

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 B. 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 School
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)
Cheri Carroll-Morgan (Community)	Parent Representative
Renay Matthews (Community)	Parent Representative (Child with Disabilities) Arnold Memorial Elementary
Bill Brown	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 B. Carter	Supervisor of Student Services (SpEd)
Ann B. Culbreth	Supervisor of Federal Programs
Paul Ramsey	Supervisor of Public Information
Dawn Robinson	School Board Chairman <i>Pro Tem</i>
Cheri Carroll-Morgan	Parent, Mayfield School
Cathy Goodman	Supervisor of Instruction K-5 (Elem)
Joan Bradburn	Supervisor of Technology
Rodney Fitzgerald	Director, Safe Schools Healthy Students Initiative
Don Goff	Principal, Stuart Elementary
Brenda Carson	Business Manager
Jan Murphy	Parent, CMS and CHS
Athena Davis	Teacher, Cleveland High School
Janice Odom	Para Professional, Blythe Bower
Zye Hooks	Student, Cleveland High School

Component 2 Member	Role
Ione B. Carter	Supervisor of Student Services (SpEd)
DeeDee Finison	Principal, Mayfield School
Bill Brown	School Board Chairman
Evelyn Rockholt	School Board Member
Max Carroll	School Board Vice Chairman
Tom Cloud	School Board Member
Dawn Robinson	School Board Chairman <i>Pro Tem</i>
Murl Dirkson	School Board Member
Frederick I. Denning, Ed.D.	Director of Schools
Peggy Pesterfield	School Board Member
Melinda Carroll	Parent, CHS and CMS
Nani Williams	Teacher, Arnold Elementary
Donna Richter	Para Professional, Yates Primary School
Grant Rumble	Student, CHS

Component 3 Member	Role
Ann B. Culbreth	Supervisor, Federal Programs
Sheffey Gregory	Parent, Cleveland High School
Tania Temple	Parent, Mayfield School
Peggy Pesterfield	School Board Member
Jeff Elliott	Principal, Cleveland Middle School
Kelli Cogdill	Teacher, Yates Primary School
Cheri Vaughn	Community, Stuart, CMS, and CHS
Ellie St. Pierre	Para Professional, Cleveland High School
Amanda Stansel	Student, Cleveland Middle School

Component 4 Member	Role
Ann B. Culbreth	Supervisor of Federal Programs
Steve Clariday	Supervisor of Career/Technical Education (Vocational)
Ione B. 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 School
Tom Cloud	School Board Member
Evelyn Rockholt	School Board Member
Debbie Williams	Community Member, Stuart Elementary
Emily Lynn	Counselor, E.L. Ross Elementary
Krista McKay	Para Professional, Arnold Elementary
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, E. L. Ross Elementary
Ione B. Carter	Supervisor of Student Services (SpEd)
Doug Green	Director of Administrative Services
Bill Brown	School Board Chairman
Max Carroll	School Board Member
Jean Jordan	Parent, CHS and CHS
Katy Buckner	Teacher, Mayfield
Kathy Hooks	Para Professional, Cleveland Middle School
Jonathan Swindle	Student, Cleveland Middle School

Component 6 Member	Role
Debra Torres	Supervisor of Professional Development
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)
Hugh Cantrell	Parent, E. L. Ross School
Murl Dirkson	School Board Member
Chuck Rockholt	Principal
Pam Miller	Parent, CMS
Viva Yowarsky	Teacher, Stuart Elementary
Joan Baker	Para Professional, E.L. 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, and changes in population demographics.

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

Needs:

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