

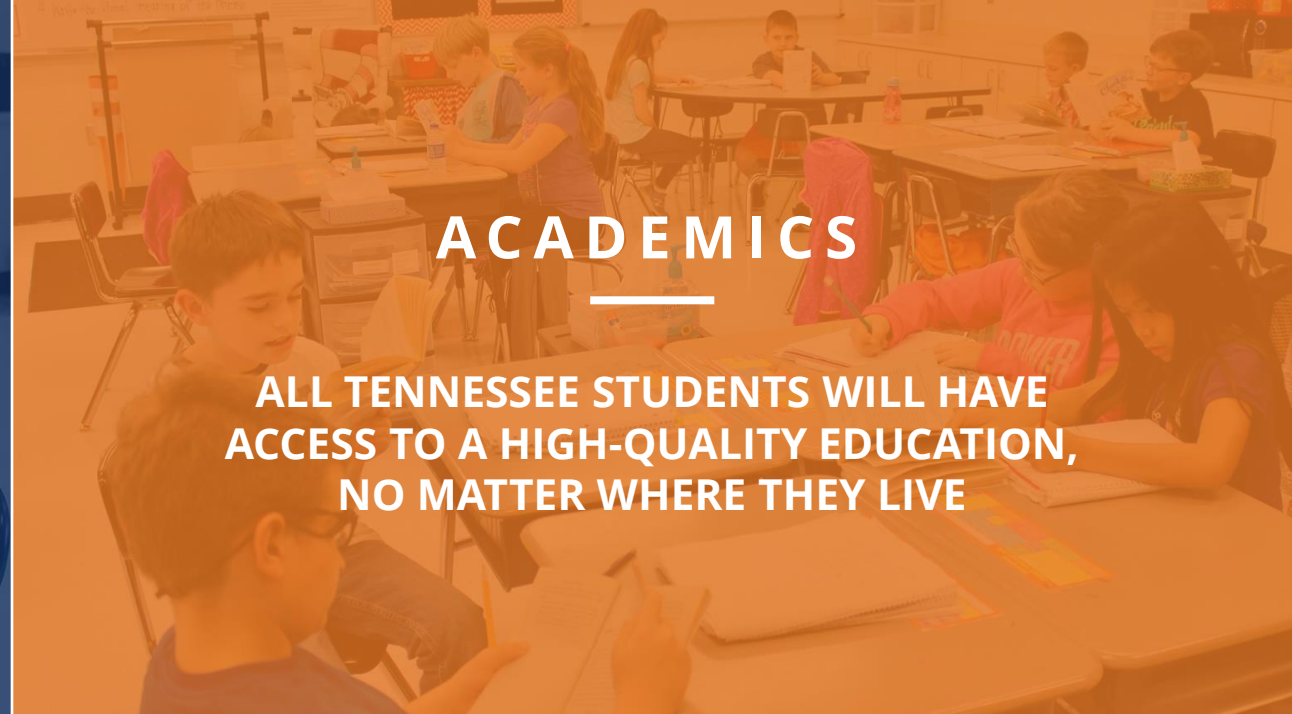
Prepare & Reflect to Plan





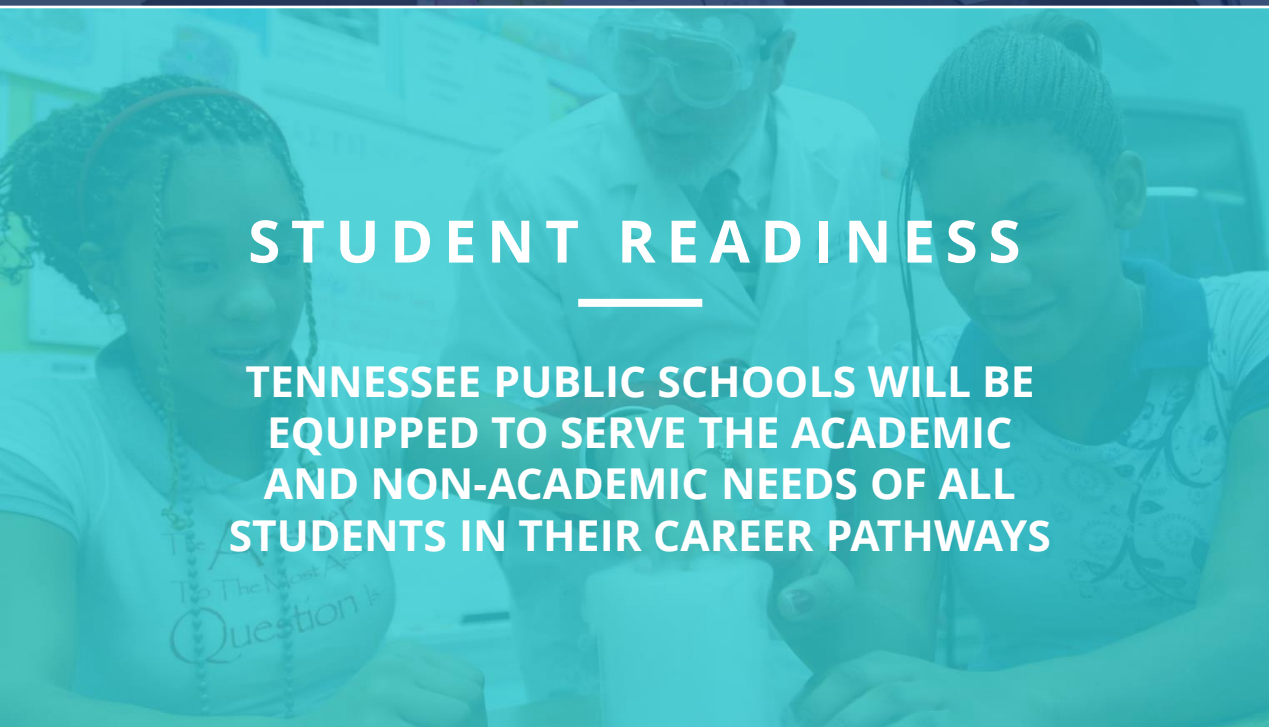
BEST FOR ALL

We will set all students on a path to success.



