

COMPONENT 1
SCHOOL SYSTEM PROFILE DEVELOPMENT AND
COLLABORATIVE PROCESS IDENTIFICATION

Indicator 1.1
Collaboration/Professional Learning Community Development

Composition of the Systemwide Leadership Team	
Member	Role
Joan Bradburn, Chair Comp. 6	Supervisor of Technology
Ione Carter, Chair Comp. 2	Supervisor of Student Services (SpEd)
Steve Clariday, Co Chair Comp. 1	Supervisor of Career/Technical Education (Vocational)
Ann Culbreth, Chair Comp. 3	Supervisor of Federal Programs
DeeDee Finison	Principal, Mayfield Elementary
Cathy Goodman, Co Chair Comp. 5	Supervisor of Instruction K-5 (Elem)
Larry Payne, Co Chair Comp. 5	Supervisor of Instruction 6-12 (Sec)
Paul Ramsey, Co Chair Comp. 1	Supervisor of Public Information
Debra Torres, Chairperson Comp. 4	Supervisor of Staff Development/Grants
Dr. Rick Denning, Chairperson	Director of Schools
Brenda Carson	Business Manager
Tommy Green	Supervisor of Transportation
Shelly Copeland	Supervisor of Food Services/Wellness Coordinator
Dr. Rodney Fitzgerald (Community)	Bradley Cleveland Public Education Foundation (Community)
Dr. Matt Ryerson (Community)	Safe Schools Healthy Students Grant (Community)
Tammy Owensby	Parent Representative, Blythe Bower Elementary
Cindy Ledford	Parent Representative, Child with Disabilities – Cleveland Middle School
Dawn Robinson	School Board Chairman
Zye Hooks	Student, Cleveland High School

Composition of the Component Leadership Teams	
Component 1 Member	Role
Steve Clariday	Supervisor of Career/Technical Education (Vocational)
Ione Carter	Supervisor of Student Services (SpEd)
Ann Culbreth	Supervisor of Federal Programs
Paul Ramsey	Supervisor of Public Information
Dawn Robinson	School Board Chairman
Tammy Owensby	Parent, Blythe Bower Elementary
Cathy Goodman	Supervisor of Instruction K-5 (Elem)
Joan Bradburn	Supervisor of Technology
Dr. Matt Ryerson	Director, Safe Schools Healthy Students Initiative
Don Goff	Principal, Stuart Elementary
Brenda Carson	Business Manager
Jan Murphy	Parent, Cleveland Middle School and Cleveland High School
Athena Davis	Teacher, Cleveland High School
Janice Odom	Para Professional, Blythe Bower Elementary
Zye Hooks	Student, Cleveland High School

Component 2 Member	Role
Ione Carter	Supervisor of Student Services (SpEd)
DeeDee Finison	Principal, Mayfield Elementary
Bill Brown	School Board Member
Evelyn Rockholt	School Board Member
Max Carroll	School Board Member
Tom Cloud	School Board Vice Chairman
Dawn Robinson	School Board Chairman
Murl Dirkson	School Board Member
Dr. Rick Denning	Director of Schools
Peggy Pesterfield	School Board Chairman, <i>Pro Tem</i>
Melinda Carroll	Parent, Cleveland Middle School and Cleveland High School
Tara Pollard	Teacher, Arnold Elementary
Donna Richter	Para Professional, Yates Primary
Grant Rumble	Student, Cleveland High School

Component 3 Member	Role
Ann Culbreth	Supervisor, Federal Programs
Cheri Jackson	Parent, Cleveland High School
Tania Temple	Parent, Mayfield Elementary
Peggy Pesterfield	School Board <i>Chairman, Pro Tem</i>
Jeff Elliott	Principal, Cleveland Middle School
Judy Gault	Teacher, Yates Primary
Cheri Vaughn	Community, Stuart, Cleveland Middle School , and Cleveland High School
Jennie Garcia	Para Professional, Cleveland High School
Amanda Stansel	Student, Cleveland Middle School

Component 4 Member	Role
Ann Culbreth	Supervisor of Federal Programs
Steve Clariday	Supervisor of Career/Technical Education (Vocational)
Ione Carter	Supervisor of Student Services (SpEd)
Cathy Goodman	Supervisor of Instruction K-5 (Elem)
Larry Payne	Supervisor of Instruction 6-12 (Sec)
Debra Torres	Supervisor of Professional Development
G. R. Hill	Principal, Blythe Bower Elementary
Tom Cloud	School Board Vice Chairman
Evelyn Rockholt	School Board Member
Debbie Williams	Community Member, Stuart Elementary
Emily Elliott	Counselor, E.L. Ross Elementary
Jennie Garcia	Para Professional, Cleveland High School
Carl Pemberton	Student, Cleveland High School

