONSOLIDATED PLAN  
(A FIVE YEAR PLAN)**

**2004-05 THROUGH 2008-09**

## Meigs County Consolidated Five Year Plan

Codes for completing report: P-Planning      C-Completed I-Implementing      AFA-As Funds Available A-Amended							
School Year	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	Amendments & Comments	
<b>I. Student Instruction, Activities and Services</b>							
<b>Goal:</b>							
Continue to work with county officials and citizens to identify and eliminate deficiencies of our school system.							
<b>Objective I</b>							
Maintain the present teacher/pupil ratio							
<b>Strategy:</b>							
To follow the Educational Improvement Act							
<b>Objective II</b>							
Increase support staff as recommended by School Improvement Plans							
<b>Strategies:</b>							
1. Employ School Counselor to be added to one K-5 Elem. School 2003-04	C	C	C				
2. Continue an accredited summer school and maintain tuition free to Meigs County students 2003-04	C	C	C				
3. Employ special education teacher at middle school for alternative class 2005-06							

Codes for completing report: P-Planning C-Completed I-Implementing AFA-As Funds Available A-Amended	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Amendments & Comments
4. Will provide a full-time social worker or other. 2003-04	C	C	C			
5. Will provide two additional nurses to be shared at all schools 2003-04	C	C	C			
6. Will locally fund SRO Officers once grant money expires.	C	C	C			
7. Will provide Vocational/Business teacher for Meigs 2003-04	C	C	C			
8. Will provide additional math teacher 2005-06		C	C			
9. Will provide additional English/Drama/Journalism teacher at Meigs High School 2005-06			AFA			
<b>Objective III</b>						
Increase instructional funds provided for each school (especially the student waivers, science, and HS band)						
<b>Strategies:</b>						
Maintain at least the current level of individual school instructional monies and to make increases as follows:						
1. Increase student waiver fund \$1 per student for four years beginning 2003-04	I	I	I			
2. Increase Middle & High Schools Science \$200 per year for three years beginning 2003-04	I	I	I			
3. Increase Technology Funds \$200 in 2004-05 school year and \$100 the next three years		I	I			
<b>Objective IV</b>						
Will study possibility of middle school vocational program						
<b>Strategy:</b>						
Middle School supervisor/principal and vocational supervisor will form a committee to visit other middle schools						
Codes for completing report:	2003-	2004-	2005-	2006-	2007-	Amendments &

P-Planning I-Implementing A-Amended	C-Completed AFA-As Funds Available	2004	2005	2006	2007	2008	Comments
<b>Objective V</b>							
Continue to evaluate the tech program and update any changes necessary							
<b>Strategies:</b>							
1. The plan will be studied and introduced to the board each year during budget workshop			<b>I</b>	<b>I</b>			
2. Increase staff of maintenance of tech program		2006-07		<b>A</b>			
<b>Objective VI</b>							
Provide in-service to train teachers to deal with difficult children, poverty, and motivation of male students							
<b>Strategies:</b>							
1. Special Education Dept. will plan training each year.			<b>I</b>				
2. Training offered by the State Dept. of Education.			<b>I</b>	<b>C/I</b>			
3. *See Action Plan Three							
<b>Objective VII</b>							
Each year of the five-year plan, based upon our test scores, we will strive to improve student learning and teacher performance in math, reading, English, social studies, and science.							
<b>Strategy:</b>							
(see Action Plan One and Two)							
<b>Objective VII</b>							
Will increase pre-school program for 4 and 5 year olds		2004-07					

Codes for completing report: P-Planning      C-Completed I-Implementing    AFA-As Funds Available A-Amended	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	<b>Amendments &amp; Comments</b>
<b>Strategy:</b>						
Will review available funds to be used for pre-school Local-State-Federal		<b>I</b>	<b>I</b>			

Codes for completing report: P-Planning C-Completed I-Implementing AFA-As Funds Available A-Amended	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	Amendments & Comments
<b>Elementary School Improvement Plan</b>						
<b>Meigs South</b>						
<b>Goal I</b>						
To improve students achievement in reading and language arts to meet / exceed state and federal guidelines/mandates for all subgroups on TCAP Achievement Test.						
<b>Strategies:</b>						
1. Lesson plans coded with State Standards						
2. ID students scoring below proficient on TCAP test for remediation						
3. Scheduling a 45 min. additional remedial class during the school day						
4. Implementing a cross-age peer-tutoring program						
5. Volunteer program for parents and community members						
6. Recognition program						
<b>Goal II</b>						
To improve student academic achievement in math to meet/exceed state and federal guidelines/mandates for all subgroups on the TCAP Achievement Test						
<b>Strategies:</b>						
1. Lesson plans coded with State Standards						
2. ID students below proficient on TCAP for special remediation						
3. Special scheduled additional math class daily						
4. Cross-age peer-tutoring program						
5. Volunteer program for parents and community members						
6. Special recognition program twice a year						
Codes for completing report: P-Planning C-Completed	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	Amendments &

I-Implementing AFA-As Funds Available A-Amended	2004	2005	2006	2007	2008	Comments
<b>Goal III</b>						
To increase the student attendance rate to 95% or greater						
<b>Strategies:</b>						
1. Closely monitor student attendance						
2. Contact parents						
3. Assistance from County Truancy Board						
4. Provide incentives and rewards						
<b>Elementary School Improvement Plan</b>						
<b>Meigs North</b>						
<b>Goal</b>						
To improve performance in reading and language arts with emphasis on writing effectively at grade level.						
To increase language arts scores to meet state requirement of 82.825%						
<b>Strategies:</b>						
1. Recognize vowels and consonants and their sounds						
2. Editing and writing strategies						
3. Language mechanics – sentence structure, phrases, clauses						
4. Phonemic awareness						
5. Reading – analyze text, extend meaning						
6. Vocabulary – word meanings, Multimeaning word, words in context						
7. Spelling – structural units						
<b>Goal</b>						
To promote and recognize self-esteem and behavior management of students						

