Prepare & Reflect to Plan

TN Department of Education

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

The State of Tennessee does not currently permit the use of Generative AI tools, such as Otter, Fireflies, in meetings hosted on state resources. Generative AI tools are not adequately regulated and are designed to train on data that is collected and may misrepresent data or release protected data to the general public. While the State supports your desire to maintain documentation of the meeting and what you learn, please respect our decision to safeguard information and do not attempt to use tools such as these. If you choose to use a tool such as this, the State will block that tool from the meeting.

Objectives

Participants will understand the

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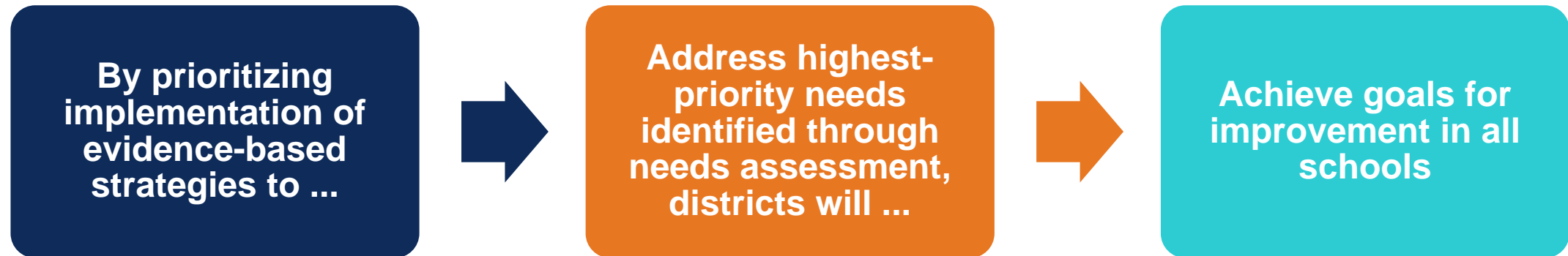
Session Materials

Introductions

Purpose of Planning

Session Materials

TN Department of **Education**

Purpose of the District Plan

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

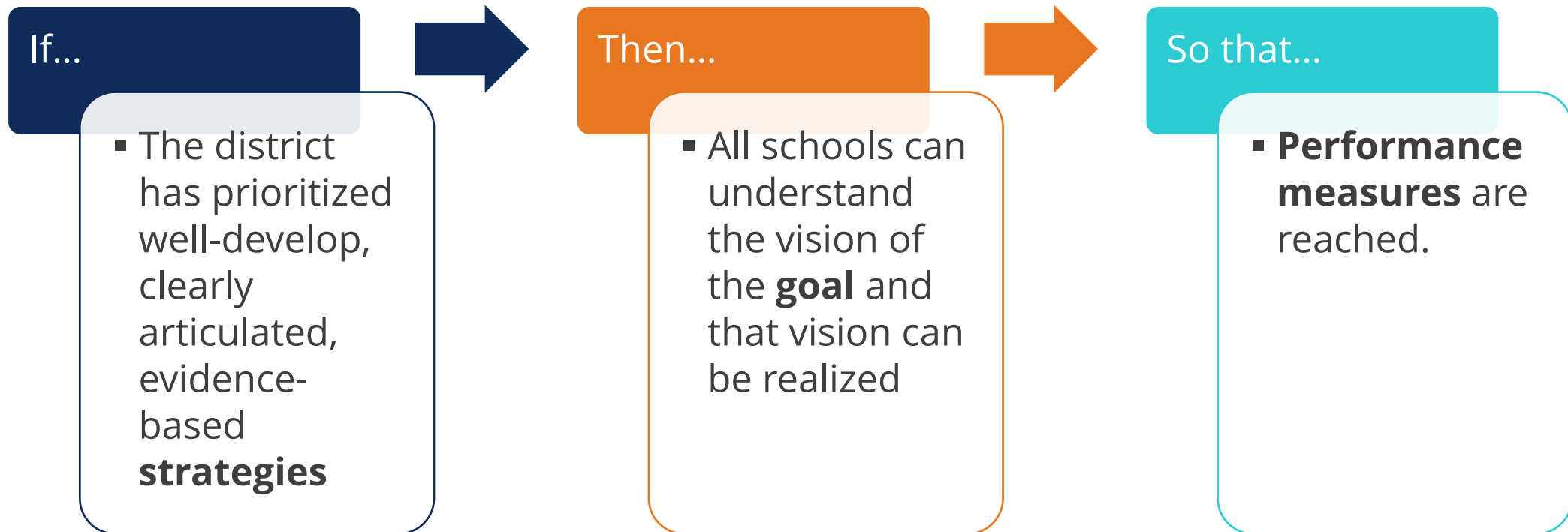| By prioritizing implementation of evidence-based strategies to ... | → | Address highest-priority needs identified through needs assessment, districts will ... | → | Achieve goals for improvement in all schools |

