



**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.

*(Insert Name of District)* 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)

Tennessee Consolidated Planning  
& Needs Assessment Process

2003-04

System Number 530 System Name Loudon County Date 6/23/04

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: Tim Berry Title or Position: Assistant Director of Schools

*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: Tim Berry Title or Position: Assistant Director of Schools

**Component 2 Chair\***  
Name: Gil Luttrell Title or Position: School Services Coordinator

**Component 3 Chair**  
 Name: Dr. Ramona Best Title or Position: Instructional Supervisor

**Component 4 Chair**  
 Name: Dr. Ramona Best Title or Position: Instructional Supervisor

**Component 5 Chair\***  
 Name: Sissy Foster Title or Position: Special Ed. Supervisor

**Component 6 Chair\***  
 Name: Tim Berry Title or Position: Assistant Director of Schools

**Component 7 Chair**  
 Name: Kim McGimsey Title or Position: Pupil Services Coordinator

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

**Component 2 Members**

Name: Title or Position: Representation:

Sarah Watkins	Counselor	Schools
Erin Robbins	Teacher	Elementary School
Melanie Amburn	Assistant Principal	Elementary School
Brenda Holbrook	Principal	K-12 School
Chuck Jenkins	County Commissioner	Business / Industry
Jeff Harris	School Board Member	Business / Community
Bruce Galyon	Pastor	Community
Kevin Buehler	School Psychologist	Schools
Toni Pacitti	Parent	Community
Mary Gonzalez	Parent	Hispanic Community
Kendra Blair	Student	High Schools
Brett Foster		

**Component 3 Members**

Name: Title or Position: Representation:

Tim Berry	Assistant Director of Schools	Accountability
SissyFoster	Special Ed. Supervisor	Special Education
Kathy Greene	K-5 Instructional Supervisor	ELL Population
Kim McGimsey	Pupil Services Coordinator	Title I
Jill Pierce	Technology Director	Technology

**Component 4 Members**

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

Tim Berry	Assistant Director of Schools	Accountability
Sissy Foster	Special Ed. Supervisor	Special Education
Jill Pierce	Technology Director	Technology
Kim McGimsey	Title I Coordinator	Title I Schools
Kathy Greene	K-5 Instructional Supervisor	ELL Population

**Component 5 Members**

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

Dr. Ramona Best	Instructional Supervisor	Grades 6-12 Instruction
Tim Berry	Assistant Director of Schools	Accountability
Gil Luttrell	School Services Coordinator	School Safety
Kathy Greene	Instructional Supervisor	Grades PreK-5 Instruction
Kim McGimsey	Pupil Services Coordinator	Title I

**Component 6 Members**

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

Edward Headlee	Director of Schools	Central Office
Dr. Ramona Best	Instructional Supervisor	Gender Equity
Sissy Foster	Special Ed Supervisor	Special Education
Kim McGimsey	Title I Coordinator	Low SES Population
Kathy Greene	Instructional Supervisor	ELL Population

**Component 7 Members**

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

Tim Berry	Assistant Director of Schools	Accountability
Dr. Ramona Best	Instructional Supervisor	6-12 Schools
Jill pierce	Technology Director	Technology
Alison Millsaps-Garrison	Food Services Supervisor	Food Services
Kathy Greene	Instructional Supervisor	PreK-5 Schools

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

**Component 1 Chair: Tim Berry**

**CP Chair: Tim Berry**

## 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. The education and well being of students is a shared responsibility among students, families, educators and the community.
2. All individuals can learn and have the responsibility to participate in their own learning.
3. Schools should foster a love of learning and discovery of individual talents.
4. Positive role models within the family, school and community promote student success.
5. Schools should provide varied learning opportunities that address the unique needs of all students in a diverse community.
6. All students should have equal access to high quality curricular and instructional programs.
7. Constant and thorough analysis of assessment results for all students is essential in maintaining the quality of instructional programs.
8. Schools should provide a safe, caring and healthy environment with clear and consistent discipline and incentive policies in place.
9. Active involvement in school programs by parents and community members enhances the quality of the education students receive.
10. Considerable decision making authority should be delegated to schools.