Codes for completing form: P-Planning            C-Completed I-Implementing      AFA-As Funds Available A-Amended	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	<b>Amendments &amp; Comments</b>
<b>Strategies:</b>						
1. Teach using character counts curriculum						
2. Student of the month						
3. Cub Gazette (recognition group for students)						
4. Recognition on morning announcements						
5. Recognition at Behavioral Court						
<b>Goal III</b>						
To identify ways for faculty, students and parents on creating a more peaceful school						
<b>Strategies:</b>						
1. Conflict and conflict resolutions						
2. Peace and peacemaking						
3. Negotiations						
4. Problem-solving						
5. Bullying prevention						
6. Curriculum infusion						
<b>School Improvement Plan</b>						
<b>Meigs Middle</b>						
<b>Goal</b>						
To enhance and stimulate students' potential for learning and growing intellectually, emotionally, and physically						
<b>Strategies:</b>						
1. A Student Education plan is completed by teachers and students prior to each academic year, as a profile of past student achievement and goals for the future						

Codes for completing form: P-Planning      C-Completed I-Implementing      AFA-As Funds Available A-Amended	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	<b>Amendments &amp; Comments</b>
2. Advanced and Remedial classes in Math and Language Arts are offered in all three grades in an effort to accommodate differing styles and paces of students with special needs is also in place, including before and after school tutoring, two fully-staffed learning labs, and exploratory periods for extra remedial tutoring as needed and for students to pursue individual interest and talents. A Title program has been added to improve test scores and increase grade level.						
3. Support personnel offer learning opportunities in library, choral music, and band, physical education and guidance						
4. Students benefits from such groups as Exploratory Classes, Junior Beta Club, Newspaper Staff, Annual Staff, Student-produced Newscasts, Culture Club, Character Count Club, and Chess Club.						
<b>Goal III</b>						
To promote our school as an important and integral part of our community ad county						
<b>Strategies:</b>						
1. A food drive for Meigs Ministries is conducted						
2. Parent volunteers and RSVP volunteers are encouraged to contribute time to our students						
<b>Goal IV</b>						
To secure and utilize the necessary tools needed for providing the absolute best education available today for our children’s future success						
Codes for completing form: P-Planning      C-Completed I-Implementing      AFA-As Funds Available A-Amended	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	<b>Amendments &amp; Comments</b>
<b>Strategies:</b>						

<p>1. Skills Bank and Cornerstone assessment and remediation programs are utilized</p>						
<p>2. Accelerated Reader program is an incentive-based, computerized program used in reading in all three grades and coordinated with the library</p>						
<p>3. The Meigs Middle School library endeavors to support needs of students and teachers with a growing collection of fiction, non-fiction, periodicals, audio-visuals, computer software and an automated card catalog. Four computers are provided for student use, with software for research purposes and internet.</p>						

Codes for completing report: P-Planning            C-Completed I-Implementing      AFA-As Funds Available A-Amended	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	<b>Amendments &amp; Comments</b>
<b>School Improvement Plan</b>						
<b>Meigs High School</b>						
<b>Goal I</b>						
Improve the percentage of first-time ninth grade students who pass the TCAP Competency Test in the Fall						
<b>Strategies:</b>						
1. Review of scores attained by students on eighth grade TCAP						
2. Scheduling of students with greatest need into homogeneous classes in ninth grade English and mathematics						
3. Pre-test given by teachers of English and math to determine competency level of students at beginning of instructional year						
4. Placement of students with greatest need in a competency review lab for concentrated practice						
5. Use of Skillsbank 3 and Cornerstone programs in the computer labs						
6. Pull-out of students from life skills classes for intensive review						
7. Use of Accelerated Reader Program and STAR Testing						
<b>Goal II</b>						
Increase the percentage of promotions in each grade						
<b>Strategies:</b>						
1. Give credit for regular attendance in each class						
2. Establish a minimum grade of 60 for first six weeks of each semester so students have a realistic chance of passing for semester						
3. Provide fee-free summer school programs whereby students short of credits may be promoted						
4. Use extended contract employees for before and after school tutoring programs						

Codes for completing form: P-Planning            C-Completed I-Implementing      AFA-As Funds Available A-Amended	<b>2003- 2004</b>	<b>2004- 2005</b>	<b>2005- 2006</b>	<b>2006- 2007</b>	<b>2007- 2008</b>	<b>Amendments &amp; Comments</b>
5. Utilize staff volunteers for additional tutoring						
6. Counsel students who have academic difficulties						
7. Use the school attendance clerk to contact parents of absent students						
8. Enforce attendance policy through truancy board and Juv. Court						
9. Require students with attendance violations and lack of credits to attend summer school						
10. Contact parent of students who are in danger of failing						
11. Involve parents through open house activities at beginning of each semester						
12. Send periodic progress report to parents						
13. Reward students who raise a F grade to passing						
14. Reward students who are passing enough classes to be in line for promotion						
15. Give credit to students whose parents attend functions						

Codes for completing report: P-Planning            C-Completed I-Implementing    AFA-As Funds Available A-Amended	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Amendments & Comments
<b>II. School Board and District Administration</b>						
<b>Goal</b>						
The Board of Education and Administration shall continue to provide the leadership and support necessary to help our staff develop the children of Meigs County						
<b>Objective I</b>						
The Board of Education and Administration will establish a supportive relationship where our staff members are encouraged to contribute ideas and pursue new programs						
<b>Objective II</b>						
Provide clearly stated goals, policies, and procedures that will enhance our system						
<b>Objective III</b>						
Continue the yearly agenda to include pre-scheduled program 2003-04		<b>I</b>				
<b>Objective IV</b>						
The District will provide and support professional development of Board Members and Administration						

