

## **COMPONENT 5**

### **COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT**

### TCSPP TEMPLATE 5.1

## GOAL 1 – Action Plan Development

Revised DATE: 5/1/06

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

<b>Goal</b>	89% of students in the following subgroups in grades 3-8 will score proficient or advanced on the TCAP reading assessment for the school year: <ul style="list-style-type: none"> <li>• Students with Disabilities</li> <li>• English Language Learners</li> <li>• Economically Disadvantaged</li> </ul>
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<b>Which need(s) does this Goal address?</b>	Component 3-Reading subgroups (Students with Disabilities, Economically Disadvantaged, and ELL)
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<b>How is this Goal linked to the system’s Five-Year Plan?</b>	Student Performance will meet or exceed stated goals
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#### ACTION STEPS

#### IMPLEMENTATION PLAN

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)

	Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
<b>Action Step</b>	July, 2006- July, 2008	TLA Director Cur. Supervisor PD Coordinator Tech Coordinator	\$4,800-GP \$15,750 Stipends-Tech	General Purpose and Title II A	Teacher Input via focus groups and surveys Level Of Understanding & Degree Of Implementation Survey Results Bi-annual Teacher Technology Self-Assessment

<p>Action Step</p>	<p>Align reading adoption with WCS Comprehensive Literacy Framework and WCS Curriculum.                      PD:  <ul style="list-style-type: none"> <li>Train the trainer for Reading Textbook 5/07</li> <li>District-wide Textbook Rollout Training 8/07</li> <li>Train teachers in strategies for implementing writer’s workshop K-5</li> </ul>                     Technology:  <ul style="list-style-type: none"> <li>Explore and implement electronic alternatives to improve student academic achievement aligned with District and State academic achievement standards.</li> </ul> </p>	<p>February, 2007                      May, 2007                      June, 2007                      July, 2007                      August, 2007                      June, 2008</p>	<p>TLA Director;                      Student Support Services Director (SSS Director);                      Tech Coordinator;                      ELL Specialist</p>	<p>Curriculum Writing:                      \$2000                      \$45,000-Title II-A</p>	<p>General Purpose                      Title II-A</p>	<ol style="list-style-type: none"> <li>Monitor progress of curriculum/ textbook implementation</li> <li>Monitor further PD needs via surveys</li> <li>Monitor use of tech resources</li> <li>Technology Coach reports</li> </ol>
<p>Action Step</p>	<p>Evaluate WCS Reading Clinics and make adjustments for the 2007-2008 school year.</p>	<p>June, 2006-                      May, 2007</p>	<p>TLA Director                      Deputy Director</p>	<p>\$1,500 for reading assessments</p>	<p>Career Ladder                      General Purpose</p>	<p>Evaluate assessment results from DRA and recommend for continuation</p>
<p>Action Step</p>	<p>Increase knowledge, understanding and use of formative assessment and other data analysis to improve reading achievement.                      PD:  <ul style="list-style-type: none"> <li>Training for administrators on formative assessment: Assessment for Learning</li> <li>District Based Institute for school teams: Assessment for Learning</li> </ul>                     Communication:  <ul style="list-style-type: none"> <li>Teachers will discuss individual student test information with parents during fall conferences.</li> </ul> </p>	<p>June, 2008                      July, 2008</p>	<p>PD Coordinator,                      TLA Director,                      Assess Specialist                      Principals</p>	<p>\$45,000 Title II-A</p>	<p>General Purpose                      and Title II A</p>	<p>PD Software for participation                      Level Of Understanding &amp; Degree Of Implementation                      Survey Results</p>
<p>Action Step</p>	<p>Continue the use of Read 180 by identified students in middle schools.</p>	<p>2007-2008</p>	<p>TLA Director                      Grade Level Directors</p>	<p>\$10,000                      \$5,000-Books</p>	<p>General Purpose</p>	<p>Evaluate progress of students enrolled in program by subgroups</p>
<p>Action Step</p>	<p>Continue to provide Reading Recovery instruction to students in grades 1-2 in Targeted Assisted Schools.</p>	<p>August, 2007-                      June, 2008</p>	<p>Title I Director                      Elementary Director</p>	<p>\$570,000</p>	<p>Title I</p>	<p>Title I program evaluation</p>
<p>Action Step</p>	<p>Increase instructional support to ELL students  <ul style="list-style-type: none"> <li>Providing paraprofessionals in schools with the highest concentration of ELL students</li> <li>Continue to provide summer school support</li> </ul> </p>	<p>August, 2007-                      May, 2008</p>	<p>ESL Specialist                      TLA Director</p>	<p>\$12,000-Teacher Stipends                      \$30,000-Paraprofessional Salary</p>	<p>Title III</p>	<p>Payroll Documentation;                      Summer School Attendance records, teacher attendance records</p>