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

We will graduate self-directed learners through positive learning opportunities.

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

**Component 2 Chair: Gil Luttrell**

**CP Chair: Tim Berry**

**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 \_\_\_\_\_
- 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 \_\_\_\_\_

**X Paraprofessionals**

**X Highly-Qualified**

**X Experience**

**X Gender**

**X Race or Ethnicity**

**X Projected to Retire in 1-3 years**

Other—identify \_\_\_\_\_

Other—identify \_\_\_\_\_

**X Building Administrators**

**X Credentialed**

**X Degree Attainment**

**X Experience**

**X Gender**

**X Race or Ethnicity**

**X Number of years in the same school**

**X Projected to Retire in 1-3 years**

Other—identify \_\_\_\_\_

Other—identify \_\_\_\_\_

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

**X Historical Background**

**X Facilities**

Environmental & Safety Conditions

**X Grade Distributions**

**X Length of School Day**

**X Operating Budget**

**X Per Pupil Expenditures**

**X Grant Awards**

**X Special Recognition**

**X Special Programs & Initiatives**

Other—identify \_\_\_\_\_

Other—identify \_\_\_\_\_

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

Size of Community

**X Demographics of the Community**

**X Projections of Growth**

**X Major Employers**

**X Level of Community Involvement**

Support Agencies

Other—identify \_\_\_\_\_

Other—identify \_\_\_\_\_

**Academic Data --Student Achievement**

<b>X<input type="checkbox"/> TCAP grades 3-8</b>	<b>X<input type="checkbox"/> Promotion/Retention</b>
<b>X<input type="checkbox"/> TCAP-Alternative</b>	<input type="checkbox"/> Teacher Grades
<b>X<input type="checkbox"/> TVAAS</b>	<input type="checkbox"/> Other—identify _____

<input checked="" type="checkbox"/> Writing Assessments	<input type="checkbox"/> Other—identify _____
<input checked="" 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 _____	
<input checked="" type="checkbox"/> District-required Assessments –identify _____	
<input checked="" type="checkbox"/> Additional assessments—identify _____	

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

1. High rate of teacher absenteeism due to use of sick/personal days, but also due to days pulled from class for special assignments or professional development.
2. High rate of teacher turnover, particularly in middle schools and high schools.
3. School culture data indicates stealing and bullying occurring at a higher than desired rate in all schools.
4. Large percentage increase of Hispanic students in selected schools over the past 2 years.
5. Lack of benchmark assessments as indicated by staff survey data.

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

1. Special Education population CRT scores in reading/LA and math well below target.
2. ELL population CRT scores in reading/LA and math well below target.
3. Economically disadvantaged CRT scores in reading/LA and math at target in some schools, but below target in three schools.
4. Economically disadvantaged males CRT scores were substantially below those of economically disadvantaged girls; particularly in reading/LA.

**Describe the Prioritizing Process Used**

The first step of the prioritizing process was for the Component 3 Subcommittee to review district wide non-academic and academic data for the past three years. Very specific district strengths and weaknesses were identified from the data, sometimes down to the subgroup, subject and/or grade level. The specific weaknesses were then categorized into more general needs. For example, the need to raise K-12 math achievement was based upon performance on multiple assessments (e.g., TCAP Achievement Test and Gateway exams), measures (norm-referenced National Percentiles, NCEs, and National Quarters, and criterion-referenced performance levels), academic subjects, and groups(system-wide and disaggregated subgroups).

The needs identified by the Component 3 Subcommittee were then brought to the Consolidated Planning Team for final review and prioritizing. This team looked at data with consideration to the mission and the strategic plan of the school system and used the activity from worksheet #16 from the TN Consolidated Planning notebook.

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

**Component 3 Chair: Dr. Ramona Best**

**CP Chair: Tim Berry**

## **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 Survey**

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

A Leadership Survey was developed containing sixty-seven questions focused on the following broad constructs: Curriculum, Instruction, Assessment, Organization and Accountability. This survey was administered to all three hundred and three certified members of our faculty spanning all nine schools. The same survey was given to each building-level principal and all central office supervisors evaluating each school. Individuals were asked to respond according to the level of implementation in each school. The choices for response included never (0), rarely (1), occasionally (2), regularly (3), frequently (4), and extensively (5). Mean scores were derived for all constructs in each school and comparisons were made between faculty and principal scores against district office evaluation evidence. Consistent high and low mean scores derived from the analysis were used to distinguish strengths and challenges.