Codes for completing report: P-Planning C-Completed I-Implementing AFA-As Funds Available A-Amended	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	Amendments & Comments
<b>Strategies:</b>						
1. The Board shall schedule at least one or two meetings with administrators per year. These meetings will be included in the yearly agenda.	I	I	I			
2. The Board shall support participation of board members and administrators in the appropriate academies	I	I	I			
3. The Board shall support professional development for staff in areas identified in the School Improvement Plan	I	I	I			
<b>III. Financial Resources</b>						
<b>Goal:</b>						
Continue to strive to increase the funds available to the Meigs County School System necessary to make needed improvements						
<b>Objective I</b>						
Continue to work with the local officials, Chamber of Commerce, business and industry leaders and citizens to utilize available additional local funds to help broaden the tax base of Meigs County						
<b>Strategy:</b>						
Meet with county officials to discuss needs and availability of funds. Arrange a specific data each year for a joint Board and County Commission Meeting	I	I	I			
<b>Objective II</b>						
Continue to support and work to bring about education reform in the State of Tennessee that will equalize the educational opportunity for all children in the State of Tennessee						
(a) BEP Funding	I	I				

Codes for completing report: P-Planning C-Completed I-Implementing AFA-As Funds Available A-Amended	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	Amendments & Comments
(b) Salary Equity	I	I				
<b>Strategy:</b>						
1. Constantly meet with legislators to explain our needs and important Legislation. Continue to support the law suit by the Tennessee Small School System against the State of Tennessee.	I	I				
2. The Board will continue to be a dues paying member of the TSSE	I	I				
<b>IV. Buildings and Facilities</b>						
<b>Goal</b>						
Continue to promote and work for the implementation of the over-all building program (long range)						
<b>Objective I</b>						
Promote building of new high school to begin by 2012 if enrollment dictates the need						
<b>Objective II</b>						
Expand current buildings beyond current need to meet the transition needs until construction of new high school is complete.						
<ul style="list-style-type: none"> <li>New high school will be needed when system enrollment is approx. 2300 students (700 HS; 530 MS; 530 North; 530 South)</li> </ul>						
<b>Strategies: (short range)</b>						
1. 2003-2004 add one to three classrooms and rest rooms at Meigs Middle	C	C	C			
2. 2005-2006 add two (2) classrooms at Meigs North		I	C			
3. 2005-2006 add two (2) classrooms at Meigs South			I			

Codes for completing report: P-Planning      C-Completed I-Implementing      AFA-As Funds Available A-Amended	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	Amendments & Comments
4. 2006-2007 Additions and remodeling to Meigs High School as follows:						
• Add 4-6 classrooms & restrooms			AFA			
• Update heating and air-conditioning system		I	I			
<b>Objective III</b>						
Will develop plan for promoting and testing air-quality in our schools 2003-2004						
<b>Strategy:</b>						
2003-04 Employ a professional services to assist	C	C	C			
<b>Objective IV</b>						
Will improve storage at all four school locations						
<b>Strategy:</b>						
Build or purchase storage buildings for each school      2005-2006		I	I			
<b>Objective V</b>						
Provide office space for Guidance Counselor at both K-5 & Middle Sch			C			
<b>Objective VI</b>						
Study elementary playgrounds make updates according to recommendation of playground committee by Summer of 2004	I	I	I			
<b>Objective VII</b>						
Study possible improvement for traffic control at K-5 schools (loading & unloading of students)	C	C	C			
<b>Objective VIII</b>						
Renovate high school CDC classroom      2003-04	I	C	C			

Codes for completing report: P-Planning C-Completed I-Implementing AFA-As Funds Available A-Amended	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Amendments & Comments
<b>Objective IX</b>						
1. Replace flooring at Middle School (two per year beginning 2003-04) Study Gym/Amended to resurface gym floor	I	C	C			
2. Replace high school exterior fence 2003-04	I	C	C			
<b>Objective X</b>						
Improve extra curricular and other facilities						
<b>Strategies: (short range)</b>						
Meigs High School						
1. Football Field – Remodel video tower 2003-04	I	C				
2. Study need for bleachers in high school gym & football field	I	I	I			
3. Expand girls basketball dressing rooms 2005-06			P			
Middle School						
1. Remodel outside concessions and press box for girls softball field	C					
2. Build additional girls softball field 2004-05		C				
3. Study need for bleachers at middle school gym			I			
K-5						
Develop Meigs North baseball and softball field 2004-05		I	I			
<b>Objective XI</b>						
Continue to maintain and improve the existing buildings						
<b>Strategy:</b>						
Provide one man ground attendant 2004-05		C				

Codes for completing report: P-Planning C-Completed I-Implementing AFA-As Funds Available A-Amended	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	Amendments & Comments
<b>V. Personnel</b>						
<b>Goal</b>						
We will strive to obtain the best people possible to carry-out the responsibility of educating our children and do whatever we can to improve the working environment of our personnel						
<b>Objective I</b>						
We will be committed to hiring the best people for the job regardless of any other factor affecting the selection process						
<b>Objective II</b>						
We will increase the education incentive program for our personnel						
<b>Strategies:</b>						
1.Continue incentive for employees without a high school diploma will be to increase salary upon completion of GED. We will give \$100 bonus for completion of GED & a one step adjustment on the salary scale; also recognized at a board meeting	I	I	I			
2.Continue incentive of \$50 paid for 3 college hours earned in the area of assignment; 2004-05- increase by \$25.00; 2006-07 – increase by \$25.00	I	I	I			
<b>Objective III</b>						
We will help employees meet requirement of NCLB Act						
<b>Strategies:</b>						
1. Budget funds to help pay for cost of testing 2003-04	I	C	C			
2. Budget funds to help pay for cost of coursework 2003-04	I	C	C			
3. Provide employees \$100 for completion	I	C	C			