<p>Action Step</p>	<p>Increase knowledge, understanding and use of effective reading strategies in middle school content areas.                      Tech:  <ul style="list-style-type: none"> <li>Develop on-demand web based professional development.</li> <li>Provide professional development on instructional strategies that utilize technology.</li> </ul>                     PD:  <ul style="list-style-type: none"> <li>Implement web based professional development video (PD360)</li> <li>Train teachers including Special Ed and ESL Teachers in reading strategies</li> </ul> </p>	<p>July 2006-July 2008</p>	<p>TLA Director                      Tech Coordinator                      Info Tech Mgr                      ESL Specialist                      SSS Director                      Principals</p>	<p>\$875-Books (Title II A)                      32,000 Title II-A                      \$1,000-PD                      Stipends: \$7875-Tech</p>	<p>General Purpose and Title II A                      Title III</p>	<p>Degree of Implementation, Level of Understanding Survey, Teacher observations. Sign in sheets                      Teacher use of web based pd                      Bi-annual Teacher Technology Self-Assessment</p>
<p>Action Step</p>	<p>The WCS ESL faculty will continue to expand ESL curriculum to incorporate TN state standards and TN ELD standards with WCS curriculum.                      PD:  <ul style="list-style-type: none"> <li>ESL will collaborate with other teachers and experts in the field through meetings and conferences</li> <li>Curriculum Writing Training</li> <li>Assessment Training</li> </ul> </p>	<p>July, 2007 lower elementary focus; ongoing with annual benchmarks June, 2007</p>	<p>TLA Director                      ESL Specialist</p>	<p>\$1500-Teacher Stipends                      \$13,000 PD</p>	<p>Title III</p>	<p>Completed Curriculum Document</p>
<p>Action Step</p>	<p>Identify and expand the use of appropriate leveled books for core subjects.                       Purchase content-rich, low readability books in middle schools to support struggling students, ESL, and Special Ed students (begin in PMS; move to all schools in 3 years)                       PD:  <ul style="list-style-type: none"> <li>Train teachers including Special Ed and ESL on using leveled materials in instruction.</li> </ul> </p>	<p>May, 2006                       April, 2007                       begin training with school staff                      Fall, 2007</p>	<p>TLA Director                      SSS Director                      Middle School Director</p>	<p>Franklin Rotary: 9,000 (PMS)                      \$4,000-Middle School                      \$1000-PD</p>	<p>General Purpose, IDEA</p>	<p>Purchase Orders; Sign in sheets from professional development; Documentation from administrator walk through protocol</p>
<p>Action Step</p>	<p>Develop a plan and build budgetary support to expand reading specialists in the middle schools.</p>	<p>Fall, 2007-November, 2008</p>	<p>TLA Director</p>	<p>Existing Resources and Personnel</p>	<p>N/A</p>	<p>Budget Recommendation</p>
<p>Action Step</p>	<p>Continue to review the research on reading programs and instructional strategies and update recommendations for usage.</p>	<p>August, 2007-December, 2008 with annual follow-up</p>	<p>TLA Director,                      SSS Director                      Grade Level Directors                      Tech Coordinator</p>	<p>Existing Resources and Personnel</p>	<p>N/A</p>	<p>Make recommendations in January, 2007 and budgeting for the following year</p>
<p>Action Step</p>	<p>Implement reading assessments at Fairview Middle School that provide student reading levels for teachers.</p>	<p>Fall, 2007</p>	<p>TLA Director</p>	<p>\$2,500-GP</p>	<p>General Purpose</p>	<p>Assessment results and formative usage</p>

### TCSPP TEMPLATE 5.1

## GOAL 2 – Action Plan Development

Revised DATE: \_\_\_\_\_

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	<p>93% of students in the following subgroups in grades 9-12 will score proficient or advanced in Reading and Language Arts for the school year as measured by the English II Gateway and TCAP Writing Exam.</p> <ul style="list-style-type: none"> <li>• Students with Disabilities</li> <li>• English Language Learners</li> <li>• Economically Disadvantaged</li> </ul>
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Which need(s) does this Goal address?	Component 3-Reading subgroups (Students with Disabilities, Economically Disadvantaged, and ELL)
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How is this Goal linked to the system’s Five-Year Plan?	Student Performance will meet or exceed stated goals
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**ACTION STEPS**

