



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

**Local Consolidated District Plan**

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

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

Julie P. McCargar  
Executive Director, Federal Programs

**Tennessee Consolidated Planning  
& Needs Assessment Process**

**2003-04**

System Number 621 System Name Sweetwater City Schools Date 5/25/05

**Component 1**

**CONSOLIDATED PLANNING & COLLABORATIVE PROCESS**

*Please check the tasks accomplished to the Team' 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: W. Larry Stein Title or Position: Supervisor of Instruction

*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: W. Larry Stein Title or Position: Supervisor of Instruction

**Component 2 Chair\***  
Name: Pam Parkinson Title or Position: Director of Special Ed. Services

**Component 3 Chair**  
Name: W. Larry Stein Title or Position: Supervisor of Instruction

**Component 4 Chair**  
Name: Elizabeth Spencer Title or Position: Reading Specialist

**Component 5 Chair\***  
Name: W. Larry Stein

Title or Position: Supervisor of Instruction

**Component 6 Chair\***  
Name: W. Larry Stein

Title or Position: Supervisor of Instruction

**Component 7 Chair**  
Name: W. Larry Stein

Title or Position: Supervisor of Instruction

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

**Component 2 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
Pam Parkinson	Director of Sp. Ed. Services	System
W. Larry Stein	Supervisor of Instruction	System
Laura Watson	3 <sup>rd</sup> grade teacher	SES
Joy Watkins	Kindergarten teacher	SPS

**Component 3 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
W. Larry Stein	Supervisor of Instruction	System
Cathy Ridley	5 <sup>th</sup> grade teacher	BIS
Rita Kinzalow	1 <sup>st</sup> grade teacher	SPS
Julia Lee	8 <sup>th</sup> grade teacher	SJHS

**Component 4 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
Elizabeth Spencer	Reading Specialist	SPS
W. Larry Stein	Supervisor of Instruction	System
Dee Dee Moore	Pre-school teacher	SPS
Robin Bowers	2 <sup>nd</sup> grade teacher	SPS

**Component 5 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
W. Larry Stein	Supervisor of Instruction	System
Cathy Barger	4 <sup>th</sup> grade teacher	SES
Carmen Brewster	PE teacher	SPS
Marlene Prater	7 <sup>th</sup> grade teacher	SJHS

**Component 6 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
<b>W. Larry Stein</b>	<b>Supervisor of Instruction</b>	<b>System</b>
<b>Peggy Young</b>	<b>6<sup>th</sup> grade teacher</b>	<b>BIS</b>
<b>Judith Grigsby</b>	<b>Reading Specialist</b>	<b>SPS</b>

**Component 7 Members**

<b>Name:</b>	<b>Title or Position:</b>	<b>Representation:</b>
<b>W. Larry Stein</b>	<b>Supervisor of Instruction</b>	<b>System</b>
<b>Elizabeth Spencer</b>	<b>Reading Specialist</b>	<b>SPS</b>
<b>Judith Grigsby</b>	<b>Reading Specialist</b>	<b>SPS</b>
<b>Dee Dee Moore</b>	<b>Pre-school teacher</b>	<b>SPS</b>
<b>Rebecca Tucker</b>	<b>Reading Specialist</b>	<b>SES</b>
<b>Kim Lingerfelt</b>	<b>Parent</b>	<b>Community</b>

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

**Component 1 Chair: W. Larry Stein**

**CP Chair: W. Larry Stein**

## Component 2

### BELIEFS & MISSION

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

It is our responsibility to provide a quality learning environment, knowing that children learn best when they are involved; when they experience success; academically and socially; when their emotional needs are met in a nurturing environment; when they are safe and secure; when learning is meaningful; when parents and adults are involved; when the teacher accepts professional responsibility for the child's learning; and, when they are taught at their developmental level.

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

We are charged with improving the lives of the children in our school community. Every decision we make and every action we take must be based on one criterion--that which is in the best interest of our children. A child upon leaving the Sweetwater City Schools should have a firm academic foundation, particularly in language arts and math, for continued learning in high school and beyond and should be prepared to become a responsible member of the community.

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

**Component 2 Chair: Pam Parkinson**

**CP Chair: W. Larry Stein**

### Component 3

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

*Please check the tasks accomplished to the Team' 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 Status (SES)
- LEP (Limited English Proficiency)
- Student Behavior
  - Discipline Referrals or Incidents—by Offenses
  - 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 Distri but ions
- 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 Comm unity
- Demographics of the Community
- Projections of Growth
- Major Employers
- Level of Community Involvem ent
- 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 _____           |
| <input type="checkbox"/> End of Course Assessments  |   |
| <input type="checkbox"/> Gateway Tests  |   |
| <input type="checkbox"/> SAT/ACT  |   |
| <input checked="" type="checkbox"/> Local District PreK-2 Assessments—identify <u>Bracken</u> |   |
| <input type="checkbox"/> District-required Assessments –identify _____                        |   |
| <input type="checkbox"/> Additional assessments —identify _____                               |   |

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

SCS needs to improve communication between parents and teachers.

SCS needs to consider when parent conferences are held and see if they could be more convenient for parents.