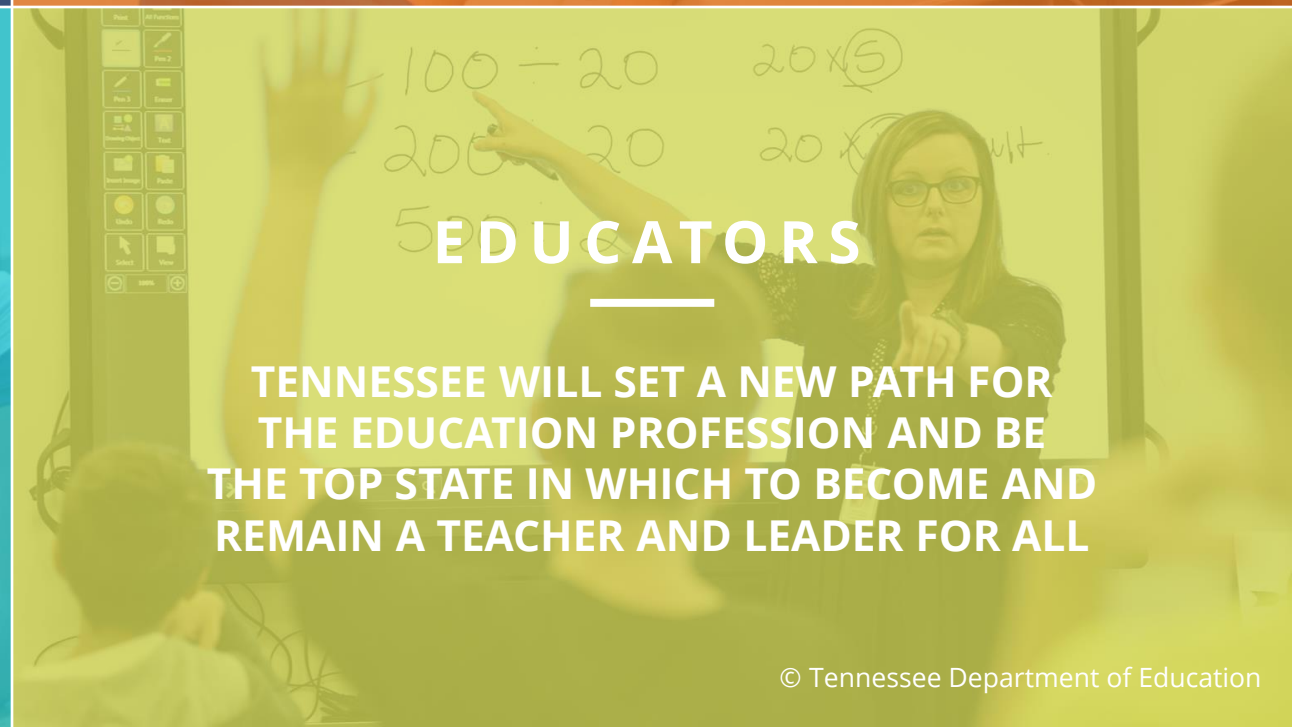
ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE



STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS



EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL



Agenda

- Introductions and Sign-in
- Prepare to Plan and Reflect to Plan:
 - Reflections on Prior Year Plan
 - ESSA
 - RTI² and Dyslexia
 - APR Indicators
 - Educator Diversity
 - TSI, ATSI, CSI
- Reminders and Closing

PLEASE NOTE: This presentation was prepared for informational purposes only and does not constitute legal advice. LEAs are responsible for compliance with applicable law and guidelines. Please contact your board attorney for specific legal guidance.





Norms

- Monitor technology and distractions
- Ask questions
- Keep students at the center



Objectives

Participants will understand the

- purpose of planning and the value in revisiting and updating throughout the year,
- connection between district plan's and ESSA,
- expectations related to Prepare to Plan responses,
- components and expectations related to Reflect to Plan, and
- planning, submission, and review timelines.