**IMPLEMENTATION PLAN**

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step	<p>Continue to review, revise and align resources to WCS literacy curriculum.</p> <p>Create a new county wide reading list to align with the WCS literacy curriculum</p> <p>PD:</p> <ul style="list-style-type: none"> <li>Provide training on implementing the WCS standards based literacy curriculum.</li> </ul> <p>Tech:</p> <ul style="list-style-type: none"> <li>Develop and implement technology rich Problem Based Learning experiences and Performance Based Assessment products to support WCS Literacy Curriculum and State academic content to improve student academic achievement.</li> </ul> <p>CTE</p> <ul style="list-style-type: none"> <li>Integrate literacy curriculum into CTE curriculum</li> </ul>	July, 2006- July, 2008	TLA Director Cur. Supervisor PD Coordinator Tech Coordinator CTE Coordinator	<p>\$2000 stipends \$2,450-Stipends \$15,750 Stipends-Tech CTE Funds</p> <ul style="list-style-type: none"> <li>\$1000 Stipends</li> <li>Substitute Funds</li> </ul>	General Purpose Perkins	<p>County-wide reading list Teacher Input via focus groups and surveys Level Of Understanding &amp; Degree Of Implementation Survey Results Bi-annual Teacher Technology Self-Assessment</p>
Action Step	<p>Identify and expand the use of appropriate leveled materials for core subjects and prioritized Career and Technical clusters.</p> <p>PD:</p> <ul style="list-style-type: none"> <li>Train teachers including CTE, Special Ed and ESL on using leveled materials in instruction</li> </ul>	July, 2006- July 2008	TLA Director, SSS Director CTE Coordinator	<p>\$4,000-Materials \$1,000-Stipends CTE Funds \$2,000-Materials Subs \$1000-Stipends</p>	General Purpose, IDEA Perkins	<p>Purchase Orders; Sign in sheets from professional development; Documentation from administrator walk through protocol</p>
Action Step	<p>Increase knowledge, understanding and use of effective reading strategies in high school content areas.</p> <p>Tech:</p> <ul style="list-style-type: none"> <li>Develop on-demand web based professional development.</li> <li>Provide professional development on instructional strategies that utilize technology to improve student academic achievement.</li> </ul> <p>PD:</p> <ul style="list-style-type: none"> <li>Train teachers and teacher assistants including Special Ed and ESL, and CTE Teachers in reading strategies</li> <li>Implement web based professional development video (PD360)</li> </ul>	Monthly during 2006-2008	TLA Director Tech Coordinator Info Tech Mgr ESL Specialist SSS Director Principals CTE Coordinator	<p>\$875 \$1,000 \$7875-Stipends-Tech Substitute Funds \$9000 Contracted Services – CTE \$32,000-Title IIA</p>	General Purpose Title II-A Perkins	<p>Degree of Implementation, Level of Understanding survey, Teacher observations, sign in sheets Teacher use of web based pd Bi-annual Teacher Technology Self-Assessment</p>

Action Step	The WCS ESL faculty will continue to expand ESL curriculum to incorporate TN state standards and TN ELD standards with WCS curriculum. PD: <ul style="list-style-type: none"> <li>ESL will collaborate with other teachers and experts in the field through meetings and conferences.</li> <li>ESL teachers will provide support to families of ELL's through translation services and information.</li> <li>Curriculum Writing Training</li> <li>Assessment Training</li> </ul>	July, 2007- June 2008	TLA Director ESL Specialist	\$1500-Stipends 13000-Professional Dev 9,000 Contracted services	Title III	Completed products and monitor usage, Sign in sheets from workshops
Action Step	Increase instructional support to ELL students <ul style="list-style-type: none"> <li>Providing paraprofessionals in schools with the highest concentration of ELL students</li> <li>Continue to provide summer school support</li> <li>Training for CTE Teachers and Teacher Assts.</li> </ul>	August, 2006- May, 2008	ESL Specialist TLA Director CTE Coordinator	\$12,700-Teacher Stipends \$16,000-Paraprofessional \$8921--Instructional Supplies \$500 Stipends CTE	Title III GP Perkins	Payroll Documentation; Summer School Attendance records, teacher attendance records Performance Reviews
Action Step	Continue Read 180 Programs to schools.	July, 2006- July, 2007	TLA Director	\$40,000 (including upgrades for Independence High School) \$10,000-Books	General Purpose	Monitor the number of sites and students served by Read 180
Action Step	<ul style="list-style-type: none"> <li>Provide financial support for identified teachers on alternative or occupational license to complete licensure requirements</li> </ul>	August, 2006 Review each semester-2008	CTE Coordinator HR Director PD Coordinator	\$18,000 for tuition	Title IIA	Purchase orders and number of teachers completing licensure requirements
Action Step	Develop a plan and budgetary support to expand reading specialists in the high schools.	Fall, 2006- November, 2007	TLA Director	Existing Resources and Personnel	N/A	Recommendation to Board
Action Step	CTE <ul style="list-style-type: none"> <li>Provide technical assistance to CTE teachers in identifying and supporting students in sub-groups who need to improve reading and writing skills</li> </ul>	July, 2006- June, 2008	CTE Coordinator	Career Counselor Salary and benefits \$45283.27 M/S \$1000	Perkins	Log of technical assistance Evidence of increased reading levels
Action Step	CTE Continue to support Communications for Life at Franklin High School and completion of curriculum	August 2006-May 2008	CTE Coordinator	M/S \$200 Stipends \$300	GP Perkins	Completed products, student performance, curriculum implementation