SCS needs to study more carefully home work and how it impacts students and families lives.

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

SCS needs to continue to provide reading support for those students that are at risk.

SCS needs to look at instructional practices that integrate all students not just those in the middle.

SCS needs to consider offering math support in addition to reading support.

***Describe the Prioritizing Process Used***

Analysis of data, especially survey and testing data, led to the creation of the needs list. Prioritizing was done by what showed the greatest percentage of need.

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

**Component 3 Chair: W. Larry Stein**

**CP Chair: W. Larry Stein**

## Component 4

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

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

Parent, Staff, and Administration surveys; Student performance ranking on TCAP and TCAP Writing assessments; Professional development survey (local and state)

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

Surveys were distributed at various times during January and February of 2005. Administrator and staff survey were return with 100% participation. 1450 parent surveys were distribute d in February with a return of 80% (1167). Professional development survey results were downloaded from the state website. TCAP scores were ranked using the Testmate Clarity program. The basic analysis process used was a cause and effect analysis.

## CURRICULUM

### **Strengths:**

The federal programs provide d support in reading which is e specially needed in the l ower grades.

The federal programs provided teachers with ideas and support for working with st udents in their classrooms.

The federal programs provide d a system of success for those students served.

### **Needs/Challenges:**

The federal programs needs to provide services for more of the systems students.

The federal programs need to consider providing more outreach to students.

The federal programs need to consider providing support for math instruction.

## INSTRUCTION

### **Strengths:**

Instructors provide students with an individualized program for improvement.

Instructors at the Sweetwater Elementary School h ave successfully incor porated tecnology based program which addresses both reading and technology needs.

Instructors demonstrate a true desire to help students and see them succeed.

**Needs/Challenges:**

Instructors need to incorporate more technology into instruction for younger students.  
Instructors need to expand the programs to include more students

**ASSESSMENT**

**Strengths:**

Students who have the highest need are placed upon a priority basis.  
Instructors are constantly evaluating student performance to zero in on individual areas of need.

**Needs/Challenges:**

Performance results need to be regularly broken down by race, gender, and special education status and appropriate instruction provided.  
More staff beyond Administration and specialty staff need to be involved in the assessment of student performance.

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

**Strengths:**

The two Sweetwater Schools with school-wide programs provide excellent support for the students  
Parent involvement at both of the school-wide schools is excellent and the students have benefitted.

**Needs/Challenges:**

Organizational practices need to be examined to see if more students could be served.  
The need to expand services to another school needs to be considered.

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

**Component 4 Chair:** Elizabeth Spencer

**CP Chair:** W. Larry Stein

## Component 4a

### CAUSE-EFFECT ANALYSIS to IDENTIFY POSSIBLE ACTIONS

*Please check the tasks accomplished to the Team' 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: Elizabeth Spencer

CP Chair: W. Larry Stein

## Component 4b

### IDENTIFICATION OF CURRENT EFFECTIVE ACTIONS TO CONTINUE

*Please check the tasks accomplished to the Team' 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: Elizabeth Spencer

CP Chair: W. Larry Stein

## Component 4c

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

*Please check the tasks accomplished to the Team' 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: Elizabeth Spencer

CP Chair: W. Larry Stein

## Component 5

### ACTION PLAN DEVELOPMENT

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

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

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

**Component 5 Chair:** W. Larry Stein

**CP Chair:** W. Larry Stein

## Component 6

### EVALUATION

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

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

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

**Component 6 Chair:** Judith G rigsby

**CP Chair:** W. Larry Stein

## Component 7

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

*Please check the tasks accomplished to the Team' 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:** W. Larry Stein

**CP Chair:** W. Larry Stein

### ACTION PLAN # 3

**Priority Addressed:** The federal programs needs to continue to provide services to three and four year olds who are in need of developmental language development

**Goal:** To continue to provide language development services to targeted three and four year old.

<b>Action Steps: (from 4,4a,4b and 4c)</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Required Resources</b>	<b>Funding Source(s)</b>
Examine student performance on Bracken and Brigance	May 2005	Stein, Moore, Lowry	Time	N/A
Survey of staff to determine continuation of services	February 2005	Stein	Time	N/A
Analyze Title I Budget to see if funds available	April and May 2005	Stein, Hickey	Time	N/A
Decide to keep the program in place	May 2005	Stein, Hickey	Time; budget information	continued funding from Title I

**EVALUATION PLAN # \_\_\_\_\_**  
**With ACTION PLAN # \_\_\_\_\_**

<b>GOAL:</b>					
<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
		Develop Collect Analyze			<input type="checkbox"/> Used <input type="checkbox"/> Shared
		Develop Collect Analyze			<input type="checkbox"/> Used <input type="checkbox"/> Shared
		Develop Collect Analyze			<input type="checkbox"/> Used <input type="checkbox"/> Shared
		Develop Collect Analyze			<input type="checkbox"/> Used <input type="checkbox"/> Shared
		Develop Collect Analyze			<input type="checkbox"/> Used <input type="checkbox"/> Shared
		Develop Collect Analyze			<input type="checkbox"/> Used <input type="checkbox"/> Shared