Introductions



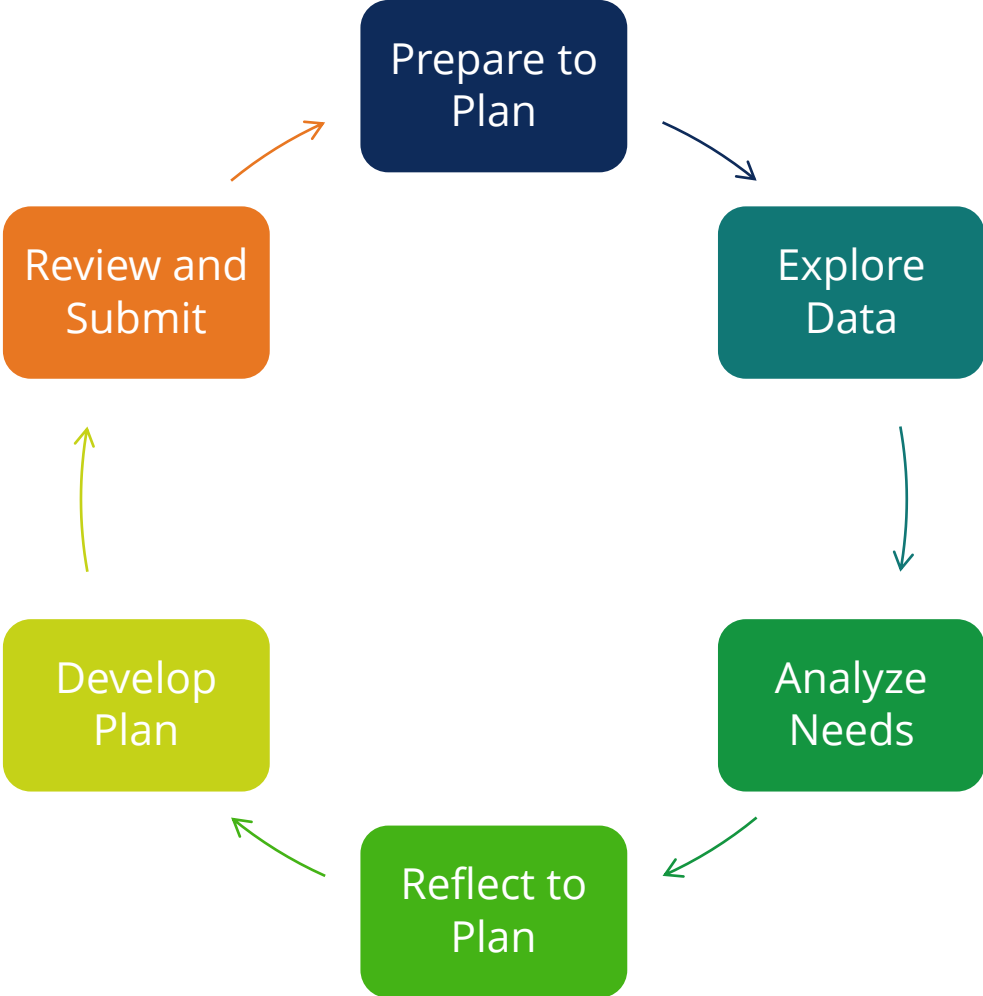
Purpose of Planning

Purpose of the District Plan

Helps districts **create, implement, and communicate** a coherent theory of action for improving the performance in all its schools



The Cycle of District Plan Development

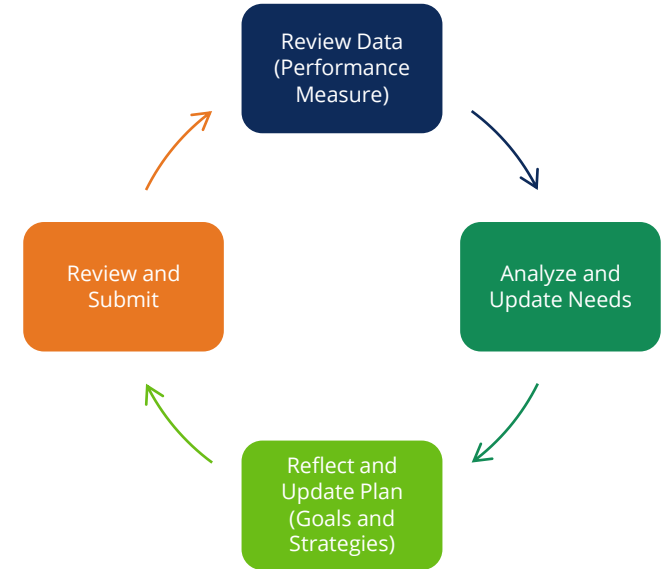


The Cycle of District Planning

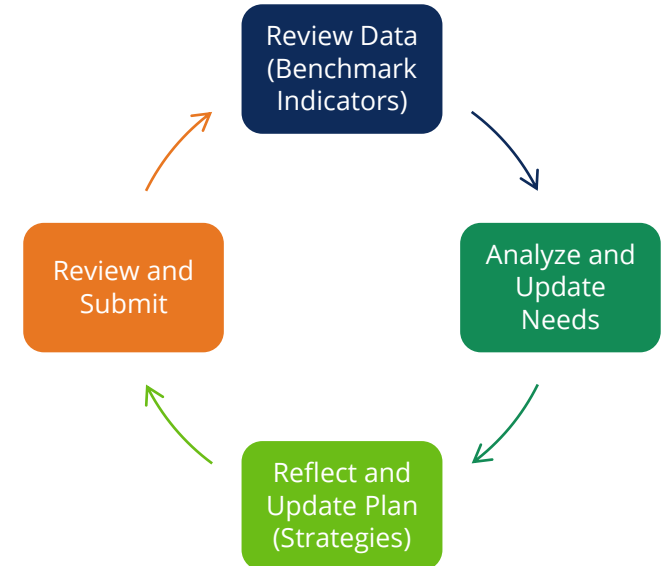


Reflect & Update Throughout the Year

July-August



November-December



ESSA in InformTN

- InformTN has been designed to **meet the planning needs of LEAs** and help them **demonstrate compliance** with several requirements under ESSA.
- The *Prepare to Plan* and the *Reflect to Plan* sections of InformTN were designed to help LEAs show how federal requirements around stakeholder involvement and program-specific needs assessments are met.
- ESSA funding is tied closely to these sections and LEAs are expected to describe the connection between the district plan and funding within the Consolidated Funding Application (CFA).