Action Step	Research and determine the local interest in an CTE academy focused on area to improve student growth in science, math, and/or reading	July, 2006- June 2009	CTE Coordinator	CTE Funds M/S \$300 Staff Development \$5000	Perkins GP	Records of Site Visits, PD, interest inventory, mtg. minutes
Action Step	Increase knowledge, understanding and use of formative assessment and other data analysis to improve reading achievement. PD: <ul style="list-style-type: none"> <li>• Training for administrators on formative assessment: Assessment for Learning</li> <li>• District Based Institute for school teams: Assessment for Learning</li> </ul>	June, 2008  July, 2008	Grade Level Directors PD Coordinator, TLA Director, Assess Specialist Principals	\$ 3,500 Title II A \$45,000 Title II A	Title II A	PD Software for participation Level Of Understanding & Degree Of Implementation Survey Results
Action Step	Review the research on reading programs and instructional strategies and provide professional development and recommendations for usage. PD: <ul style="list-style-type: none"> <li>• Middle/High School reading support on best practice (materials and professional development)</li> </ul>	August, 2006- December, 2006	TLA Director SSS Director Grade Level Directors	Existing Resources and Personnel \$12,000 Title IIA	N/A	Recommendation of selected reading support programs

### TCSPP TEMPLATE 5.1

## GOAL 3 – Action Plan Development

Revised DATE: \_\_\_\_\_

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	86% of students in the following subgroups in grades 3-8 will score proficient or advanced on the TCAP math assessment for the school year: Students with Disabilities Economically Disadvantaged
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Which need(s) does this Goal address?	Component 3-Math subgroups (Students with Disabilities and Economically Disadvantaged)
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How is this Goal linked to the system’s Five-Year Plan?	Student Performance will meet or exceed stated goals
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#### ACTION STEPS

#### IMPLEMENTATION PLAN

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)

	Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step	Monthly during 2006-2008	Tech Coordinator PD Coordinator TLA Director Curr. Supervisor Info Tech Mgr	\$3,150-Curriculum Writing Stipends \$2,000--Stipends to put curriculum online \$1,500-Sub Days \$40,000 (Title II-A) \$4,000-Stipends GP \$9,000 (GP) \$3,600 Subs (GP) \$8190-Stipends—Tech	General Purpose Title II A	Completed products and monitor usage Level Of Understanding & Degree Of Implementation Survey Results Teacher focus groups Bi-annual Teacher Technology Self-Assessment

Action Step	Increase knowledge, understanding and use of formative assessment and other data analysis to improve math achievement. PD: <ul style="list-style-type: none"> <li>• Training for administrators on formative assessment: Assessment for Learning</li> <li>• District Based Institute for school teams: Assessment for Learning</li> </ul>	June, 2008 July, 2008	PD Coordinator, TLA Director, Assess Specialist Principals	\$1000- GP	General Purpose and Title II A Site Based Funds	PD Software for participation Level Of Understanding & Degree Of Implementation Survey Results
Action Step	Provide professional development on materials and technology resources that supplement the math textbook adoption.	August, 2006- February, 2007	PD Coordinator, Tech Coordinator	Existing Resources and Personnel	N/A	Tech Coach Logs
Action Step	Review the research on math programs and instructional strategies and make recommendations for usage.	August, 2006- December, 2007	TLA Director SSS Director Grade Level Directors	Existing Resources and Personnel	N/A	List of recommendations for math programs

TCSPP TEMPLATE 5.1

**GOAL 4 – Action Plan Development**

Revised DATE: \_\_\_\_\_

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

83% of students in the following subgroups in grades 7-12 will score proficient or advanced on the Algebra I Gateway for the school year:

- Students with Disabilities
- English Language Learners
- Economically Disadvantaged

Which need(s) does this Goal address?

Component 3-Math subgroups (Students with Disabilities, Economically Disadvantaged, and ELL)

How is this Goal linked to the system’s Five-Year Plan?