Codes for completing report: P-Planning            C-Completed I-Implementing    AFA-As Funds Available A-Amended	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	Amendments & Comments
<b>Objective IV:</b>						
We will continue a recognition program that will include all personnel						
<b>Strategies:</b>						
1. Recognize and present a small token of appreciation during a school board meeting as follows:						
• Retirement, Tenure, 5, 10, 15, 20, 25, 30 years by 1998-99	<b>I</b>	<b>I</b>	<b>C</b>			
2. Recognize – Teacher of the Year by school and system (The selection process will follow guidelines used at state level)	<b>P</b>	<b>P</b>	<b>P</b>			
3. Recognize teachers that will receive tenure by providing a luncheon in April or May each year.	<b>I</b>	<b>I</b>	<b>C</b>			
4. Provide new teachers a luncheon after the first six weeks of school		<b>I</b>	<b>I</b>			
<b>Objective V</b>						
We will review and address the positions where salaries are not acceptable by placing them in a priority order and increasing those position accordingly						
1. Adopt a four year plan to increase administration            2004-05			<b>I</b>			
2. Adopt a plan to address supplemental positions            2004-05			<b>I</b>			
3. Will compare all salaries to surrounding systems each year 2004-05			<b>C</b>			
<b>VI. Community Involvement</b>						
<b>Goal</b>						
Provide a school environment that is conducive to developing a positive climate for our students and community where parent and public involvement and participation are encouraged						
<b>Objective I</b>						
Will improve our public relations program and communication to the public						

Codes for completing report: P-Planning            C-Completed I-Implementing    AFA-As Funds Available A-Amended	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Amendments & Comments
<b>Strategy:</b>						
1. Distribute school newspapers county-wide in business, etc.	I	I	I			
2. Reserve place in area newspapers for weekly articles	I	I				
3. Continue using current video	I	C				
4. Revise brochures to be in compliance with current five year plan 2004-05	P	P				
<b>Objective II</b>						
Encourage more volunteers in schools		I				
Codes for completing report: P-Planning            C-Completed I-Implementing    AFA-As Funds Available A-Amended			2005-2006	2006-2007	2007-2008	Amendments & Comments
<b>Meigs County School System                      Family and Community Involvement Plan</b>						
<b>Goal 1:</b> The Meigs County School System ensures that families and school community members are involved in the development of the District Public Engagement Plan and Family Involvement Policy.						
Action Plan:						
<ul style="list-style-type: none"> <li>Representatives from the community with representation of diverse backgrounds will come together in focused group meetings to help formulate and gather information for our policy and plan.</li> </ul>						
<ul style="list-style-type: none"> <li>Family Engagement plan and Meigs County Family Engagement Policy are located on the Meigs County website for all stakeholders to review and list suggestions for revision. Names will be provided of key contact persons for additional information.</li> </ul>						
<ul style="list-style-type: none"> <li>Parent Advisory Committee has reviewed the policy as well as the plan and made recommendations for changes and revision.</li> </ul>						

Codes for completing report: P-Planning            C-Completed I-Implementing      AFA-As Funds Available A-Amended			2005-2006	2006-2007	2007-2008	Amendments & Comments
<ul style="list-style-type: none"> <li>School system administrators have reviewed and revised the policy and plan.</li> </ul>						
<ul style="list-style-type: none"> <li>Meigs County Board of Education will review and approve the Family Engagement Plan.</li> </ul>						
<p><b>GOAL 2:</b> Meigs County Schools will provide technical assistance and planning support for effective family engagement.</p>						
<p>Action Plan:</p>						
<ul style="list-style-type: none"> <li>Federal Projects Director will meet with principals and schools planning teams to provide expertise and training in developing school level engagement planed.</li> </ul>						
<ul style="list-style-type: none"> <li>Planning task force teams (parents, students, community, and school personnel) will provide input for more effective communication.</li> </ul>						
<ul style="list-style-type: none"> <li>Task force teams, along with district personnel, will provide training for implementation school engagement plans.</li> </ul>						
<ul style="list-style-type: none"> <li>The district personnel will meet with school level communication teams to provide training in implementing school engagement plans.</li> </ul>						
<ul style="list-style-type: none"> <li>The district will provide training for all school faculties on family engagement.</li> </ul>						
<ul style="list-style-type: none"> <li>District will provide training for all school employees on family engagement (Dr. Steve Constantino).</li> </ul>						
<ul style="list-style-type: none"> <li>The district will make computer classes available to parents through the Adult Basic Education Program.</li> </ul>						
<p><b>Goal 3</b> Meigs County Schools will clearly articulate goals for family engagement and evaluate the effectiveness of the goals at all schools, as well as the district.</p>						
<p>Action Plan:</p>						
<ul style="list-style-type: none"> <li>All schools sites will develop a family engagement plan with the help of all stakeholders.</li> </ul>						
<ul style="list-style-type: none"> <li>The district will evaluate communication practices within the system by administering a communication survey.</li> </ul>						