Purpose of the District Plan

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

If…
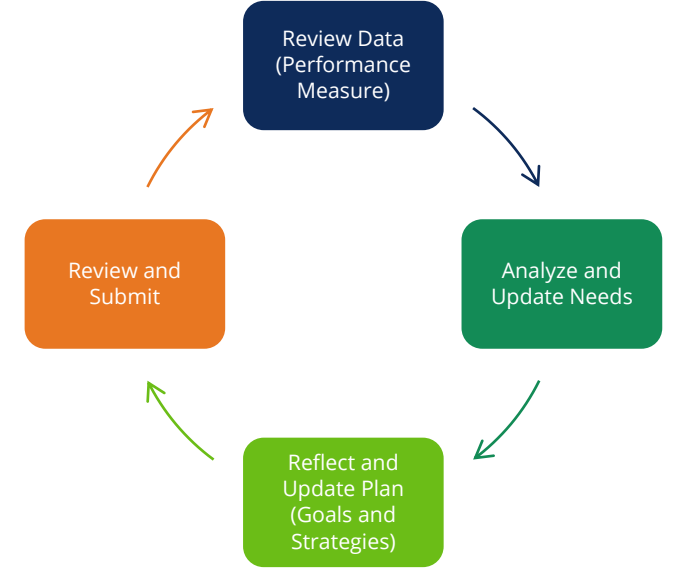- The district has prioritized well-develop, clearly articulated, evidence-based **strategies**

Then…
- All schools can understand the vision of the **goal** and that vision can be realized

So that…
- **Performance measures** are reached.

The Cycle of District Plan Development

Prepare to Plan → Explore Data → Analyze Needs → Reflect to Plan → Develop Plan → Review and Submit → Prepare to Plan

The Cycle of District Planning

Develop the Plan

- Prepare to Plan
- Explore Data
- Analyze Needs
- Reflect to Plan
- Develop Plan
- Review and Submit

Reflect & Update Throughout the Year

July-August

- Review Data (Performance Measure)
- Analyze and Update Needs
- Reflect and Update Plan (Goals and Strategies)
- Review and Submit

November-December

- Review Data (Benchmark Indicators)
- Analyze and Update Needs
- Reflect and Update Plan (Strategies)
- Review and Submit
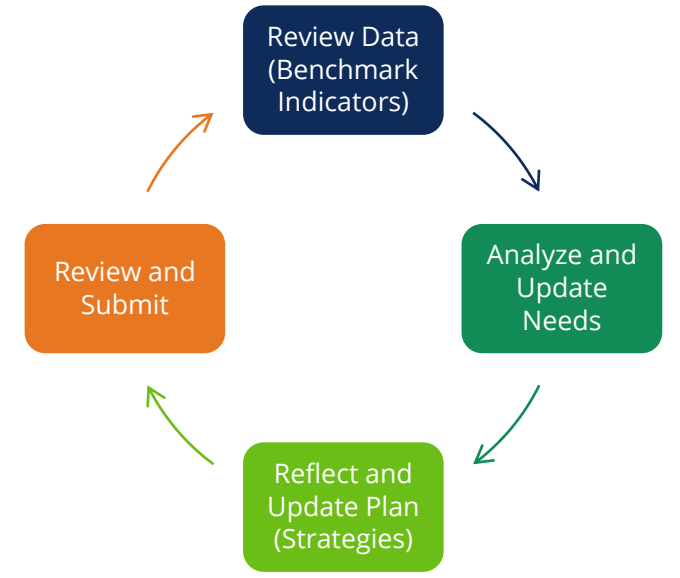
ESSA in InformTN