Student Performance will meet or exceed stated goals

**ACTION STEPS**

**IMPLEMENTATION PLAN**

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
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Action Step	Continue to review, revise and align resources to WCS math curriculum. PD: <ul style="list-style-type: none"> <li>• Provide training on implementing the WCS standards based math curriculum.</li> <li>• Train teachers to use hands-on, discovery-oriented, experiential instructional strategies.</li> </ul> Tech: <ul style="list-style-type: none"> <li>• Identify technology resources to support the math curriculum.</li> <li>• Train teachers on effective instructional strategies that utilize technology.</li> <li>• Develop and begin implementation of on-demand web based PD.</li> </ul> CTE <ul style="list-style-type: none"> <li>• Integrate Gateway competencies into CTE curriculum</li> </ul>	Monthly during 2006-2009	Tech Coordinator PD Coordinator TLA Director Curr. Supervisor Info Tech Mgr CTE Coordinator	\$3,150-Curriculum Development: \$2,000-Stipends to put curriculum online \$1,500-sub days \$8190-Stipends—Tech CTE Funds <ul style="list-style-type: none"> <li>• \$2000 Fed</li> <li>• \$1000 GP Stipends</li> <li>• Substitute Funds</li> </ul>	General Purpose Perkins	Completed products and monitor usage
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Action Step	Increase instructional support to special population <ul style="list-style-type: none"> <li>• Training for CTE Teachers and Teacher Assts.</li> </ul>	August, 2006- May, 2008	CTE Coordinator	\$500 Stipends	GP/Perkins	Performance Review
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Action Step	<ul style="list-style-type: none"> <li>Provide technical assistance to CTE teachers in identifying and supporting students in sub-groups who need to improve math achievement</li> </ul>	July, 2006- June, 2008	CTE Coordinator	Career Counselor Salary and benefits \$45283.27 \$500.00-MS	Perkins	Log of technical assistance
Action Step	<p>Increase knowledge, understanding and use of formative assessment and other data analysis to improve math achievement.</p> <p>PD:</p> <ul style="list-style-type: none"> <li>Training for administrators on formative assessment: Assessment for Learning</li> <li>District Based Institute for school teams: Assessment for Learning</li> </ul>	June, 2008 July, 2008	PD Coordinator, TLA Director, Assess Specialist Principals	\$1000- GP	General Purpose and Title II A	Level Of Understanding & Degree Of Implementation Survey Results
Action Step	Provide professional development on materials and technology resources that supplement the math textbook adoption.	August, 2006- February, 2007	PD Coordinator Tech Coordinator	Existing Resources and Personnel	N/A	PD sign in sheets
Action Step	Review the research on math programs and instructional strategies and make recommendations.	August, 2006- December, 2006	TLA Director SSS Director Grade Level Directors	Existing Resources and Personnel	N/A	List of Recommendations
Action Step	<p>Pilot Quantum Learning Program targeting Math Foundations II teachers and others as appropriate.</p> <p>PD: Train teachers and students on Q.L. strategies</p>	September 2006 – June 2007	PD Coordinator High School Director	\$15,000-PD and Materials-Title II-A  Stipends-GP (High School)	Title II-A	Level Of Understanding & Degree Of Implementation Survey Results
Action Step	Teachers of Gateway courses will attend Gateway Phase I and Phase II.	June 2006 – July 2007 and on- going as available	PD Coordinator High School Director	\$5,000 Gateway Registration-PD  \$1,850 Stipends for Gateway - PD	General Purpose	Number of additional teachers trained in Gateway
Action Step	Provide training on the use of graphing calculators.	June, 2006- July, 1007	PD Coordinator TLA Director	\$475-stipends	General Purpose	Level Of Understanding & Degree Of Implementation Survey Results
Action Step	<p>Evaluate the distribution, communication and the leasing of graphing calculators for most effective usage.</p> <p>Communication:</p> <ul style="list-style-type: none"> <li>District will publicize information about availability of the graphing calculators</li> </ul>	June, 2006- September, 2007	Tech Coordinator TLA Director	Existing Resources and Personnel	N/A	Use ConnectEd, websites, newsletters, availability of graphing calculators;
Action Step	Investigate the research base and determine the feasibility of gender grouping in Math Foundations and Algebra I and Algebra I-A.	July, 2006- July,2007	TLA Director High School Director	Existing Resources and Personnel	N/A	Recommendations
Action Step	<p>Provide professional development for teachers that address Gateway standards.</p> <ul style="list-style-type: none"> <li>State Gateway Integration Training for School/District Teams</li> </ul>	June 2008	PD Coordinator CTE Coordinator TLA Director	CTE \$1000-Stipends \$1000-Travel	GP/Perkins	Number of teachers trained

Action Step	Research and determine the local interest in a CTE academy focused on area to improve student growth in science, math, and/or reading	July, 2006- June 2009	CTE Coordinator TLA Director	CTE Funds \$300 Staff Development \$5000	Perkins GP	Records of Site Visits, PD, interest inventory, mtg. minutes
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## GOAL 5 – Action Plan Development

Revised DATE: \_\_\_\_\_

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

<b>Goal</b>	Improve students' sense of connectedness to school as measured annually by student surveys and teacher climate surveys
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Which need(s) does this Goal address?	Component Three: School Climate
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How is this Goal linked to the system's Five-Year Plan?	Student Centered Organization
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### ACTION STEPS

### IMPLEMENTATION PLAN

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step	Collect comparison climate and student perception data in the high schools.	Spring and Fall, 2007	Safe/Drug-Free Schools Coordinator Grade Level Directors	\$1,200-GP Surveys Grades 10 and 12 \$6,308- PRIDE Survey Grades 9 and 11	Safe Schools, Healthy Students General Purpose	Results
Action Step	Continue to implement Capturing Kids Hearts Program PD: All high school and middle school teachers will be trained in building better relationships with students Parent Involvement: <ul style="list-style-type: none"> <li>• Communications Department will produce WC-TV programming to inform community of program.</li> </ul>	May 2007- June, 2008	P.D. Coordinator, Middle and High School Director Communications Director	40,000 – GP \$40,000 Title II A \$15,000 – SS/HS	General Purpose, Title II A, Safe Schools, Healthy Students	Student and staff surveys Early Spring, 2007
Action Step	Begin implementation of programs to increase elementary student's sense of connectedness PD: <ul style="list-style-type: none"> <li>• Provide training for Elementary Leadership on Love and Logic</li> <li>• Train teachers and parents on Love and Logic Strategies at 4 schools</li> <li>• Train selected teachers on Quantum Learning Strategies</li> </ul>	Summer, 2007 training through June 2008	PD Coordinator Elementary Director Elementary Principals	100,000 Title II A	Title II A	Climate Surveys,. 2007 Evaluation of Professional development