TISA in District Planning

- TISA Accountability Reporting provided an opportunity to align student achievement goals across plans/reports and outline the strategies the district intends to implement to reach those goals over the next several years.
 - Are there 2024-25 goals or strategies that should be included in your district plan?
 - Does your district plan include TISA funded strategies that will support K-12 student achievement goal attainment in 2024-25?



Prepare to Plan: Reflection on Prior Year Plan

Reflection on 2022-23 LEA Plan

Reflection on outcomes of previous plans is a critical element to continuous improvement efforts.

- **How many goals were established in the district's 2022-23 LEA plan?**
- **How many of the 2022-23 established goals were met?**

As part of your reflection for improvement work moving forward, identify which strategies within your plan contributed to the district accomplishing goals in 2022-23 and which were not as effective in helping the district reach their goals.

Use this reflection on strategies to support your responses in the needs assessment section of your 2024-25 LEA plan.



Planning Support Contacts

Planning Area	Point of Contact
Prepare to Plan, Explore Data, Analyze Needs, Develop Plan (Goals, Strategies, Action Steps)	Jami.Corwin@tn.gov East
	Janice.Fox@tn.gov Middle
	Pennye.Thurmond@tn.gov West



Prepare to Plan & Reflect to Plan

Lynn Dotson

Heather Farley

Henry LaFollette



2024-25 Updates/Changes

▪ **New Responses Required**

- Prepare to Plan
 - Identify Team
 - Stakeholder Involvement
- Reflect to Plan
 - Questions aligned to 13 topics outlined in ESSA
- LEA Assurances

▪ **Why are new responses needed for the 2024-25 school year?**

- Responses include references to ESSER dollars that have been liquidated





What is required under ESSA?

- The Every Student Succeeds Act (ESSA) requires any district who receives Title I, Part A funds to develop a plan that is developed with timely and meaningful consultation with:
 - teachers;
 - principals;
 - other school leaders;
 - paraprofessionals;
 - specialized instructional support personnel;
 - charter school leaders (in a district that has charter schools);
 - administrators (including administrators of other ESSA programs);
 - other appropriate school personnel; and
 - parents of children in schools served Title I.

See 20 U.S.C. § 6312(a)(1)(A)





What is required under ESSA?

- ESSA outlines **13 topics** that must be addressed in district plans, including how local education agencies (LEAs) will:
 - develop and implement a well-rounded program of instruction to meet the academic needs of all students;
 - identify students who may be at risk for academic failure;
 - identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers;
 - implement effective parent and family engagement;
 - and more.

See 20 U.S.C. § 6312(b)





What is required under ESSA?

Title II, Part A and Title IV, Part A also both have needs assessment or planning requirements.

Program	Requirement
Title II, Part A – Supporting Effective Instruction	LEAs must meaningfully consult with stakeholders on how to best improve the Title II program [See 20 U.S.C. § 6612(b)(3)]
Title IV, Part A – Student Support and Academic Enrichment	LEAs must conduct a needs assessment focused on three areas [See 20 U.S.C. § 7116(d)]: <ul style="list-style-type: none">▪ access to, and opportunities for, a well-rounded education for all students;▪ school conditions for student learning in order to create a healthy and safe school environment; and▪ access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Prepare to Plan: ESSA

- Ensuring the appropriate LEA staff and stakeholders are involved in completing the district plan is imperative.
- In the creation of a robust and compliant plan, districts must ensure all required stakeholders are involved in the planning process.
- The Prepare to Plan section allows an LEA to document members of its planning team and provide a description of the planning process.





Prepare to Plan Section Prompts

Identify Team: Identify all planning team members, including team members' titles. Under **ESSA Title I, Part A**, the district plan must be developed in consultation with the following stakeholders (at a minimum):

- teachers;
- principals;
- other school leaders;
- administrators (including administrators of other ESSA programs and special education programs);
- paraprofessionals;
- other appropriate school personnel;
- charter school leaders (in districts that have charter schools); and
- parents of students.

See 20 U.S.C. § 6312(a)(1)(A)

Stakeholder Involvement: Describe how the district actively and consistently involves all planning team members and other stakeholders in the (1) development, (2) implementation, and (3) revision of the district plan throughout the year in accordance with **ESSA Title I, Part A**. Include in the response how stakeholder involvement in the planning process is ongoing throughout the year and not a one-time event/process. *See 20 U.S.C. § 6312(a)(5).*



ESSA Reflect to Plan Section

- LEAs can document how planning and/or needs assessment requirements for Title I, Part A; Title II, Part A; and Title IV, Part A are met through the Reflect to Plan section.
- Prompts focused on requirements of Chapter 0520-01-19 of the State Board Rules (ESL Rule) are also included.
- This section allows districts to evaluate practices in these areas and incorporate insights gleaned from this evaluation into the needs, goals, and strategies of the overall plan.