- 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 specifically allow LEAs to 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 2025-26 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 2025-26?

Prepare to Plan: Reflection on Prior Year Plan

Session Materials

TN Department of **Education**

Reflection on 2023-24 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 2023-24 LEA plan?

- How many of the 2023-24 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 2023-24 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 2025-26 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 Tanika.Lester@tn.gov |West

Prepare to Plan & Reflect to Plan

Lynn Dotson

Heather Farley

Alisha Gilmore

TN Department of **Education**

2025-26 Updates/Changes

- **New Responses Required**
  - Prepare to Plan
  - Reflect to Plan

- **Why are new responses needed for the 2025-26 school year?**
  - Information requested in alignment with and required under ESSA

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)]: ▪ 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 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	Michelle.Harless@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	Michelle.Harless@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

Session Materials

TN Department of Education

2025-26 Updates/Changes

- **New Responses Required**
  - Reflect to Plan: RTI^2 and Dyslexia

- **Why are new responses needed for the 2025-26 school year?**
  - Questions have been revised

Procedure for Identification of Characteristics of Dyslexia

A) Describe your LEA or public charter school's universal screening process for all grades K – 12, including your selected universal screening tool, how often you screen, and what other data you consider in determining risk.

Screening for characteristics of dyslexia is part of the universal screening process. T.C.A. § 49-1-229 requires all local education agencies (LEAs) and public charter schools to have procedures to screen for characteristics of dyslexia within their existing RTI2 universal screening process, including the areas of

- Phonological awareness
- Phonemic awareness
- Alphabet knowledge
- Sound symbol recognition
- Decoding skills
- Encoding skills
- Rapid Automatized Naming (RAN)

B) Describe your procedures for screening for characteristics of dyslexia and identifying students who require dyslexia-specific interventions.

Please include the processes for all grade bands below. If your LEA does not serve a particular group of students, then please put "Not applicable to our LEA." If your LEA serves some of the grades but not all in the listed grade bands, please indicate which grades you do serve.

- Kindergarten through grade 3
- Grades 4-8
- Grades 9-12

Data-Based Decision Making Teams

- Please outline your school-based team, including proposed members and how often you meet, and describe your data-based decision making process for determining appropriate student instructional and intervention supports based on the universal screening process for all students, including students identified with characteristics of dyslexia.

Interventions/Materials Used for Dyslexia-Specific Intervention

- Discuss how your team designs aligned intervention supports and how it intensifies intervention across tiers, especially if the same program or methodology is used across multiple settings (e.g., ratio, time, etc.).

- Please name and describe the interventions/materials selected specifically for students identified with characteristics of dyslexia and who, pursuant to T.C.A. § 49-1-229, must be served in a dyslexia-specific intervention.

- Please indicate which dyslexia-specific interventions are used in each of the following tiers.
  - Tier II
  - Tier III
  - Special Education.

    (Please do not include assessments or personnel.)

Dyslexia Characteristic(s) Addressed by Interventions

Students with characteristics of dyslexia exhibit deficits in foundational skills. Dyslexia-specific interventions should target skills explicitly. Indicate the intervention(s) selected by your LEA or public charter school that targets instruction in each area called out in T.C.A. § 49-1-229. (Interventions may address multiple areas and be mentioned multiple times.)