Action Step	Create and begin gathering student exit data concerning school connectedness from parents and students as students withdraw from school	August, 2006-2008	Grade Level Directors SSS Director	Existing Resources	N/A	Results
Action Step	Continue to implement Link Crew, freshman transition and mentoring program in four high schools (Independence, Franklin, Centennial, Ravenwood, and Fairview) PD: <ul style="list-style-type: none"> <li>Provide training in Link Crew Program</li> <li>Communications Department will produce WC-TV programming and work with local newspapers to inform community of program.</li> </ul>	May, 2007-June, 2008	High School Director High School Principals Communication Dir.	\$5,000—Link Crew Training  \$2,000--Materials and Supplies  \$30,000-Communications Specialist-Title V	General Purpose Site-based funds Title V	Compare data from participating and non participating schools
Action Step	Design student work focused on student perceptions of engagement. PD: <ul style="list-style-type: none"> <li>Training on design qualities</li> <li>Rigor and Relevance</li> <li>Technology Strategies</li> <li>Measuring Student Engagement</li> </ul>	Bi-annually 2006-2009	Director of Schools Grade Level Directors CTE Tech Coordinator Principals	\$5000 - Designing Authentic Student Work with Technology	General Purpose Site-based funds	Student Surveys Engagement Data Student Products
Action Step	Provide STARS student assistance program services to middle and high schools. Communication Monthly Programming, Shining Stars WC-TV	July, 2007-June, 2008	Grade Level Directors, Title IV STARS Project Director, Safe Schools, Healthy Students Grant (SS/HS)	\$287,250- STARS Contract: —GP \$28,000-Contracted Services—Title IV \$4000-Subs— Title IV \$257,000 – SS/HS	General Purpose Title IV Safe Schools, Healthy Students Grant	Analyze Pride Survey data STARS data Independent Evaluation SS/HS
Action Step	Develop a plan and build budgetary support to maintain STARS Student Assistance Program Services.	June, 2006- July, 2008	Grade Level Directors Title IV SSS Director STARS Community Agencies Principals	Existing Resources and Personnel	N/A	Make recommendations
Action Step	Continue implementation of research based programs. PD: <ul style="list-style-type: none"> <li>Training on Atlas &amp; Athena for High Schools</li> <li>Life Skills Training for Middle Schools</li> <li>Olweyus materials for MS trainer</li> </ul>	July, 2006-July, 2008	Grade Level Directors Title IV TLA Director	\$8,000-Subs \$11,000-Materials \$8,000-professional dev \$3,500 –Olweyus materials	Title IV  Safe Schools, Healthy Students Grant	Pre and Post Surveys

## GOAL 6 – Action Plan Development

Revised DATE: \_\_\_\_\_

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

<b>Goal</b>	By May, 2008 60% of WCS graduating seniors will achieve an ACT Composite score of 21 or above
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<b>Which need(s) does this Goal address?</b>	Component Three—College Readiness
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<b>How is this Goal linked to the system’s Five-Year Plan?</b>	Student Performance will meet or exceed stated goals
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### ACTION STEPS

### IMPLEMENTATION PLAN

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)

	Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy	
<b>Action Step</b>	Continue to incorporate ACT College Readiness Standards in WCS curriculum PD <ul style="list-style-type: none"> <li>• Train teachers to incorporate ACT standards into instruction</li> </ul>	June, 2006-July, 2008	TLA Director PD Coordinator CTE Coordinator	CTE Funds <ul style="list-style-type: none"> <li>• \$2000 Fed</li> <li>• \$500 GP Stipends</li> <li>• Substitute Funds</li> </ul>	GP Perkins	Sign in sheets, agendas
<b>Action Step</b>	Provide opportunities for ACT student prep classes and explore financial implications for additional programming	September, 2006-April, 2008	High School Director Principals Dep. Director	Teacher Stipends	Extended Contract	Number of students participating and recommendations
<b>Action Step</b>	Expand Mentoring and Coaching programs to include providing assistance to teachers in learning and applying the new knowledge and skills necessary to improve the academic performance of all students.  PD/Tech <ul style="list-style-type: none"> <li>• Work with lead mentors, professional development facilitators, reading coaches and technology coaches to learn strategies for teacher to teacher coaching designed to strengthen content knowledge and pedagogy delivered through the WCS curriculum.</li> <li>• Train school based mentors</li> </ul>	Provide additional training August 2007 Spring, 2008	P.D. Coordinator Tech Coordinator	\$10,000 Stipends	Title II A	Level Of Understanding & Degree Of Implementation Survey Results