Codes for completing report: P-Planning            C-Completed I-Implementing      AFA-As Funds Available A-Amended			2005-2006	2006-2007	2007-2008	Amendments & Comments
<ul style="list-style-type: none"> <li>The Meigs County Board of Education will annually review the Family Engagement Policy.</li> </ul>						
<ul style="list-style-type: none"> <li>Parent Advisory Council meetings will be quarterly to discuss school system issues.</li> </ul>						
<ul style="list-style-type: none"> <li>“Friendly Family School” survey was administered to determine the effectiveness of our policy and plans.</li> <li>All school sites will be required to develop a building level Family Engagement Plan with the help of community and school stakeholders.</li> </ul>						
<ul style="list-style-type: none"> <li>The district will translate letters sent to homes with non-English speaking backgrounds as needed.</li> </ul>						
<ul style="list-style-type: none"> <li>Results of all evaluative tools and surveys will be studied by the Parent Advisory Council and educators with recommendations to modify the plans to increase the effectiveness of the district engagement policies and plans.</li> </ul>						
<p><b>Goal 4:</b> To develop an active parent/community involvement program during the 2005-06 school year at each site.</p>						
<p>Action Plan:</p>						
<ul style="list-style-type: none"> <li>Representative from the community and all schools with representation of diverse backgrounds will come together in focused group meetings to help formulate and gather information for our policy and plan. The emphasis for the family engagement plan needs to focus on student learning.</li> </ul>						
<ul style="list-style-type: none"> <li>An annual survey will administered to measure the effectiveness of this plan.</li> </ul>						
<ul style="list-style-type: none"> <li>Meigs County Board of Education will review, revise and approve Family Engagement annually.</li> </ul>						
<ul style="list-style-type: none"> <li>The district will meet with parent and educator focus groups to identify barriers that prevent any group from participating in school activities.</li> </ul>						

Codes for completing report: P-Planning            C-Completed I-Implementing      AFA-As Funds Available A-Amended			2005-2006	2006-2007	2007-2008	Amendments & Comments
<b>GOAL 5</b> Meigs County Schools will provide opportunities for parent’s access and understand curriculum materials as well as Federal, State and Local standards, and support positive parenting skills.						
Action Plan:						
<ul style="list-style-type: none"> <li>District website provides System-wide Calendar.</li> </ul>						
<ul style="list-style-type: none"> <li>District website will provide curriculum information links for all grade levels regarding curriculum and standards.</li> </ul>						
<ul style="list-style-type: none"> <li>All schools will involve community as well as parents on their school improvement teams (TSIP).</li> </ul>						
<ul style="list-style-type: none"> <li>All school sites will provide parenting classes as needed determined by input from the stakeholders of School Improvement Plans (SIP).</li> </ul>						
<ul style="list-style-type: none"> <li>Schools will provide student handbooks that include parent rights and responsibilities as they pertain to their child.</li> </ul>						
<ul style="list-style-type: none"> <li>The Elementary School will offer Family Literacy Nights for all parents and students.</li> </ul>						
<ul style="list-style-type: none"> <li>District will provide staff development activities for community and staff for family engagement.</li> </ul>						
<ul style="list-style-type: none"> <li>District provides translation school information into other languages as needed.</li> </ul>						
<ul style="list-style-type: none"> <li>The district will provide opportunities for the involvement of Pre-School and Head Start parents through transition programs, Special Education services, Kindergarten registration, and Kindergarten assessment at the beginning of the school year.</li> </ul>						
<ul style="list-style-type: none"> <li>One district administrator will serve on the Meigs County Discipline and Attendance Board and collaborate with the Juvenile Court System and the Department of Children’s Services.</li> </ul>						
<b>GOAL 6</b> Each Teacher will have 5 conferences with their at-risk students within the 2005-06 school year within 80% attendance rate.						
Action Plan:						
<ul style="list-style-type: none"> <li>Getting students to attend after school tutoring class/sessions</li> </ul>						

Codes for completing report: P-Planning            C-Completed I-Implementing      AFA-As Funds Available A-Amended			2005- 2006	2006- 2007	2007- 2008	<b>Amendments &amp; Comments</b>
<ul style="list-style-type: none"> <li>The district will provide transportation to largely populated areas for after school programs.</li> </ul>						
<ul style="list-style-type: none"> <li>Contact logs kept by teachers and contact person</li> </ul>						
<ul style="list-style-type: none"> <li>Guidelines to teachers for conferences</li> </ul>						
<b>GOAL 7:</b> To increase the number of volunteers in the system by 20% during the 2005-06 school year.						

**ACTION PLAN # One****Priority Addressed: Reading/Language Arts**

**Goal:** To increase the percentage of students proficient in Language Arts 2.5% per year or make the targeted proficiency level for AYP. To decrease the percentage of students in all subgroups not proficient in Language by 10% per year or make the targeted goal.

<b>Action Steps:</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Required Resources</b>	<b>Funding Source(s)</b>
<b>I. Reading:</b> Reading Audit - K-5 schools	Spring 2004	C. Ziegler & AEL – Region IV Comprehension Center	None	AEL Grant
Staff Development – (12 days during the first year) 1. Phonemic Awareness	2004-2005 School Year, Summer of 2005, 2005-2006 School year	C. Ziegler, Principals, and AEL Staff	Substitute Teachers	AEL Grant, Title I Local
2. Higher Order Thinking / Questioning Skills				
Grade Level Specific Assessment K-8	2004-2005	C. Ziegler, Principals, and AEL	Samples of assessments	Title I, V, and/or Local
Reading Coaches per building K-8	Summer 2005 and 2005- 06 School Year	AEL		Title I, V and/ Local
Reading Coach at the High School	Summer 2007 and 2007- 08 School year	AEL/Local Coaches		Local and Title V
Design Instructional Interventions & Modifications (meeting the needs of all subgroups)	2004-05 and ongoing	Teachers, Principals, Supervisor, and AEL Staff	Grade Level meetings	Title I and Local
After School Reading/Parent Partnership	2004 – ongoing	Extended Contract Teachers		Extended Contract, Local, Title I, Adult Basic Ed.