Example:

- Phonological Awareness – indicate intervention(s) used within your LEA or public charter that targets this area
- Phonemic Awareness – indicate intervention(s) used within your LEA or public charter that targets this area
- Alphabet Knowledge – indicate intervention(s) used within your LEA or public charter that targets this area
- Sound-symbol Recognition – indicate intervention(s) used within your LEA or public charter that targets this area
- Decoding Skills – indicate intervention(s) used within your LEA or public charter that targets this area
- Encoding Skills – indicate intervention(s) used within your LEA or public charter that targets this area

**(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

- Pursuant to T.C.A. § 49-1-229, dyslexia specific interventions "means evidence-based, specialized reading, writing, and spelling instruction that is multisensory in nature, equipping students to simultaneously use multiple senses, such as vision, hearing, touch, and movement. Dyslexia-specific intervention employs direct instruction of systematic and cumulative content, with the sequence beginning with the easiest and most basic elements and progress methodically to more difficult material. Each step must also be based on those already learned. Components of dyslexia-specific intervention include instruction targeting phonological awareness, sound symbol association, syllable structure, morphology, syntax, and semantics."

- Which of your LEA or public charter school's interventions meet **ALL** of the following criteria. Please list all interventions that meet all qualities below:
  - systematic
  - cumulative
  - explicit
  - aligned to deficit(s)
  - multi-sensory
  - language-based

Parent/Guardian Notification

- Explain the district plan for notifying the student's parent/guardian that the student has characteristics of dyslexia. T.C.A. §49-1-229 requires;
  - Parents are notified if a student is identified with characteristics of dyslexia,
  - parents are provided information and resources regarding dyslexia,
  - students are placed in appropriate tiered, dyslexia-specific intervention, and
  - student progress in said intervention is monitored for effectiveness.

- Include details for how you will notify parents if their child is identified with characteristics of dyslexia, what resources and information regarding dyslexia you share with families, how you will communicate the student's implemented intervention supports, and how you will inform parents of student progress. Please also indicate how you will ensure communication is navigated with hard to contact families as well as with your families of English learners.

RTI2 and Dyslexia Reflect to Plan Contacts

Planning Area	Point of Contact
RTI2 Framework and Interventions	Haley.Richardson@tn.gov
Dyslexia and Characteristics of Dyslexia	Jessica.Dainty@tn.gov

Reflect to Plan: APR Indicators

Katie Ward

Session Materials

2025-26 Updates/Changes

- New Responses Required
  - Reflect to Plan: APR Indicators

- Why are new responses needed for the 2025-26 school year?
  - New data and determinations received May 2024

APR Reflect to Plan Questions

- Use your APR data that was released in May 2024.

- 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 2024.

- 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 2024.

▪ 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	Melissa.Guider@tn.gov
First	Ashley.Colbert@tn.gov
Any general LEA planning questions related to students with disabilities	Katie.Ward@tn.gov

Reflect to Plan: Educator Diversity

Amelia Floyd

Session Materials

TN Department of Education

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.

2025-26 Updates/Changes

- Minor Changes to the wording of the questions.

2025-26 Goal Approval

- SMART Goals- Specific, Measurable, Achievable, Relevant and Time-bound

- Have Qualitative and/or Quantitative metrics to determine impact/effectiveness

- Goals based on district data related to minority educators and minority students

Progress Made 2024-25

Please refer to the district's 2024-25 diversity goal(s) when answering the following questions:

- What progress has the district made toward the **primary** 2024-25 educator diversity goal?
  - Met the goal
  - Did not meet the goal but made progress
  - Did not meet the 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)
- Which strategy had the most impact? Briefly describe the impact.
- Which strategy was the second most impactful? Briefly describe the impact.
- If a secondary goal(s) were included, additional questions will populate.

Educator Diversity Goal 2025-26

- Consider the district educator diversity goal for **2025-26**.
- For the 2025-26 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 2025-26 school year, what is the district's **secondary** educator diversity goal?
- If 'yes', questions and checkbox options will populate

Changes to Goal for 2025-26

- Consider the district educator diversity goal for 2025-26.