Action Step	<p>Ensure both district and school-wide Professional Development plans are tied directly to student achievement</p> <ul style="list-style-type: none"> <li>Monitor SIPs to ensure they are directly tied to student achievement.</li> <li>Continue to work with P.D. facilitators and tech coaches to ensure that their schools' plans reflect all strategies related to increasing student achievement (including all coaching and mentoring pieces)</li> </ul>	May, 2007-May 2008	P.D. Coordinator C&I Director Tech Coordinator	\$18,900. (stipends for pd ( facilitators) \$25,200. (stipends for Lead Mentors)	Title II-A General Purpose	Mentor Checklist  Professional development in SIP is linked to student achievement
Action Step	<p>Schedule highly qualified teachers in all core content areas.</p> <ul style="list-style-type: none"> <li>Provide financial support for teachers to get endorsements in hard to fill core content areas</li> </ul>	Begin August, 2007 Review each semester	HR Director PD Coordinator	\$30,000 College Tuition Reimbursement	Title II-A	Preliminary Report
Action Step	<p>Build awareness for K-12 teachers on big ideas, social studies content knowledge, and standards</p> <ul style="list-style-type: none"> <li>Identify essential learnings and train teachers to incorporate these learnings into instruction</li> </ul>	Fall, 2006 through 1008	TLA Director	Stipends: \$4,000 Elementary \$1,500 Middle \$4000 High	General Purpose	PD Software Product: K-12 Scope and Sequence aligning state framework and the needs of WCS
Action Step	<p>Evaluate the effectiveness of current science course offerings in the middle school</p> <ul style="list-style-type: none"> <li>Analyze ACT's EPAS™ Educational Planning and Assessment System Data to determine program effectiveness</li> <li>Review board policy and it's impact on middle school course offerings and possible gaps in science scope and sequence</li> <li>Monitor middle school students' transition into high school core science coursework</li> </ul>	September, 2006-May 2008	Mid. School Director High School Director TLA Director	No additional resources needed	N/A	Recommendations to board
Action Step	<ul style="list-style-type: none"> <li>Continue producing high school curriculum in US History, Economics, Government and CTE courses that earn economics and government credit</li> </ul>	July, 2007 July, 2008	TLA Director CTE Coordinator	CTE Funds \$2000 Fed \$2000 GP Stipends Substitute Funds	GP Perkins	Completed documents and monitor usage
Action Step	Review the research on homework and grading and make recommendations for guidelines.	August, 2006-May 2007	TLA Director SSS Director Grade Level Directors	Existing Resources and Personnel	N/A	Recommendation

<p>Action Step</p>	<p>Continue to define, promote, expand and improve CTE course offerings and clusters (including increased participation in CTSO, dual path, articulation, and dual enrollment) to support rigor, relevance, and relationships. Some specific activities include but will not be limited to:</p> <ul style="list-style-type: none"> <li>• Meet regularly with counselors</li> <li>• Analyze data from Kuder</li> <li>• Curriculum Writing</li> <li>• Career/Training fairs</li> <li>• CTSO Leadership Mtgs</li> <li>• Parent Nights</li> <li>• 8<sup>th</sup> Grade Visits</li> <li>• Surveys</li> <li>• Articulation/Dual Enrollment Mtgs</li> <li>• Community/Civic Org. Presentations</li> <li>• Site Visits</li> <li>• Teacher training</li> <li>• Equipment; M/S purchases</li> <li>• Advisory Committee Mtgs</li> <li>• Summer school courses for enrichment and/or dual enrollment</li> <li>• Business partnerships</li> <li>• Strategies in the original Perkins III Plan and 07-08 Transition Plan</li> </ul>	<p>July, 2006- June 2008</p>	<p>TLA Director CTE Coordinator</p>	<p>CTE Funds \$274,604 \$3000 Stipends GP Subs</p>	<p>Perkins GP</p>	<p>Event/Meeting Agenda's, sign-in sheets, Minutes, and/or Evaluations; Completed products and monitor usage; Survey data; Travel requests and reimbursements Purchase orders Summer school enrollment WBL enrollment</p>
<p>Action Step</p>	<p>Evaluate and determine the local interest in a CTE academy that will address high skill/high wage employment opportunities and economic needs</p>	<p>July, 2006- June 2009</p>	<p>CTE Coordinator TLA Director</p>	<p>CTE Funds \$300 Staff Development \$5000</p>	<p>Perkins GP</p>	<p>Records of Site Visits, PD, interest inventory, mtg. minutes</p>
<p>Action Step</p>	<p>Continue to train teachers and implement Technical Geometry</p>	<p>Summer 2006 - 2009</p>	<p>CTE Coordinator TLA Director</p>	<p>Travel \$1000 Equip/M/S \$6000</p>	<p>GP Perkins</p>	<p>Documentation of teachers trained; Student enrollment in course; Purchase orders</p>

