

TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION

Title I School Planning Procedures

1026

The purpose of these procedures is to lay out the school planning process for charter schools authorized by the Tennessee Public Charter School Commission (“Commission”) as required under Title I of the Every Student Succeeds Act (ESSA). These procedures cover:

- [Annual Review and Update of Title I School Plans](#)
- [School Improvement Plan \(SIP\) Team Meeting Requirements](#)
- [Process to Monitor Plan Effectiveness](#)
- [Alignment to Charter School Performance Framework](#)

Annual Review and Update of Title I School Plans

Each year, the Commission works closely with its schools to ensure that the Title I school plans and corresponding budgets are properly developed and/or updated. The Commission institutes the following steps to review and update the school plans:

- The Commission’s Federal Programs Coordinator trains each school’s principal or designee on the school planning process including required information, timelines, and expectations. The training may be held through a webinar or in-person, as necessary.
- After submission of the Title I school plan for each school via InformTN, the Federal Programs Coordinator reviews the plan for completeness and alignment with the district plan and ensures that the plan itself is based on a comprehensive needs assessment, using the rubric provided by the Tennessee Department of Education.
- If the Federal Programs Coordinator has additional questions or requires edits to the plan, the plan is sent back to the school for changes and re-submitted for approval.
- After the Federal Programs Coordinator has reviewed and approved the school’s needs assessment, school plan, and preliminary school federal education budget, the school receives approval to obligate federal funds for the fiscal year starting July 1st. Schools in Priority status must receive school plan approval from the Tennessee Department of Education prior to obligating federal funds.
- Each school must hold an annual Title I meeting in a manner and language in which parents can understand by September 30th to address and provide an opportunity for parent feedback on the following topics:
 - an explanation of the Title I, Part A program, including:
 - an explanation of the school’s curriculum,
 - information on the forms of academic assessment used to measure student progress, and
 - information on the achievement levels of the challenging state academic standards;
 - the Title I, Part A 1% set-aside and the families’ role in determining the distribution of funds;
 - the district and school Parent and Family Engagement Plan;
 - the School-Parent Compact; and

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- the right of families to be given the opportunity to participate in regular meetings to formulate suggestions and to participate, as appropriate, in decisions about the education of their children (the school must respond to any such suggestion as soon as practically possible).
- When summative data for the previous school year is received and current school enrollment is finalized, the school must revise its needs assessment in InformTN and make any necessary revisions to its school plan. The Federal Programs Coordinator shall review and approve the school’s revised needs assessment and plan before October 1, as required by the Tennessee Department of Education.

School Planning Team Meeting Requirements

As part of the submission of the school plan via InformTN, the school shall include the names and positions of all required school planning team members and the anticipated dates of planning meetings during the next school year. School planning team meetings must be held at least quarterly to review the plan’s implementation and progress to meeting the school’s goals. The school must share the dates, times, and locations of all planning meetings with the Manager of Federal Programs and Special Populations once meeting details are finalized.

School planning team meetings must include, at a minimum, an overview of each of the school plan goals and data demonstrating the school’s progress toward those goals. Data used to demonstrate progress toward the goals shall be disaggregated by student subgroup, including but not limited to Students with Disabilities, English Learners, and Economically Disadvantaged.

School planning team members must include, at a minimum, teachers, principal, school administrators (including administrators of Title programs and special education programs), paraprofessionals, other appropriate school personnel, community partners, and parents of students.

Each school shall retain copies of all sign-in sheets, agendas, and presentations or materials for school planning meetings and shall submit evidence of meetings by the assigned deadline on the reporting calendar. The Federal Programs Coordinator shall communicate with the school leader and/or designee in charge of the planning process to serve as a resource for any questions and to ensure that the school planning process is taking place with fidelity.

Process to Monitor Plan Effectiveness

The Federal Programs Coordinator conducts check-ins with each school as needed to discuss progress and effectiveness of the school plan. The check-ins may include a discussion with school leaders on progress towards goals including data supporting the effectiveness of the programs outlined in the plan, verification that activities and/or initiatives included in the plan are taking place, and discussion of any concerns or questions that school leadership or the district has with regard to the implementation/effectiveness of the school plan.

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If student needs have changed, the school can make changes to the plan at any time during the year. However, these changes must be discussed with and approved by district personnel. Any changes to the budget for Federal Title programs require a budget amendment and must be approved by district personnel. Budget amendment windows coincide with Tennessee Department of Education deadlines and are open at least twice per year. Anticipated windows are September/October and January/February. Authorized charter schools will receive an e-mail from the Grants Coordinator or Fiscal Programs Manager outlining exact budget amendment windows and due dates.

The Federal Programs Coordinator will provide any additional support to the school that he/she can during check-ins and throughout the school year to ensure that the school plan is implemented and effective. The Federal Programs Coordinator will also ensure that the authorized charter school has made the school plan available to parents/guardians and the public and that it is in an understandable format, including a language that they can understand.

Alignment to Charter School Performance Framework

Each Commission authorized charter school’s school plan must include the goals and strategies from the Charter Commission’s LEA Plan. The LEA Plan goals and strategies align with several indicators from the Academic and Operational Performance section of the Charter School Performance Framework. This alignment enables schools to utilize the school planning process to document efforts to improve and maintain academic and operational compliance throughout the year. This alignment also enables schools to use the feedback they receive through the Performance Framework to inform the needs assessment part of their planning process. Additionally, schools that are placed on a corrective action plan (CAP) as a result of not meeting the standard in one or more areas of the Performance Framework may be required to include a goal, strategy, or action step(s) in their SIP that align with the CAP. See policy 3.400 Charter School Intervention for more information.