  – 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 2025-26 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

TN Department of **Education**

2025-26 LEA Plan

- **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 TSI schools and ATSI and CSI schools that did not meet exit criteria

- **Why are responses needed for the 2025-26 SY?**
  - 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 2025-2026. (TSI/ATSI/CSI).

- Describe the methodology the district will utilize to equitably allocate resources, (e.g. fiscal, personnel, expedite purchasing/approval process; recruitment and hiring; differentiated compensation, targeted professional development, academic opportunities, structures and programmatic) to schools with a federal designation (TSI/ATSI/CSI).

- Describe the process the district will use to monitor the selection and implementation of strategies to ensure equitably allocation of resources in schools with a federal designation (TSI/ATSI/CSI).

ATSI, TSI, and CSI Contacts

Planning Area	Point of Contact
ATSI and TSI	Gina Rawson@tn.gov Robin.Copp@tn.gov
CSI	Robin.Copp@tn.gov
	Penny.Tubbs@tn.gov
	Etta.Gentry@tn.gov
	Beth.Reynolds@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), 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:
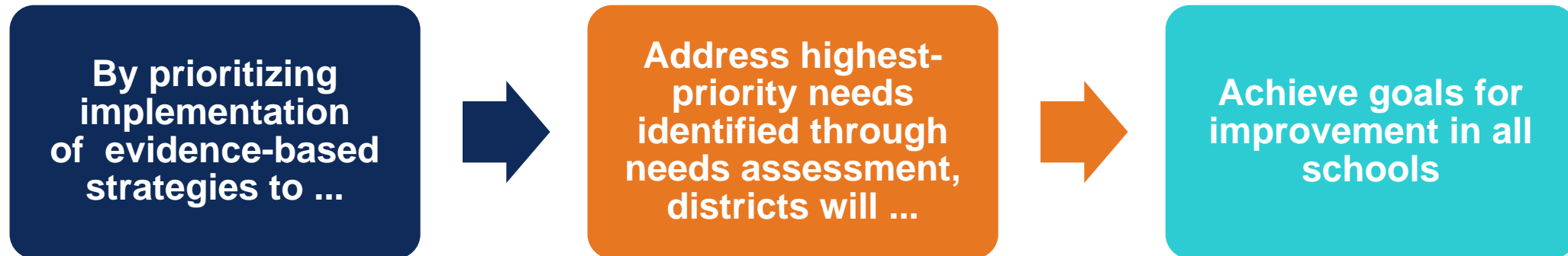
1. a description of educator and school leader <u>needs</u> in regard to professional development and <u>how the district determines those needs</u>; and
2. a <u>description of professional development opportunities</u> implemented by the district to meet those needs, including opportunities that address the needs of educators in the district to <u>teach all learners</u>.

