

TENNESSEE STATE BOARD OF EDUCATION

DISTRICT AND SCHOOL IMPROVEMENT PLANNING

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The local education agency (LEA) and school improvement process is a systematic, on-going cycle involving planning, implementation, evaluation, and renewal of school and district improvement activities to meet local and statewide goals and priorities. Pursuant to T.C.A. § 49-1-613, LEAs and schools must develop and submit to the Tennessee Department of Education (Department) annual plans with specific goals for improving student performance every three years.

LEAs shall develop and implement a district-level improvement plan that operationalizes the LEA's ~~five-year long-range~~ strategic plan. Each public school must develop a school-level improvement plan that is student-focused and in support of the district-level plan. LEA and school improvement plans must address identified priority needs and provide for continuous student growth and improvement. Both LEA and school improvement plans must be developed ~~on an annual basis and submitted every three years.~~ Plans ~~and~~ must include the essential elements of planning and specific plan requirements outlined below.

(1) LEA and school improvement plan development shall follow five (5) steps:

(a) Step 1: Comprehensive Needs Assessment. Schools and LEAs shall ~~annually~~ conduct a comprehensive needs assessment to identify ~~needs and~~ performance challenges and areas for improvement, determine their root causes, and set priorities for future action. Each LEA and school improvement plan shall address the ~~needs areas for improvement~~ identified as a result of the comprehensive needs assessment. The comprehensive needs assessment process shall include the following components:

1. Identification and engagement of a planning team. This team should organize and oversee the comprehensive needs assessment and coordinate the development of the improvement plan. The team shall be comprised of various stakeholder groups and include principals or other knowledgeable instructional leaders, teachers representing different grades and content areas, paraprofessionals, administrators, curriculum personnel, and parents, and students may be included on the planning team (as appropriate);
2. Compilation of demographic information of the student population that is relevant to identifying priority academic needs. This data can help identify the focus areas of the comprehensive needs assessment and suggest critical areas that the team can address in the improvement plan;
3. Collection of data from multiple sources including, but not limited to, student achievement, student growth, climate, attendance, human

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capital, discipline, teacher surveys, focus group feedback, and observations;

4. ~~A root cause analysis of all data to identify the root causes of challenges in identified content areas, grade levels, subgroups, and overarching programs.~~
 45. Identification of priority needs. The team ~~should~~ must conduct a thorough data analysis of data that includes, but is not limited to, student achievement and growth, graduation rate, ACT or SAT scores, and student attendance. ~~progressing from gathering information to~~ Analysis of qualitative and quantitative data must be used to identify the areas of overall and greatest need for improvement for use in goal development. Any data required for analysis that is not identified for goal development must be clearly stated; and, creating an improvement plan that accurately and realistically addresses the key issues facing the district or school.
 5. A root cause analysis of prioritized areas of improvement to determine the underlying causes of challenges in identified content areas, grade levels, subgroups, and overarching programs.
- (b) Step 2: Stakeholder Engagement. Stakeholders, including the identified planning team, will be informed and meaningfully engaged throughout the ~~year~~ in-plan development and implementation. Stakeholders shall include teachers, principals, parents, community members, other school leaders, paraprofessionals, specialized instructional support personnel, LEA-authorized charter school leaders (if applicable) in a local educational agency that has charter schools, Title program administrator(s), and other relevant members, as determined by the LEA and schools.
- (c) Step 3: Goals. Three-year ~~Goals~~ must be developed ~~that in alignment with areas of improvement priority needs identified during the comprehensive needs assessment process.~~ Data analyzed will be used to develop appropriate goals. These goals must be specific, measurable, achievable, relevant, and time-bound (SMART) to include the outcome(s) to be improved, the impacted student groups, and the amount of expected improvement.
- (d) Step 4: Strategies. At least one (1) strategies (i.e., the changes/solutions that will lead to goal attainment) must be developed for each goal. Strategies are the changes/solutions that will lead to goal attainment. ~~action plans that~~ Strategies must align with and support goals that focus on providing opportunities for all students to meet the state's academic achievement standards. Each strategy must include benchmark indicators for monitoring progress multiple times

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throughout each year and the funding sources, as determined by the Department and applicable, to be used to implement the strategy.

