

TCSPP TEMPLATE 1.1

Evaluation of Our Process for Developing Priorities for Improving Schools

The first two charts require the listing of the Leadership Teams of the system. This information is to be turned in to the TDOE as part of Component 1.

Composition of the Systemwide Leadership Teams –Listing required	
Member	Role
Rebecca S. Sharber, Ed.D.	Director of Schools
Carol Birdsong	Communications Director
Steven Gallaway, Ed.D.	Elementary School Director
Karen Hawkins	Professional Development Coordinator
Lynn Heady	Director of Curriculum and Instruction
Eugene Wade	Coordinator, Employee Relations and Recruitment
Jack West	High School Director
Jubal C. Yennie, Ed.D.	Middle School Director
Belinda Moss	Instructional Technology Coordinator
Jackie Baggett	Career and Technical Coordinator

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Composition of the Component Leadership Teams –Listing required	
Component 1 Member	Role
Rebecca S. Sharber, Ed.D.	Director of Schools
Carol Birdsong	Communications Director/ Title V
Steven Gallaway, Ed.D.	Elementary School Director/ Title I
Karen Hawkins	Professional Development Coordinator/ Title II-A
Lynn Heady	Director of Curriculum and Instruction/ Title III
Eugene Wade	Coordinator, Employee Relations & Recruitment
Jack West	High School Director
Jubal C. Yennie, Ed.D.	Middle School Director/ Title IV
Belinda Moss	Instructional Technology Coordinator/ Title II-D
Jackie Baggett	Career and Technology Coordinator
David Heath	Deputy Director of Schools/ Extended Contract
Judith Looney	Human Resources Director
Tim McNeese	Information Technology Manager
Carol Hendlmyer	Student Support Services Director (Special Education)
Janice Mills	School Board Member
Carol Cottingham	High School Teacher
Pam Vaden	High School Principal
Bill Harlin	Middle School Assistant Principal
Sandy Shiveley	Middle School Teacher
Alice Duva	Elementary Teacher's Assistant
Ann Lewis	Elementary Principal
Joe Zarcone	Publix
Charlotte Crawford	Middle School Parent
Tamara Sands	Elementary School Parent
Vickie Brake	Elementary School Teacher

Composition of the Component Leadership Teams –Listing required	
Component 2 Member	Role
Rebecca S. Sharber, Ed.D.	Director of Schools
Susie Thurman	Student Support Services Coordinator
Mary Tillman	School Nurse
Andra Gaines	Attendance Secretary, Bethesda Elementary
Todd Campbell	Assistant Principal, Franklin High School
Lynn Winters	Principal, Sunset Elementary
David Hood, Ed.D.	Assistant Principal, Brentwood Middle School
Scott Adamowicz	Technology
Charlotte Anderson	Librarian, Trinity Elementary School
Karen Feamster	Parent
Gayle Holt	Cafeteria Manager
Elaine Ballard	Parent
Carol Nations	Teacher, College Grove Elementary
Nancy Wild	Parent
Ralph Ringstaff	School Board Member

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Composition of the Component Leadership Teams –Listing required	
Component 3 Member	Role
Jubal C. Yennie, Ed.D., Chair	Middle School Director
Susie Thurman	Special Education Coordinator
Dianne O'Neil	Safe and Drug Free Coordinator
Carol Simpson	Parent, Grassland Elementary School
Lisa Castor	Parent, Sunset Elementary
Kay Kendrick, Ed.D.	Principal, Brentwood Middle School
Andrea Anthony, Ed.D.	Principal, Page High School
Michelle Contich	Principal, Lipscomb Elementary School
Jonathan Ullrich, Ed.D.	Principal, Longview Elementary
Tony Donen	Principal, Fairview High School
Chris Nugent	Assessment Specialist
Jackie Baggett	Career and Technical Coordinator
Jorja Trocino	School Nurse Coordinator

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Composition of the Component Leadership Teams –Listing required	
Component 4 Member	Role
Lynn Heady, Co-chair	Director of Curriculum and Instruction
Eugene Wade, Co-chair	Coordinator, Employee Relations and Recruitment
David Heath, Ed.D., Leader for Organizational Effectiveness	Deputy Director of Schools
Jason Pearson, Leader for Instruction	Principal, Hillsboro Elementary and Middle
Rick West	Principal, Scales Elementary
Jane Franks	Principal, Heritage Elementary School
Ann Vaughn, Ed.D.	Title I
Leslie Holman	Director Budget and Finance
Shannon Youngman	Technology Coach
Janie Thompson	Student Support Services Coordinator
Terry Shrader, Ed.D.	Principal, Centennial High School
Michelle Contich	Principal, Lipscomb Elementary School
Jackie Baggett	Career and Technical Coordinator
Belinda Moss	Instructional Technology Coordinator
Pat Anderson	Williamson County Schools School Board
Kelly Barrett	Parent, Trinity Elementary School
Linda Hughes	Parent, Kenrose Elementary School
Debbie Vulcano	Parent, Westwood Elementary School
Harriet Medlin	Teacher, Brentwood High School
Gail Bennett	Teacher, Brentwood Middle School
Timothy Micah Sledge	Student, Ravenwood High School
Leah Schofield	Parent, Page Middle School
Karen Ganota	Teacher, Hillsboro Middle
Todd Stinson	Teacher, Fairview High School
Christ Schwartz	Teacher, Bethesda Elementary School
Renee Garris	Assistant Principal, Chapman's Retreat

*All schools provided data on district and school practices for curriculum, instruction, assessment and organizational effectiveness.