<u>All</u> 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

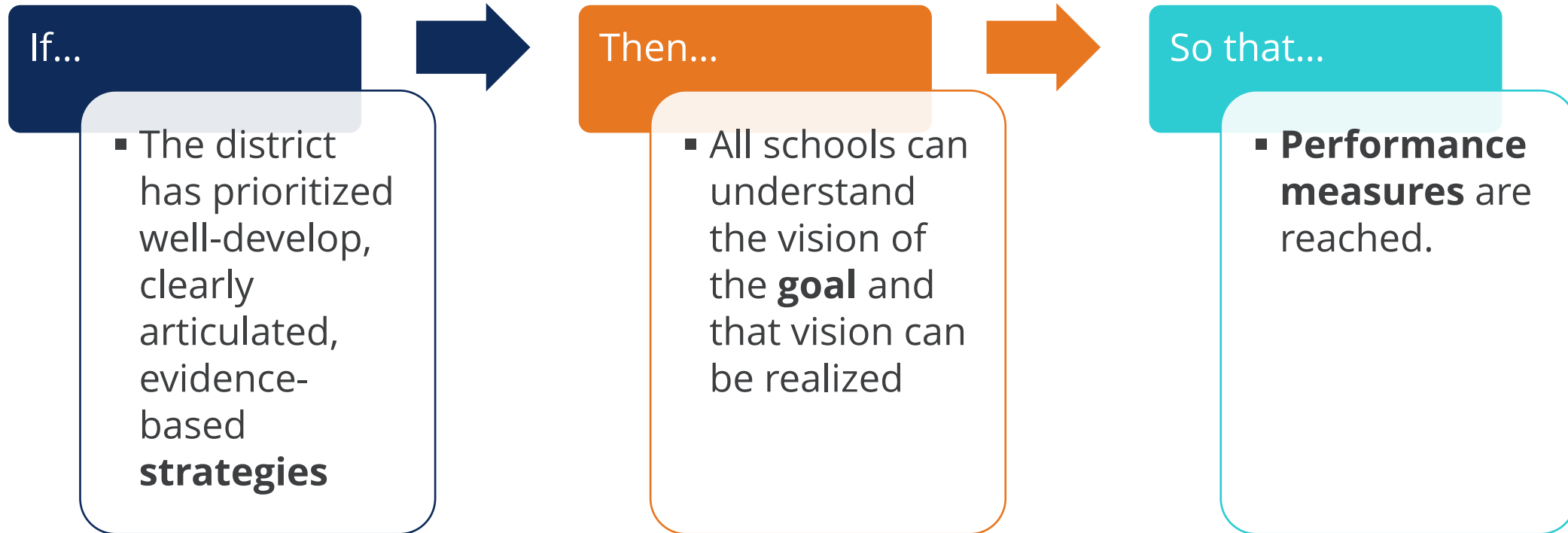|		
By prioritizing implementation of evidence-based strategies to ...	**Address highest-priority needs identified through needs assessment, districts will ...**	**Achieve goals for improvement in all schools**

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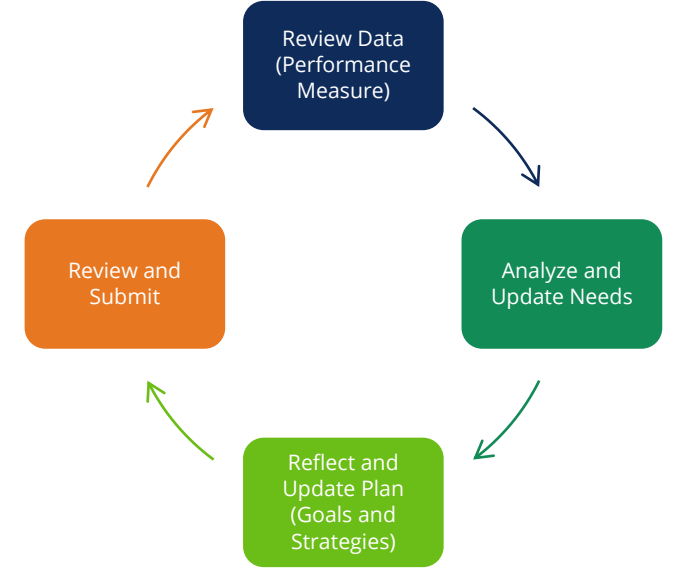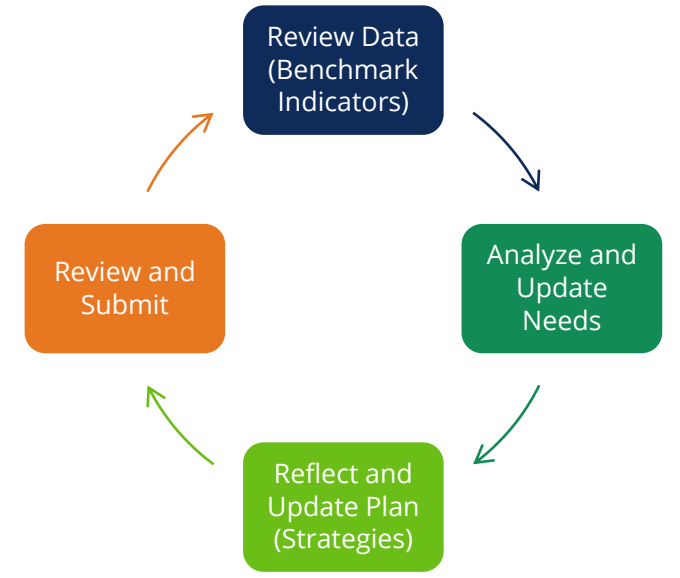- The district has prioritized well-develop, clearly articulated, evidence-based **strategies**

Then…
- All schools can understand the vision of the **goal** and that vision can be realized

So that…
- **Performance measures** are reached.