- (e) ~~Step 5: Action Steps, if identified for completion by the Department. At least one (1) action step must be developed for each strategy. Action steps are specific, timebound tasks that must be developed with the purpose of implementing the strategies within the plan. These action steps will include the benchmark for monitoring progress, person responsible for implementation, and estimated date of completion, and may include the funding sources to be used to support the action step.~~

(2) LEA improvement plans shall include, at a minimum, the following components:

- (a) **Opportunity for a Well-Rounded Education.** A focus on student learning designed to support all students in meeting challenging state academic standards by developing and implementing a well-rounded program of instruction, with additional supports for students experiencing difficulty mastering these standards.
- ~~(b) College and Career Readiness. A summary of progress and challenges related to providing students with the knowledge, skills, and opportunities to enable them to succeed beyond high school.~~
- ~~(c) School Climate and Culture~~ **Safe, Supportive, and Healthy Environment.** A summary of progress and challenges in establishing and maintaining a positive, safe, healthy, and supportive educational environment that provides all students with the opportunity to learn and the steps to be taken to address challenges.
- ~~(d) Human Capital. A summary of teacher and staff needs, planned professional development activities, recruiting and retention efforts, and how the evaluation process will be used to identify supports for new and struggling teachers.~~
- ~~(e) English Learners. A summary of progress and challenges in providing instructional programs for English learners and ensuring that non-ESL teachers are provided support for utilizing English language proficiency assessment data and the steps to be taken to address challenges.~~
- ~~(f) Technology Access and Integration~~ **Integration and Effective Use of Technology in the Classroom.** A summary of student access to and the integration of technology into the instructional program. Plans will identify challenges faced in ensuring that all students have adequate exposure and access, and steps to be taken to address the challenges.

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- ~~(g) — Family and Community Engagement. Strategies to increase the involvement of parents, families, and community members in their children’s education and in the educational programming of the district. Specific information and activities to address the engagement of parents and families of English learners must also be included, if applicable.~~
 - ~~(h) — Transition. Procedures to be implemented for effective student transitions from early childhood to elementary school, elementary to middle school, middle to high school, and high school to college and career.~~
 - ~~(i) — Dyslexia Interventions. A description of all the dyslexia-specific interventions used by the LEA and the methods for identifying and serving students with characteristics of dyslexia.~~
 - ~~(j) — IDEA Annual Performance Report Data. As applicable, districts will respond to federal indicators if the district was identified as “needs assistance” or “needs intervention” by the department of education.~~
- (3) Individual school improvement plans must be ~~based on~~aligned to the goals and strategies within the district improvement plan and shall be tailored to the school specific context and include, at a minimum, the following components:
- (a) Focus on Students. A focus on student learning and activities developed to ensure students who experience difficulty mastering achievement standards are provided with appropriate, effective, timely assistance and support, and that all students have the opportunity for a well-rounded education.
 - ~~(b) — College and Career Readiness (schools serving grades 9-12). A summary of progress and challenges related to providing students with the knowledge, skills, and opportunities to enable them to succeed beyond high school.~~
 - ~~(eb) Safe, Supportive, and Healthy Environment~~School Climate and Culture. A summary of progress and challenges in establishing and maintaining a positive, safe, healthy, and supportive educational environment that provides all students with the opportunity to learn and the steps to be taken to address challenges.
 - ~~(ec) Professional Learning for Educators. Describe how professional development for teachers, principals, and other school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the school to teach all learners, including those with disabilities.~~Human Capital. A summary of teacher and staff needs, professional development activities, retention efforts, and how the evaluation process will be used to identify supports for new and struggling teachers.

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- (e) ~~English Learners. A summary of progress and challenges in providing instructional programs for English learners and ensuring that non-ESL teachers are provided support for utilizing English language proficiency assessment data and the steps to be taken to address challenges.~~
- (fd) Integration and Effective Use of Technology in the Classroom~~Technology Access and Integration~~. A summary of student access to and the integration of technology into the instructional program. Plans will identify challenges faced in ensuring that all students have adequate exposure and access, and steps to be taken to address the challenges.
- (ge) Parent and Family and Community Engagement. Strategies to increase the involvement of parents, families, and community members in their children's education and in the educational programming of the district. Specific information and activities to address the engagement of parents and families of English learners must also be included, if applicable.
- (h) ~~Transition. Procedures to be implemented for effective student transitions from early childhood to elementary school, middle to high school, and high school to college and career, as applicable.~~