Component 5 Member	Role
Cathy Goodman	Supervisor of Instruction K-5 (Elem)
Larry Payne	Supervisor of Instruction 6-12 (Sec)
Steve Clariday	Supervisor of Career/Technical Education (Vocational)
Joan Bradburn	Supervisor of Technology
Ann Culbreth	Supervisor of Federal Programs
Doug Moore	Principal, EL Ross Elementary
Ione Carter	Supervisor of Student Services (SpEd)
Doug Green	Director of Administrative Services
Bill Brown	School Board Member
Max Carroll	School Board Member
Jean Jordan	Parent, Cleveland High School
Katy Buckner	Teacher, Mayfield Elementary
Kathy Hooks	Para Professional, Cleveland Middle School
Nora Swindle	Student, Cleveland Middle School

Component 6 Member	Role
Debra Torres	Supervisor of Professional Development
Joan Bradburn	Supervisor of Technology
Ann Culbreth	Supervisor of Federal Programs
Steve Clariday	Supervisor of Career/Technical Education (Vocational)
Cathy Goodman	Supervisor of Instruction K-5 (Elem)
Larry Payne	Supervisor of Instruction 6-12 (Sec)
Mike Thomasson	Parent, Cleveland Middle School
Murl Dirkson	School Board Member
Chuck Rockholt	Principal, Cleveland High School
Donna Bixler	Parent, EL Ross Elementary
Viva Yowarsky	Teacher, Stuart Elementary
Joan Baker	Para Professional, EL Ross Elementary
Patten Feehrer	Student, Cleveland High School

Indicator 1.2 Data Collection and Data Organization

Collection of Data

How were data collected and organized for school system profile?

Cleveland City Schools' Administrative Office Supervisors were involved in the collection of both qualitative and quantitative data for the system. To analyze student performance, all Cleveland City Schools' personnel collaborated in the use of the system's report card. This team also collected and analyzed perceptual survey data from all constituents including teachers, staff, students, parents, community, individual schools' School Improvement Plans, and the Carl Perkins Report Card to determine the characteristics of students, parents, staff, school, and community. Information was collected from demographic data such as attendance, graduation rate, and operating budgets.

The data was compiled and organized by persons responsible for each component, shared with all stakeholders, and stored at a central location to be available for all members involved in the TCSP process.

Use of Data

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

The perceptual data gathered from parents, community, staff, and students will be used to evaluate the **perception** of our system. This information will ensure that the system's mission, vision, and beliefs are centered on the needs of the community, parents, and students.

The leadership will continually analyze the results of all perceptual data gathered from surveys, interviews, and questionnaires to determine areas of strength and areas of need. Areas to strengthen will be made a part of the action plan for the system.

Patterns evident from this collected information will form the basis of discussion in collaboration with the Administrative Team, the Board of Education, and the Parent Advisory Council. These discussions will provide the basis for revision of the current statements of mission, vision, and beliefs for the system. These statements will be the guiding principles for the school system, administration, teachers, parents, and students and will reflect current scientifically researched-based approaches to effective instructional strategies.

Collection of Student Performance Data

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

Academic data include achievement, value-added, Gateway, End of Course, writing assessment, ACT—all available from the Tennessee Report Card. Other data collected in the system are DIBELS results, READS reports, running records, student report cards, and at-risk intervention program results.

Non-Academic data include financial data (general, federal, and grants), attendance, promotion, retention, drop-out/graduation rate, discipline referrals, credit recovery percentage, career-technical report card data, post secondary information, transient rates, socio-economics, students with disabilities, English Language Learners, preschool eligibility, changes in population demographics, **and data from after school programs.**

Use of School Processes Data

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

Examples of support that is equal and adequate:

- staff allocated by state-mandated student/teacher ratio
- Title I funds are distributed based on free/reduced lunch formulas
- literacy leaders in all schools, K-8
- technology instruction, Grades 3-8
- tech mentors and tech coaches in each school
- school budgets from BEP
- literacy leaders funding for each school, K-8
- trained teacher mentors for new teachers
- SACS accreditation for all schools
- central office staff support—secondary, elementary, federal programs, special education, career-tech, staff development
- regularly updated or replaced facilities
- instructional support staff that exceeds minimal requirements of state and federal guidelines
- This data is used to ensure overall effectiveness in providing services to all schools and students

Delivery of Services

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

- Schools have varying needs that result in different responses
- The capacity for planning based on school improvement activities varies from school to school
- Some schools have more students with academic challenges; therefore, equity of resources is not always enough
- The need for Pre-K classes is acute for families at risk
- The supervisory staff must help identify and implement support programs for at-risk students
- Classroom teachers need additional training in instructional strategies that meet the needs of Hispanic students, students with disabilities, and advanced students
- To prevent overlap and redundancies of **delivery of services to all schools**, it is necessary to collaborate and communicate effectively at all levels

Evaluation of the Collaborative Process

What are the strengths and needs of the collaborative process used in the TCSP?

Strengths:

- greater understanding of respective responsibilities
- insight into how our programs overlap
- improved communication
- discovery that the various programs support the same groups of students
- **schedule regular collaborative meetings**

Needs:

- discuss the current challenges in each program
- determine how each challenge can be shared
- continue improvement in communication