(Meeting the needs of all subgroups)				
<b>Action Steps:</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Required Resources</b>	<b>Funding Source(s)</b>
<b>2. Writing:</b>				
Staff Development – <i>6 – Traits Writing</i>	Summer 2004 & 2005	C. Ziegler	Consultant on <i>6 – Traits Writing</i>	Title I
Developing Benchmark Assessment in Writing	K-5 2004-05 School Year 6-12 2005-06 School Year	C. Ziegler and School Committee Members	<i>6-Traits Writing</i> Information, TN Lang. Arts Curriculum Guides	Local
Design instructional interventions & modifications (Meeting the needs of all subgroups)	2004 – ongoing	Teachers, Principals, Supervisors	Grade Level Meeting	
<b>3. Mentoring Program</b>				
Design for new and non tenure teachers on: <ul style="list-style-type: none"> <li>• Best Practices in Reading Strategies</li> <li>• <i>6 – Traits Writing</i></li> </ul>	2004 – ongoing	Building Level Principal and Staff, Supervisor	Material on Best Practices and <i>6-Traits Writing</i>	Local
<b>4. Pre-K Programs</b>				
Establish in both K-5 schools <ul style="list-style-type: none"> <li>• Pre – Reading Skills</li> <li>• Parenting Classes</li> </ul>	2005-06 and ongoing	Building Principal, Teachers, and Supervisor	Pre-school curriculum, All materials needed for operation	Pre-school Grant, LEA, and/or Title I


**ACTION PLAN # TWO****Priority Addressed: Math**

**Goal:** To increase the percentage of students proficient in Math 1% per year or to make the targeted proficiency level for AYP.

To decrease the percentage of students in all subgroups not proficient in Math by 10% or to make the targeted proficiency level for AYP.

<b>Action Steps:</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Required Resources</b>	<b>Funding Source(s)</b>
Extra time in math labs for students not proficient on the TCAP.	2004-05 and ongoing	Principals, teachers, lab assistants	TCAP Scores & local assessment	None
Before and after school math class for students not proficient or falling behind	2004-05 and ongoing	Principals, teachers, and extended contract teachers	TCAP Scores & local assessment	Extended Contract, Title I, and Local
Summer School Programs for students not proficient in math	Summer 2005 and ongoing	Principals, teachers, and extended contract teachers	TCAP Scores & local assessment	Extended Contract, Title I, and Local
Conduct a materials audit with Elementary and Middle School teachers to determine existing materials (including Technology) in classrooms and schools that are linked to curriculum expectations, determine expectations with deficient material support.	Spring 2005	Principals, teachers, and Supervisors	None	None
Purchase or create				

manipulative, books, calculators, software, etc.	Summer 2005	School Level committee		Title V, and Local
<b>Action Steps:</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Required Resources</b>	<b>Funding Source(s)</b>
Develop Math “Best Practices” communication strategies – Problem-solving etc.	2005-06	Teachers, Principal, and Supervisor	State Dept. of Education and web site	Title V
Benchmark assessments on the state standards	2005-06	Supervisor, principals, committee of teachers	Samples, curriculum guides	Title I, V and Local
Design instructional interventions and modifications meeting the needs of all subgroups	2004 – ongoing	Grade level teachers, Sp. Ed staff, Principals, and Supervisors	None	None
Mentoring Program for new and non tenure teachers on the math curriculum, “Best Practices”, and assessment program	2004 – ongoing	School committee and Principal	None	None

**ACTION PLAN # Three****Priority Addressed:** Attendance/Graduation Rate**Goal:** Improve the graduation rate by improving attendance, student motivation, self-esteem, and behavior.

<b>Action Steps:</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Required Resources</b>	<b>Funding Source(s)</b>
<b>1. Student Motivation</b>				
<ul style="list-style-type: none"> <li>Further poverty training (staff development)</li> </ul>	2004-05 and ongoing	A. Pritchett and C. Ziegler; School Rep. to be trained	CD & workbooks on Poverty Training	Title IV
<ul style="list-style-type: none"> <li>State Department Training “Boys in Poverty”</li> </ul>	2004-05	A. Pritchett and C Ziegler	State Dept Of TN	Title IV
<ul style="list-style-type: none"> <li>School staff development “Boys in Poverty”</li> </ul>	Spring 2004 and ongoing	A. Pritchett and C Ziegler		
<ul style="list-style-type: none"> <li>Guidance Counselors working in small groups</li> </ul>	Ongoing	Counselors		None
<ul style="list-style-type: none"> <li>Staff Development on Student Motivation</li> </ul>	2005-06	C. Ziegler	Speaker	Title IV
<b>2. Student Self-esteem</b>				
<ul style="list-style-type: none"> <li>Kids on the Block – (Chattanooga, TN) Program K-5 Schools</li> </ul>	Spring 2005 and ongoing	Principals		Grant and Community support
<ul style="list-style-type: none"> <li>Peer tutoring Programs at the K-5 Schools</li> </ul>	2004-05	School Staff		None
<ul style="list-style-type: none"> <li>Advisor/Advisory Program 6-12</li> </ul>	2004-05	School Staff		None
<ul style="list-style-type: none"> <li>Character Counts</li> </ul>	2004-05, ongoing	Guidance Counselors		Title IV