Component 5 Member	Role
Jack West, Chair	High School Director
Karen Hawkins	Professional Development Coordinator
Carol Hendlmyer	Student Support Services Director
Jackie Baggett	Career and Tech Coordinator
Phil Folmar	Network Supervisor
Ed Bailey	School Board Member
Denise Goodwin	Principal, Oakview Elementary
Beth Ford	Assistant Bookkeeper, Central Office
Marilyn Webb	Principal, Independence High School
Priscilla Fizer	Principal, Woodland Middle School
Jami Hill	Parent, Scales Elementary
Diane Wauford	Teacher, Lipscomb Elementary School
Caitlin Hensley	Student, Centennial High School
Susan Graham	Parent, Brentwood High School
Stacey Edgil	Parent, Heritage Middle School

Component 6 Member	Role
Steve Gallaway, Ed.D.--Chair	Elementary Director
Karen Hawkins	Professional Development Coordinator
Carol Birdsong	Communications Director
Chris Nugent	Assessment Specialist
D'Wayne Greer	School Board Member
David Hood	Principal
Kevin Keidel	Principal
Brian Bass	Principal

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Evaluation of Our Process for Developing Priorities for Improving Schools

The following questions address the use of various data in Component 1. They are designed as a culminating activity to help you assimilate the work of Component 1. This information will be turned in to the TDOE as part of Component 1 of the TCSPP.

Collection of Data - Narrative Response Required

How were data collected and organized for school system profile?

This committee pulled data from a variety of sources and organized the data around the following topics:

1. Demographic Data

- a. Student Demographics (Williamson County System Profile)
- b. Teacher Demographics (Williamson County System Profile)
- c. Community Characteristics/ Parent/Guardian Demographics

2. Student Academic and Non academic Data

- a. Williamson County Schools Report Card
- b. Other Data
 - i. Pride Survey
 - ii. IAI Data
 - iii. Family Friendly School Survey
 - iv. School Climate Survey (all schools)
 - v. Suspensions and Expulsions
 - vi. Attendance
 - vii. Promotion
 - viii. Graduation Rate
 - ix. Career and Technical Report Card
 - x. Career and Technical Advisory Committees

3. Equity of Services and Resources

- a. WCS Financial Data
 - i. Allocation of Staffing
 - ii. Allocation of Materials and Resources
 - iii. Allocation for small schools and schools with the highest ratio of economically disadvantaged students.

Use of Data - Narrative Response Required

How will you use your perceptual data (Surveys, Interviews, and Questionnaires) as you revisit/recreate the mission, vision, and beliefs of the system?

We will look at information gathered from School Board and staff retreats, from administrator surveys, from online communication surveys, and from climate surveys. We will use that information and the currently adopted School Board mission, vision and beliefs to recreate what is the most applicable at this time for the district.

Collection of Student Performance Data - Narrative Response Required

What types of student performance data are included in your profile?

Academic Data:

- TCAP Data and RCPI reports
- TCAP Writing Assessments
- Attendance documents (State Report Card)
- Career & Technical Report Card
- TVASS data
- EOC scores
- Gateway Scores
- ACT Report
- State TCAP scores

Non Academic Data

- Pride survey
- Student Focus Groups

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Evaluation of Our Process for Developing Priorities for Improving Schools

Use of School Processes Data - Narrative Response Required

How have system office personnel provided equity and adequacy in resources, support, and personnel to our schools?

Williamson County Schools provides equity and adequacy in resources, support and personnel for all schools in the district by:

- establishing district-wide staffing guidelines
 - small schools have higher staffing ratios to ensure that students have equitable opportunities and services
- establishing district-wide per student budget allocations
 - small schools have higher per student allocation
- funding district-wide initiatives equally for all schools regardless of size
 - instructional technology subscriptions
 - software, hardware and networking needs are addressed for all schools
- addressing the specific academic needs for all students by providing additional resources:
 - Middle College High School
 - Read 180 Program implemented in schools to address reading
 - Kids on Stage—Hillsboro
 - Increased computer hardware at schools with highest ratio of free and reduced lunch students
 - Special Education Services, Title I, Title III
- assigning facility and maintenance budgets based on the needs of the schools

Delivery of Services - Narrative Response Required

What insights have we gained as to our delivery of services to schools?

- Williamson County Schools strives to meet the needs of all students across the district and is committed to equitable services for schools.
- The district continues to work to make the assessment data available to the schools.
- There is alignment between the district and school goals
- The district is moving professional development to a school based model and using data from the Technology Matrix and School Climate Services to assist with the planning.

Evaluation of the Collaborative Process- Narrative Response Required

What are the strengths and needs of the collaborative process used in Component 1 of the TCSPP?

Strengths

Component one committee members were committed to organizing a planning system that included many district stakeholders. Each member of component one chaired other components of the TCSSP. Component one met twice monthly throughout the planning process to review and revise the work at the completion of each step. These meetings provided each chairperson a deep understanding of the data and the processes. We believe this communication expedited the work for the district.

Needs

District planning is daunting work and often we felt rushed to complete the task which may have lead to a rush to judgment in some areas.