ESSA Reflect to Plan Section Prompts

Student Group Improvement and Support (Title I, Part A)

Disciplinary Practices (Title I, Part A)

Well-Rounded Education (Title I, Part A & Title IV, Part A)

Safe, Supportive, & Healthy Environments (Title IV, Part A)

Integration & Effective Use of Technology (Title IV, Part A)

Parent & Family Engagement (Title I, Part A)

Professional Learning for Educators (Title II, Part A)

Effective Transitions Across Grade Bands (Title I, Part A)

Effective Transitions from High School to Postsecondary and Career (Title I, Part A)

Educator Placement (Title I, Part A)

Integration of CTE and WBL (Title I, Part A)

English Learners: WIDA ACCESS Data (SBE Rule 0520-01-19)

English Learners: Data Analysis and Benchmarking (SBE Rule 0520-01-19)

Federal Reflect to Plan Contacts

Prompt Name	Contact(s)
Prepare to Plan Prompts	ESEA Divisional Coordinator
Student Group Improvement and Support	Brinn.Obermiller@tn.gov
Well-Rounded Education	Brinn.Obermiller@tn.gov
Disciplinary Practices	Jackie.Jacobson@tn.gov Erin.Christian@tn.gov
Safe, Supportive, and Healthy Environments	Brinn.Obermiller@tn.gov
Integration and Effective Use of Technology in the Classroom	Brinn.Obermiller@tn.gov
Parent and Family Engagement	Vanessa.Waters@tn.gov
Professional Learning for Educators	Brinn.Obermiller@tn.gov
Effective Transitions across Grade Bands	Vanessa.Waters@tn.gov
Effective Transitions from High School to Postsecondary and Career	Michael.Gately@tn.gov
Educator Placement	Brinn.Obermiller@tn.gov
Integration of CTE and WBL	Michael.Gately@tn.gov
English Learners (WIDA ACCESS Data)	Hannah.Gribble@tn.gov
English Learners (Benchmarking and Analysis)	Hannah.Gribble@tn.gov



Reflect to Plan: RTI² and Dyslexia

Dr. Haley Richardson

Dr. Jessica Dainty

2024-25 Updates/Changes

- **New Responses Required**
 - Reflect to Plan: RTI² and Dyslexia
- **Why are new responses needed for the 2024-25 school year?**
 - Questions have been revised
 - Updated RTI² Framework and Manual





Procedure for Identification of Characteristics of Dyslexia

Describe the district's procedure for identifying characteristics of dyslexia through the universal screening process required by Tenn. Code Ann. § 49-1-229 (the 2016 dyslexia law) and the existing RTI² framework for all grades K-12 in the district.

Responses must include the following:

- URS process for K-3, 4-8, and 9-12 for identifying students who are at risk for reading struggle and require dyslexia screening;
- screening procedures for characteristics of dyslexia;
- processes in K-3, 4-8, and 9-12 for identifying students who meet criteria for an Individualized Learning Plan for Characteristics of Dyslexia (ILP-D); and
- explanation of the school-level team that is responsible for monitoring and addressing the data and of the school-level team that is responsible for creating and implementing ILP-Ds.

If an LEA does not serve a particular grade level/band of students, then please put "Not applicable to our LEA." If an LEA serves some of the grades but not all in the listed grade bands, please indicate which grades are served.





Interventions/Materials Used for Dyslexia-Specific Intervention

Name and describe the interventions/materials used for dyslexia-specific intervention. Responses must specify:

- Interventions used in Tier II, Tier III, and Special Education. Assessments and personnel should not be included.
- If an intervention is used in multiple tiers or across all tiers depending on student need, how the district is intensifying the intervention as the tier of support increases (ratio, time, etc.).





Dyslexia Characteristic(s) Addressed by Interventions

For each intervention, identify the dyslexia characteristic(s) it addresses:

- phonological awareness
- phonemic awareness
- alphabet knowledge
- sound-symbol recognition
- decoding skills, and
- encoding.

Rapid Automatic Naming is a performance task that relates to processing, and deficits in RAN can be predictive of the development of such reading skills as reading fluency and automatic word recognition. Rapid naming can support the decoding and encoding of words, the reading of sight words, and the fluent, automatic reading of connected text. Unlike the above skills, RAN is not a “skill” that can be intervened upon through direct instruction. However, other areas affected by RAN can be (e.g., reading fluency, word identification, and decoding).



Dyslexia-Specific Interventions Criteria

Which of the interventions meet ALL of the following criteria:

- systematic,
- cumulative
- explicit,
- aligned to deficit(s),
- multi-sensory, **and**
- language-based.





Parent/Guardian Notification

Explain the district plan for notifying the student's parent/guardian that the student has characteristics of dyslexia and providing the parent/guardian information and resource material regarding dyslexia (i.e., letter including resources or links, meeting with parent, etc.). Responses must include:

- Information for requirements under Tenn. Code Ann. § 49-1-905 (the Tennessee Literacy Success Act), Tenn. Code Ann. § 49-1-229 (the 2016 dyslexia law), and Chapter 0520-12-05 of the Department Rules (implementing the Tennessee Investment in Student Achievement Act).
- Include details for how you will ensure parent communication is established and continued, including processes for English Learners, Home Literacy Reports, recommended intervention supports, and progress monitoring reporting.



RTI² and Dyslexia Reflect to Plan Contacts

Planning Area	Point of Contact
RTI ² Framework and Interventions	Haley.Richardson@tn.gov
Dyslexia and Characteristics of Dyslexia	Jessica.Dainty@tn.gov



Reflect to Plan: APR Indicators

Katie Ward

2024-25 Updates/Changes

- **New Responses Required**
 - Reflect to Plan: APR Indicators
- **Why are new responses needed for the 2024-25 school year?**
 - New data and determinations received May 2023
 - Format and questions have been revised



APR Reflect to Plan Questions

- Use your APR data that was released in May 2023.
- Consider what strategies for improvement you have been using over the past year.
 - Have they been successful? How do you know?
 - Have you made gains in your student outcomes?
 - Have you faced challenges in implementing your strategies that need to be considered?
 - Have you implemented structures to move your district into compliance?
 - How are you monitoring your strategies to ensure success?
- Use this information to guide your responses to the APR Reflect to Plan questions.
- Support from CORE Special Education Consultants is available.