Program				
<b>Action Steps:</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Required Resources</b>	<b>Funding Source(s)</b>
<b>3. Behavior Management</b>				
<ul style="list-style-type: none"> <li>• Anti-bullying</li> </ul>	2004-05 and ongoing	School Staff & SRO Officers	Peaceable Schools Program & Character Counts Program	Title IV and VI
<ul style="list-style-type: none"> <li>• Social Worker and guidance counselors working with parents</li> </ul>	Ongoing	System Social Worker and Counselors		LEA
<ul style="list-style-type: none"> <li>• Staff Development on ADD/ADHD</li> </ul>	Summer 2004, 2005	Special Ed. Staff		Special Ed., Local
<ul style="list-style-type: none"> <li>• Establish consistent schoolwide student behavior management plan</li> </ul>	2004-05	School Staff	None	None
<ul style="list-style-type: none"> <li>• Establish consistent classroom student behavior management plan</li> </ul>	2004-05	School Staff	None	None
<b>4. Mentoring New Teachers on Strategies</b>	Ongoing	School Staff	Poverty Training, Peaceable Schools Program & Character Counts Program	Title IV and VI

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**EVALUATION PLAN # ONE**  
**With ACTION PLAN # ONE**

**Goal:** To increase the percentage of students proficient in Language Arts 2.5% AYP per year or make the targeted proficiency level for ATP. To decrease the percentage of students in all subgroups not proficient in Language by 10% per year or make the targeted goal.

<b>Action Steps (from Action Plan)</b>	<b>Data Source</b>	<b>Procedures:</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Results:</b>
<b>I. Reading (K-5):</b> Reading Audit	Information gathered at the school level	<b>Develop</b> <b>Collect</b> May 2004 <b>Analyze</b> May/June 2004	Summer 2004	AEL	<b>Used</b> <b>Shared</b> AEL Plan
Staff Development – 3. Phonemic Awareness	Ongoing monitoring, End of year testing, TCAP, and grade level assessment	<b>Develop</b> <b>Collect</b> <b>Analyze</b> Group meeting	Ongoing	Teachers, Principals, Supervisor, and AEL Staff	<b>Used</b> <b>Shared</b>
4. Higher Order Thinking / Questioning Skills	Ongoing monitoring, End of year testing, TCAP, and grade level assessment	<b>Develop</b> <b>Collect</b> <b>Analyze</b>	Ongoing	Teachers, Principals, Supervisor, and AEL Staff	<b>Used</b> <b>Shared</b>
Grade Level Specific Assessment K-8	Assessment Tests	<b>Develop</b> <b>Collect</b> <b>Analyze</b>	Spring 2005 and ongoing	Teachers, Principals, Supervisor, and AEL Staff	<b>Used</b> <b>Shared</b>
Reading Coaches per building K-8	AEL, Teachers and Principal	<b>Develop</b> <b>Collect</b> TCAP SCORES <b>Analyze</b>	Spring/summer 2006	Teachers, Principals, Supervisor, and AEL Staff	<b>Used</b> <b>Shared</b>
Reading Coach at the High School	Teachers and Principal	<b>Develop</b> <b>Collect</b> <b>Analyze</b>	Spring 2008	Teachers, Principals, Supervisor, and AEL Staff	<b>Used</b> <b>Shared</b>

<b>Action Steps (from Action Plan)</b>	<b>Data Source</b>	<b>Procedures:</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Results:</b>
Design Instructional Interventions & Modifications (meeting the needs of all subgroups)	State TEST Scores and teacher feed back	<b>Develop Collect Analyze</b>	Yearly	Teachers, Principal, and Supervisor	<b>Used      Shared</b>
<b>2. Writing:</b>					
Staff Development – 6 – Traits Writing	State Writing Test and Local practice test	<b>Develop Collect Analyze</b>	Yearly	Teachers, Principal, and Supervisor	<b>Used      Shared</b>
Developing Benchmark Assessment in Writing	State Writing Curriculum	<b>Develop Collect Analyze</b>	Yearly	Teachers, Principal, and Supervisor	<b>Used      Shared</b>
Design instructional interventions & modifications (Meeting the needs of all subgroups)	Testing and student's progress	<b>Develop Collect Analyze</b>	Ongoing	Teachers, Principal, Special Staff, and Supervisor	<b>Used      Shared</b>
<b>3. Mentoring Program -</b> for new and non tenure teachers on: <ul style="list-style-type: none"> <li>• Best Practices in Reading Strategies</li> <li>• 6 – Traits Writing</li> </ul>	Writing abilities of students and teacher input	<b>Develop Collect Analyze</b>	Throughout each school year	Core team for the school	<b>Used      Shared</b>
<b>4. Pre-K Programs -</b> Establish in both K-5 schools					
<ul style="list-style-type: none"> <li>• Pre – Reading Skills</li> </ul>	Testing, K teachers, and an increase	<b>Develop Collect</b>	Yearly	Pre-K and Kindergarten	<b>Used      Shared</b>

	number of students	<b>Analyze</b>		teachers, Principals and Supervisor	
<b><u>Action Steps</u></b> <b>(from Action Plan)</b>	<b>Data Source</b>	<b>Procedures:</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Results:</b>
<ul style="list-style-type: none"> <li>Parenting Classes</li> </ul>	Pre-K teacher, parents, and Principal	Develop Collect Analyze	Yearly	Pre-K teacher, Principal, and Supervisor	<b>Used      Shared</b>

**EVALUATION PLAN # TWO**  
**With ACTION PLAN # TWO**

**GOAL:** To increase the percentage of students proficient in Math 1% per year or to make the targeted proficiency level for AYP.

To decrease the percentage of students in all subgroups not proficient in Math by 10% or to make the targeted proficiency level for AYP.