## **CURRICULUM**

### **Strengths:**

1. Our curriculum is mapped, prioritized and appropriately aligned to the state learning standards
2. Our curriculum is clearly written, articulated, and used consistently by teachers
3. Our learning standards are clearly defined; appropriately challenging for all groups; and are promoted by appropriate alignment of C, I, and A.

### **Needs/Challenges:**

1. Curriculum and Instruction are designed to ensure reading and math literacy (by second grade) and to maintain on grade level performance.
2. Curriculum emphasizes diversity and multicultural perspectives.

3. Our curriculum is properly sequenced so everyone in the system is aligned for quarterly benchmark assessments.

## **INSTRUCTION**

### **Strengths:**

1. Instruction addresses the why question by providing academic tasks that are relevant, worthwhile, and within the students' abilities.
2. Teachers use a wide range of effective, interactive, student-centered teaching strategies.
3. Teachers effectively manage students when using differentiated, multitask structures (keeping students productive with lots of activities)

### **Needs/Challenges:**

1. Instruction incorporates authentic learning experiences requiring students to assume real-world roles and problem-solving.
2. Teachers use a wide range of effective, interactive, student-centered teaching strategies.
3. Teachers collaborate to develop integrated, connected instructional units (which are available to other educators).

## **ASSESSMENT**

### **Strengths:**

1. Teachers require students to transfer learning by requiring its use in varied academic situations (and subjects) and simulated experiences.
2. Assessments are reliable in determining the quality of student performance based on consistent use of rubrics and other evaluation tools.
3. Teachers clearly communicated learning expectations to students and actively monitor student performance to ensure attainment of objectives.

### **Needs/Challenges:**

1. Benchmark assessments (aligned with prioritized curriculum maps) are given at regular designated intervals.
2. Assessment results are reported in longitudinal records or portfolios that are accessible to teachers.
3. Teachers clearly communicated learning expectations to students and actively monitor student performance to ensure attainment of objectives.

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

### **Strengths:**

1. Resources (teaching assistance, teacher assignments) are allocated on the basis of need, not entitlement.
2. Educators are focused on building leadership capacity (hiring / training) to ensure sustained, positive

change.

3. School and classroom learning environments are welcoming and supportive with clear and consistent incentives and discipline policies.

**Needs/Challenges:**

1. Novice teachers are expected to succeed and are supported by an effective mentoring program.

2. School-wide and grouping of students is strategic rather than random and is consistent with research-based practices.

3. As students leave our schools, they exhibit traits of self-directed, lifelong learners who can use the essential “tools” of productive living

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

**Component 4 Chair: Dr. Ramona Best**

**CP Chair: Tim Berry**

**Component 4a**

**CAUSE-EFFECT ANALYSIS to IDENTIFY POSSIBLE ACTIONS**

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

X  **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.**

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

X  **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: Dr. Ramona Best**

**CP Chair: Tim Berry**

## Component 4b

### IDENTIFICATION OF CURRENT EFFECTIVE ACTIONS TO CONTINUE

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

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

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

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

X  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:** Gil Luttrell

**CP Chair:** Tim Berry

## Component 4c

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

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

X  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.

X  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.

X  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.

X  4c.4 We identified strategies that are based on research and proven to be effective in improving achievement.

X  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:** Kathy Greene

**CP Chair:** Tim Berry

## **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:** Sissy Foster

**CP Chair:** Tim Berry

## Component 6

### EVALUATION

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

X  6.1 We developed evaluation plans aligned with our action plans.

X  6.2 Our evaluation plans are detailed specifying all required components.

X  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:** Tim Berry

**CP Chair:** Tim Berry

***Component 7***

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

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

**X**  **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:** Kim McGimsey

**CP Chair:** Tim Berry