APR Compliance-Based Indicators

- APR Reflect to Plan questions will be populated based on the data released in May 2023.
- Questions for compliance-based indicators will be similar to previous years.
 - Indicator 4: Suspensions/Expulsions
 - Indicators 9 & 10: Disproportionate Representation
 - Indicator 11: Child Find
 - Indicator 12: Part C to B Transition
 - Indicator 13: Secondary Transition with IEP Goals



APR Compliance-Based Indicators

Example:

Indicate how and where improving [SPECIFIC INDICATOR] is addressed in your LEA plan or describe the plan.

To be approved, the plan must meet the following minimum guidelines (you may wish to number your answers):

- 1. The district has described where their district data is in relation to the target, including:
 - a) how this year's data relates to the target; and*
 - b) what trends are seen in the district's multi-year data; and*
 - c) reflection on areas of strength and needs for improvement in the district's IEP transition planning**



APR Compliance-Based Indicators

Example, continued:

2. *The district has described and reflected upon prior practices that may have contributed to missing the target, including policies and procedures that ensure compliance and student involvement in [SPECIFIC INDICATOR].*

3. *The district has provided a plan for how they will adjust their practices to meet the target, including:*

- a) *detailed strategies that address the root causes for missing the state target for writing appropriate secondary transition goals and plans;*
- b) *specific steps and clear timelines for implementing the plan; and*
- c) *how this target will be monitored for compliance and system level improvement.*



APR Results-Based Indicators

- APR Reflect to Plan questions will be populated based on the data released in May 2023.
- Questions for results-based indicators will be different from previous years.
 - Indicator 1: Graduation Rate
 - Indicator 2: Drop Out Rate
 - Indicator 3: Assessment Participation & Proficiency
 - Indicator 5: LRE (ages 5 in Kindergarten through 21)
 - Indicator 6: LRE (ages 3 through 5 not in Kindergarten)
 - Indicator 7: Early Childhood Outcomes
 - Indicator 8: Parent Involvement
 - Indicator 14: Post-School Outcomes



APR Results-Based Indicators

- Strategies for improving outcomes for all students should include students with disabilities. Districts should show how the goals, strategies, and action steps also include improving outcomes for students with disabilities.

Example:

Select the strategies from your LEA plan that support [SPECIFIC INDICATOR]. Please reference the strategy number.

Describe how the above strategies directly support students with disabilities in improving [SPECIFIC INDICATOR].



APR Contacts

Region	Point of Contact
Northwest	Lauren.Tate@tn.gov
Southwest	Beth.Meeks@tn.gov
South Central	Cynthia.Ables@tn.gov
Mid-Cumberland	Kim.Raybon@tn.gov
Upper Cumberland	Jennifer.Briggs@tn.gov
East	Summer.Robertson@tn.gov
Southeast	Katie.Ward@tn.gov
First	April.Myers@tn.gov
Any general LEA planning questions related to students with disabilities	Katie.Ward@tn.gov



Reflect to Plan: Educator Diversity

Martha Moore

Amelia Floyd



2024-25 Updates/Changes

- **New Responses Required**

- Reflect to Plan: Educator Diversity Goal(s) and Questions

- **Why are new responses needed for the 2024-25 school year?**

- Goal setting required each year
 - Format and questions have been revised
 - Additional responses needed



Educator Diversity

- Research states that teacher diversity benefits all students, regardless of race or ethnicity.
- T.C.A. § 49-1-302(g) requires the State Board of Education (SBE) to adopt a policy to promote educator diversity.
- SBE policy 5.700 outlines the requirements for local education agencies (LEAs) to set and annually submit goal(s) related to educator diversity that take into consideration the diversity of students served by the LEA.
 - Educator diversity goal(s) shall include strategies the LEA will use to recruit and retain minority educators.



Progress Made 2023-24

Please refer to the district's 2023-24 diversity goal(s) when answering the following questions:

- What progress has the district made toward the **primary** 2023-24 educator diversity goal?
- Of the following strategies, select the ones used by the district:
 - Attending job fairs
 - Collaborating with your EPP partners for recruitment
 - Using a Grow Your Own program
 - Using independent partnerships for recruitment strategies
 - Leveraging social media
 - Targeting career changers for recruitment
 - Other (text box will follow)
- If a secondary goal(s) were included, additional questions will populate.



Educator Diversity Goal 2024-25

Consider the district educator diversity goal for **2024-25**.

- For the 2024-25 school year, what is the district's **primary** educator diversity goal?
- What strategies will the district implement to meet this goal?
 - Attending job fairs
 - Collaborating with your EPP partners for recruitment
 - Using a Grow Your Own program
 - Using independent partnerships for recruitment strategies
 - Leveraging social media
 - Targeting career changers for recruitment
 - Other (text box will follow)
- For the 2024-25 school year, what is the district's **secondary** educator diversity goal?
 - Mark 'Not applicable' if none exist
 - If 'yes', questions and checkbox options will populate



Changes to Goal for 2024-25

Consider the district educator diversity goal for **2024-25**.

- What changes, if any, is the district making to the goal(s) or strategies used in the previous year for increasing educator diversity for the 2024-25 school year?
- What data supports the changes, if any, being made to the goal(s) or strategies used in the previous year for the 2024-25 school year?