The Cycle of District Planning

Develop the Plan

- Prepare to Plan
- Explore Data
- Analyze Needs
- Reflect to Plan
- Develop Plan
- Review and Submit

Reflect & Update Throughout the Year

July-August

- Review Data (Performance Measure)
- Analyze and Update Needs
- Reflect and Update Plan (Goals and Strategies)
- Review and Submit

November-December

- Review Data (Benchmark Indicators)
- Analyze and Update Needs
- Reflect and Update Plan (Strategies)
- Review and Submit

LEA Planning Timeline

Key Event	Date
District plans open	January 2, 2025
District Turnaround plans open	February 3, 2025
District plans due	March 3, 2025
Feedback and resubmission window *See next slide for specific timeline	March 3 – April 9, 2025
TDOE deadline to approve district plans	April 15, 2025
District Turnaround plans due	May 1, 2025

Resubmission Timeline

Key Event	Date
Districts who receive feedback by March 17 will resubmit their LEA plan for review by April 2	April 2, 2025
Districts who receive feedback after March 17 will resubmit their LEA plan for review by April 9.	April 9, 2025

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

2025-26 LEA Planning Session 2: Needs Assessment & Developing the Plan		
	Date/Time	**Location**
East	Dec. 10 12:30 – 3:30 ET	Sarah Simpson Professional Dev. Center 801 Tipton Ave. Knoxville, TN
First	Dec. 17 9:00 – 12:00 ET	Johnson City Schools Board Room 100 E. Maple Street Johnson City, TN
Southeast	Dec. 16 9:00 - 12:00 ET	PIE Center – Bradley County Schools 2337 Parker Street NE Cleveland, TN
Upper Cumberland	Dec. 16 12:30 – 3:30 CT	Upper Cumberland Regional Health Dept. 1100 England Drive Cookeville, TN
Mid Cumberland	Dec. 18 12:30 - 3:30 CT	Cheatham County PD Center 4021 Sweethome Road Ashland City, TN
South Central	Dec. 10 12:30 – 3:30 CT	Columbia State Comm. College Hickman Rm. 123 1665 Hampshire Pike, Columbia, TN
Northwest	Dec. 10 1:00-4:00 CT	Humboldt Medical Center 3525 Chere Carol Road Humboldt, TN 38343
Southwest	Dec. 17 1:00-4:00 CT	Jackson State Community College Jim Moss Center for Nursing - Nursing 203 2046 N. Parkway Jackson, TN 38301

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
	Tanika.Lester@tn.gov |West

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	Michelle.Harless@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	Michelle.Harless@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

RTI2 and Dyslexia Reflect to Plan Contacts

Planning Area	Point of Contact
RTI₂ Framework and Interventions	Haley.Richardson@tn.gov
Dyslexia and Characteristics of Dyslexia	Jessica.Dainty@tn.gov

APR Contacts

Region	Point of Contact
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South Central	Cynthia.Ables@tn.gov
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Upper Cumberland	Jennifer.Briggs@tn.gov
East	Summer.Robertson@tn.gov
Southeast	Melissa.Guider@tn.gov
First	Ashley.Colbert@tn.gov
Any general LEA planning questions related to students with disabilities	Katie.Ward@tn.gov

Educator Diversity Contacts

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Educator Diversity	Amelia.Floyd@tn.gov
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Educator Diversity Contacts

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ATSI, TSI, and CSI Contacts

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Thank You!

Contact Info or Questions?