<b><u>Action Steps</u></b> <b>(from Action Plan)</b>	<b>Data Source</b>	<b>Procedures:</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Results:</b>
Extra time in math labs for students not proficient on the TCAP.	Test Scores	<b>Develop</b> <b>Collect</b> <b>Analyze</b>	2005 and ongoing	Teachers, Principal and Supervisor	<b>Used</b> <b>Shared</b>
Before and after school math class for students not proficient or falling behind	Test Scores	<b>Develop</b> <b>Collect</b> <b>Analyze</b>	2004-2005 and ongoing	Teachers, Principal and Supervisor	<b>Used</b> <b>Shared</b>
Summer School Programs for students not proficient in math	Spring Test Scores and Teacher Referrals	<b>Develop</b> <b>Collect</b> <b>Analyze</b>	Summer 2005 and ongoing	Teachers, Principal and Supervisor	<b>Used</b> <b>Shared</b>
Conduct a materials audit with Elementary and Middle School teachers to determine existing materials (including Technology) in classrooms and schools that are linked to curriculum	Teachers, Principal and Supervisor	<b>Develop</b> <b>Collect</b> <b>Analyze</b>	Summer 2005	Teachers, Principal and Supervisor	<b>Used</b> <b>Shared</b>

expectations, determine expectations with deficient material support.					
Purchase or create manipulative, books, Calculators, software, etc.	Test Scores	<b>Develop Collect Analyze</b>	Spring 2006	Teachers and principal	<b>Used      Shared</b>
Develop Math “Best Practices” communication strategies – Problem-solving etc.	Test Scores	<b>Develop Collect Analyze</b>	Spring 2006	Teachers, Principals, and Supervisors	<b>Used      Shared</b>
Benchmark assessments on the state standards	Teachers and Test Scores	<b>Develop Collect Analyze</b>	Spring 2006 and ongoing	Teachers, Principals, and Supervisors	<b>Used      Shared</b>
Design instructional interventions and modifications meeting the needs of all subgroups	Teachers and Test Scores	<b>Develop Collect Analyze</b>	Spring 2006 and ongoing	Teachers, Principals, and Supervisors	<b>Used      Shared</b>
Mentoring Program for new and non tenure teachers on the math curriculum, “Best Practices”, and assessment program	Teachers and Test Scores	<b>Develop Collect Analyze</b>	Spring 2006 and ongoing	Teachers, Principals, and Supervisors	<b>Used      Shared</b>

**EVALUATION PLAN # THREE**  
**With ACTION PLAN # THREE**

**GOAL:** Improve the graduation rate by improving attendance, student motivation, self-esteem, and behavior

<b><u>Action Steps</u></b> <b>(from Action Plan)</b>	<b>Data Source</b>	<b>Procedures:</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Results:</b>
<b>1. Student Motivation</b>					
<ul style="list-style-type: none"> <li>Further poverty training (Staff Development)</li> </ul>	Fewer discipline referrals and higher test scores	<b>Develop Collect Analyze</b>	SY 2004-05 and ongoing	Teachers and Principals	<b>Used      Shared</b>
<ul style="list-style-type: none"> <li>State Department Training “Boys in Poverty”</li> </ul>	State Dept. Ed.	<b>Develop Collect Analyze</b>	SY 2004-05 and 2005 -2006	Pritchett and Ziegler	<b>Used      Shared</b>
<ul style="list-style-type: none"> <li>School training on “Boys in Poverty”</li> </ul>	Fewer discipline referrals and higher test scores	<b>Develop Collect Analyze</b>	Spring 2005 and 2005-06	Teachers and Principals	<b>Used      Shared</b>
<ul style="list-style-type: none"> <li>Guidance Counselors working in small groups</li> </ul>	Fewer discipline referrals and higher test scores	<b>Develop Collect Analyze</b>	Ongoing	Teachers and Principals	<b>Used      Shared</b>
<ul style="list-style-type: none"> <li>Staff Development on Student Motivation</li> </ul>	Teachers and Principals	<b>Develop Collect Analyze</b>	Summer 2006 and ongoing	Supervisor and principals	<b>Used      Shared</b>
<b>2. Student Self-esteem</b>					
<ul style="list-style-type: none"> <li>Kids on the Block – (Chattanooga, TN) Program K-5 Schools</li> </ul>	Less discipline problems	<b>Develop Collect Analyze</b>	Jan 2005 and ongoing	Teachers and Principals	<b>Used      Shared</b>
<ul style="list-style-type: none"> <li>Peer tutoring Programs at the</li> </ul>	Test Scores and students attitudes	<b>Develop Collect</b>	2004-05 and ongoing	Teachers and	<b>Used      Shared</b>

K-5 Schools	improving	Analyze		Principals		
• Advisor/Advisory Program 6-12	Fewer discipline referrals, higher grades	Develop Collect Analyze	2004-05 and ongoing	Teachers and Principals	Used	Shared
• Character Counts Program	Fewer discipline referrals, higher test scores, and students staying in school	Develop Collect Analyze	Ongoing	Teachers and Principals	Used	Shared
<b>3. Behavior Management</b>						
• Anti-bullying	Fewer discipline referrals, higher test scores, and students staying in school	Develop Collect Analyze	2004 – 05 and ongoing	Teachers and Principals	Used	Shared
• Social Worker and Counselors working with parents	Parents input, counselors, and social worker	Develop Collect Analyze	2004 – 05 and ongoing		Used	Shared
• Staff Development on ADD/ADHD	Fewer discipline referrals, higher test scores, and students staying in school	Develop Collect Analyze	2004 – 05 and ongoing	Special Ed. Dept. Teachers, & Principals	Used	Shared
• Establish consistent school-wide student behavior management plan	Fewer discipline referrals, higher test scores, and students staying in school	Develop Collect Analyze	2004 – 05 and ongoing	Teachers and Principals	Used	Shared
• Establish consistent classroom student behavior management plan	Fewer discipline referrals, higher test scores and student staying in school	Develop Collect Analyze	2004 – 05 and ongoing	Teachers and Principals	Used	Shared
<b>4. Mentoring New Teachers on Strategies</b>	Fewer discipline referrals	Develop Collect Analyze	2004 – 05 and ongoing	Principals	Used	Shared

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