Resources

- [Educator Diversity Goal and Strategy Guidance](#)
- [Educator Diversity Resource](#)



Educator Diversity Contacts

Planning Area	Point of Contact
Educator Diversity	Amelia.Floyd@tn.gov
	Martha.Moore@tn.gov



Reflect to Plan: TSI, ATSI, CSI

Penny Tubbs

Beth Reynolds

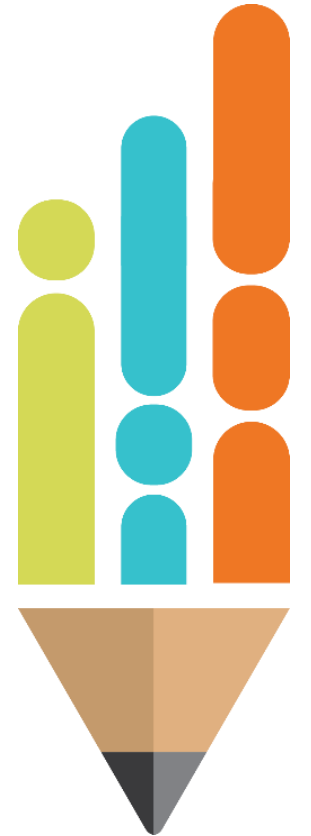
2024-25 Updates/Changes

▪ New Responses Required

- Reflect to Plan: TSI, ATSI, or CSI Supports
 - Districts with at least one TSI, ATSI, or CSI school must respond to three additional questions about supports that will be provided to federally identified schools
 - Fall of 2023 began the 2-year federal designation cycle
 - LEAs may have newly identified schools and/or have schools that have been reidentified

▪ Why are responses needed for the 2024-25SY?

- ESSA 20 U.S.C. § 6311(d) requires that LEAs shall, develop and implement a support and improvement plan for schools receiving a federal designation (TSI, ATSI, CSI). Plans must be based on school-level needs assessments, incorporate evidence-based interventions, identify resource inequities, and include strategies to address those identified resource inequities.
- Periodically, an SEA must review resource allocation to support school improvement in each LEA serving a significant number or a significant percentage of schools identified for comprehensive or targeted support and improvement and must provide technical assistance to each LEA serving a significant number of schools identified for comprehensive or targeted support and improvement.



Districts with an ATSI, TSI, or CSI School

- Describe how the district supports schools with a federal designation for school year 2024-2025.
- Reflect on and describe the methodology the district utilizes to equitably allocate resources (e.g. fiscal, personnel, expedite purchasing/approval process; recruitment and hiring; differentiated compensation, targeted professional development, structures and programmatic) to schools with a federal designation.
- Upon reflection of the district's resource allocation methodology, describe the process the district will utilize to monitor the selection and implementation of strategies to address any identified inequities in schools with a federal designation.



ATSI, TSI, and CSI Contacts

Planning Area	Point of Contact
ATSI and TSI	Beth.Reynolds@tn.gov
CSI	Robin.Copp@tn.gov
	Penny.Tubbs@tn.gov
	Ett.Gentry@tn.gov
	Jessica.Birdsong@tn.gov



Section Tips



Section Tips

- To ensure that the *Prepare to Plan* and *Reflect to Plan* sections are approved with minimal revisions, LEAs should be sure to respond to all parts of the prompt and respond to each prompt in full.
- Prompts in both sections are broken down into smaller parts with required information outlined.



Section Tips

For example, the prompt below requires the LEA to provide the following information:

As required under ESSA Title II, Part A § 2102(b)(2), 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 district to teach all learners. Include in the response:

1. A description of educator and school leader needs regarding professional development and how the district determines those needs.
2. A description of professional development opportunities implemented by the district to meet those needs, including opportunities that address the needs of educators in the district to teach all learners.

All aspects of the prompt must be addressed.

Closing



Purpose of the District Plan

Helps districts **create, implement, and communicate** a coherent theory of action for improving the performance in all its schools

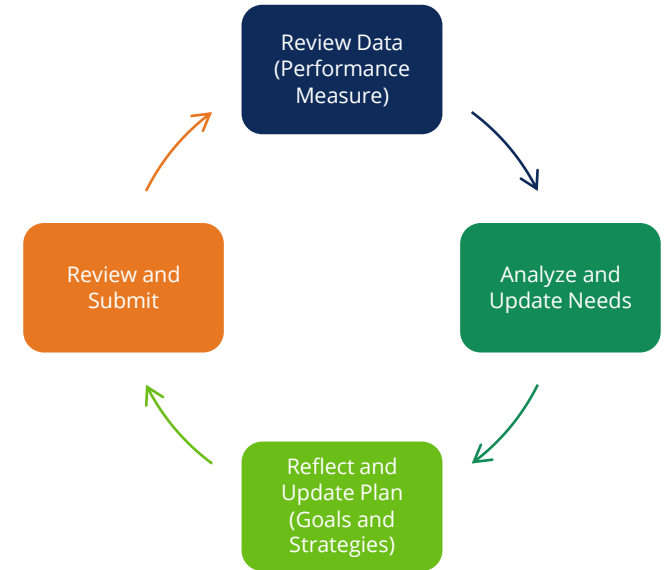


The Cycle of District Planning

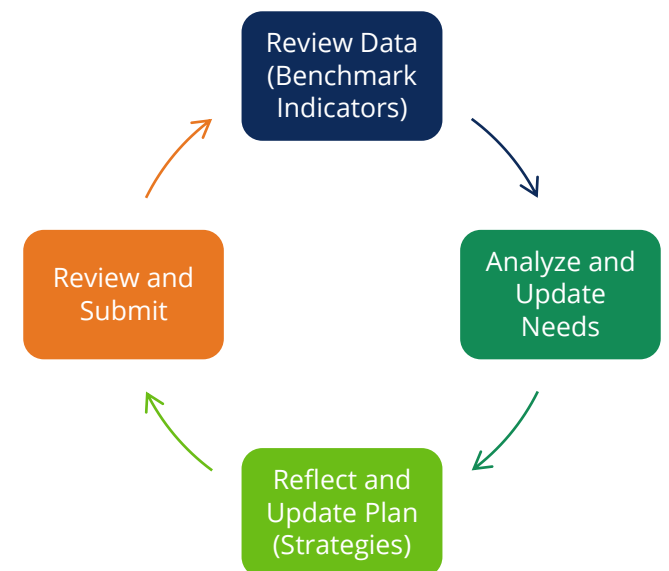


Reflect & Update Throughout the Year

July-August



November-December



LEA Planning Timeline

Key Event	Date
District plans open	January 2, 2024
District Turnaround plans open	February 1, 2024
District plans due	March 1, 2024
Feedback and resubmission window *See next slide for specific timeline	March 1 – April 10, 2024
TDOE deadline to approve district plans	April 15, 2024
District Turnaround plans due	May 1, 2024



Resubmission Timeline

Key Event	Date
Districts who receive feedback by March 15 will resubmit their LEA plan for review by April 3	April 3, 2024
Districts who receive feedback after March 15 will resubmit their LEA plan for review by April 10.	April 10, 2024



LEA ePlan Roles

- LEA User Access Administrators can add and delete all school-level and most LEA-level roles for LEA ePlan users.
- This allows LEAs faster access to roles and will increase efficiency for LEAs for completing steps related to planning.
- More information about this can be found in the [ePlan LEA User Access Administrator Manual](#) or the [InformTN Technical Guide](#).



Role	What can this role do?	Who usually has this role?	Who can add this role for a user?
LEA Authorized Representative	Submit LEA plan, Funding Applications, Monitoring Instruments	Director of Schools	ePlan help team
LEA Fiscal Representative	Edit LEA plan, Approve Funding Applications	District Financial Officer	ePlan help team
LEA User Access Administrator	Manage the LEA's user access roles-including adding new roles	LEA users assigned the role	ePlan help team
LEA Data View	View any ePlan component or planning tool, Upload to LEA Document Library	District users	LEA User Access Administrator
LEA Plan Data Entry	Edit LEA plan or school plans	District administrator	LEA User Access Administrator
LEA School Plan Reviewer	Edit school or LEA plans, and approve school plans	District administrator	LEA User Access Administrator
LEA Consolidated Director	Edit LEA plan	Federal Director	LEA User Access Administrator
School Plan Data Entry	Edit school plan	Assistant Principal	LEA User Access Administrator
School Plan Reviewer	Edit and approve school plan	Principal	LEA User Access Administrator

Upcoming Session

2024-25 LEA Planning: Needs Assessment & Developing the Plan

	Date/Time	Location
East	Dec. 12 9:00 – 12:00 ET	Loudon County Technology Center 4380 Harrison Road, Lenoir City, TN
First	Dec. 13 1:00 – 4:00 ET	Johnson City Schools Board Room 100 E. Maple Street, Johnson City, TN
Southeast	Dec. 11 12:30 – 3:30 ET	PIE Center – Bradley County Schools 2337 Parker Street NE, Cleveland, TN
Upper Cumberland	Dec. 13 12:30 – 3:30 CT	Upper Cumberland Development District 1104 England Drive, Cookeville, TN
Mid Cumberland	Dec. 11 12:30-3:30 CT	Cheatham County PD Center 4021 Sweethome Road, Ashland City, TN
South Central	Dec. 12 9:00– 12:00	Marshall County Board of Education 700 Jones Circle, Lewisburg, TN
Northwest	Dec. 12 9:00 – 12:00	Weakley County Board Room 8319 Highway 22, Suite A, Dresden, TN
Southwest	Dec. 13 9:00 – 12:00	Caywood Elementary School 162 Monroe Avenue, Lexington, TN 38351



Planning Support Contacts

Planning Area	Point of Contact
Prepare to Plan, Explore Data, Analyze Needs, Develop Plan (Goals, Strategies, Action Steps)	Jami.Corwin@tn.gov East
	Janice.Fox@tn.gov Middle
	Pennye.Thurmond@tn.gov West



Federal Reflect to Plan Contacts

Prompt Name	Contact(s)
Prepare to Plan Prompts	ESEA Divisional Coordinator
Student Group Improvement and Support	Deborah.Thompson@tn.gov Brinn.Obermiller@tn.gov
Well-Rounded Education	Brinn.Obermiller@tn.gov
Disciplinary Practices	Jackie.Jacobson@tn.gov Erin.Christian@tn.gov
Safe, Supportive, and Healthy Environments	Brinn.Obermiller@tn.gov
Integration and Effective Use of Technology in the Classroom	Brinn.Obermiller@tn.gov
Parent and Family Engagement	Vanessa.Waters@tn.gov
Professional Learning for Educators	
Effective Transitions across Grade Bands	Vanessa.Waters@tn.gov
Effective Transitions from High School to Postsecondary and Career	Michael.Gately@tn.gov
Educator Placement	
Integration of CTE and WBL	Michael.Gately@tn.gov
English Learners (WIDA ACCESS Data)	Hannah.Gribble@tn.gov
English Learners (Benchmarking and Analysis)	Hannah.Gribble@tn.gov



RTI² and Dyslexia Reflect to Plan Contacts

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RTI ² Framework and Interventions	Haley.Richardson@tn.gov
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Thank You!

Contact Info or Questions?

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