## GOAL 7 – Action Plan Development

Revised DATE: \_\_\_\_\_

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

<b>Goal</b>	All 8 <sup>th</sup> grade students will demonstrate technology literacy through a technology assessment for the school year.					
Which need(s) does this Goal address?	NCLB					
How is this Goal linked to the system’s Five-Year Plan?	NCLB Requirement					
<b>ACTION STEPS</b>	<b>IMPLEMENTATION PLAN</b>					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)				
		Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources	Evaluation Strategy
Action Step	<ul style="list-style-type: none"> <li>• Identify assessment schedule to accommodate all students.</li> </ul>	Spring 2007	MS Director Principals Tech Coordinator	Assessment - \$0	N/A	School assessment schedule
Action Step	<ul style="list-style-type: none"> <li>• Create assessment accounts for students.</li> </ul>	Annually in fall	Tech Coordinator	N/A	N/A	Availability of accounts
Action Step	<ul style="list-style-type: none"> <li>• Expand reporting instrument to accommodate all 8<sup>th</sup> grade students</li> </ul>	Spring 2007	Tech Coordinator	N/A	N/A	Shared Workspace
Action Step	<ul style="list-style-type: none"> <li>• Provide PD for administrators of the assessment.</li> </ul>	Each Semester	Tech Coordinator	Supplies and Materials \$100	GP	PD Evaluation
Action Step	<ul style="list-style-type: none"> <li>• Implement assessment schedule and reporting.</li> </ul>	Spring 2007	MS Director Principals Tech Coordinator	N/A	N/A	Assessments administered to all students.

## TCSPP Compliance Matrix 5.1

### GOAL 8 – Action Plan Development

Revised DATE: \_\_\_\_\_

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

<b>Goal</b>	All schools will attain a 90% graduation rate annually.					
<b>Which need(s) does this Goal address?</b>	NCLB					
<b>How is this Goal linked to the system’s Five-Year Plan?</b>	NCLB Requirement					
<b>ACTION STEPS</b>			<b>IMPLEMENTATION PLAN</b>			
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiatives as applicable.			Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, and evaluation strategy. (For Evaluation Strategy, define how you will evaluate the action step.)			
			Timeline	Person(s) Responsible	Projected Cost(s) / Required Resources	Funding Sources
Action Step	<ul style="list-style-type: none"> <li>• Identify students at risk of not graduating on time.</li> <li>• Support identified needs of at-risk students</li> </ul>	Fall 2006- Spring 2008	Principals High School Director CTE Coordinator	Student data warehouse CTE Career Counselor Position	Perkins \$46,000	Created list and determination of needs. Records of how identified needs were addressed
Action Step	<ul style="list-style-type: none"> <li>• Develop structural changes based on dropout reasons from recent years and geared toward better student retention.</li> <li>PD</li> <li>• Provide professional development on research-based instructional strategies to maximize the class time and increase motivation for students for Fairview High, Franklin High, and Middle College</li> </ul>	SY 2006- 2008	Principals High School Director CTE Coordinator	\$18,000 Title II-A \$2,500 Stipends \$6000 Stipends and Contracted Services	Title II-A GP Perkins	Actual implementation of structured changes Levels of Implementation of classroom strategies
Action Step	<ul style="list-style-type: none"> <li>• Investigate potential of non-traditional class times to meet needs of at-risk students.</li> </ul>	Jan 2007- Jan 2008	HS Director Principals Director of Schools	Facilities’/use \$ Personnel \$	GP	Recommendation to Board
Action Step	<ul style="list-style-type: none"> <li>• Increase opportunities for Credit Recovery</li> </ul>	July 2006- July 2007	HS Director Tech Coordinator TLA Director	Stipends \$10,000 Software \$20,000	GP Site-based funds	Credits earned by graduates
Action Step	<ul style="list-style-type: none"> <li>• Explore and implement e-courses</li> </ul>	July 2006- July 2008	TLA Director HS Director	\$5000	GP	Implementation of e-courses

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

			Tech Coordinator			
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**Yes, addressed = +**

**No, not addressed = X**

**Not Applicable to the program area = NA**

### TCSPP Compliance Matrix 5.1

Action Steps	<ul style="list-style-type: none"> <li>• Provide ongoing support to new teacher's in middle and high schools</li> </ul> PD <ul style="list-style-type: none"> <li>• Begin training Process Champions for Capturing Kid's Heart's</li> <li>• Provide institutes for non-tenured teachers in high schools</li> </ul>	Fall, 2007	PD Coordinator High School Director Lead Mentors	\$6,000 GP \$12,000 Title II-A \$3,000 Stipends	General Purpose Title II-A	Follow-up with evaluations to determine level of implementation
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Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Establish annual measurable objectives for each school that – a) include an annual increase in the percentage of highly qualified teachers at each local school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-06 school year; and b) include an annual increase in the percentage of teachers who are receiving high-quality professional development?	+	+						F S
Principal Goals/ Office of the Superintendent								
Include a description of the applicant's specific goals for using advanced technology to improve student academic achievement, aligned with challenging State academic content and student academic achievement standards? (Title II D, Sec 2414 & Erate)	+					+		F T
T: Located in template 5.1 Goals/Action Plans. The curriculum containing technology integrated resources for literacy is currently posted on the district Intranet.								
Include a description of the steps the applicant will take to ensure that all students and teachers in schools served by the LEA involved have increased access to educational technology, especially students in high poverty, high need, or high priority schools? (Title II D, Sec 2414)	+							F
T: Located in Template 5.1 Goals/Action Plans. Goals focus on meeting the needs of students in the designated special groups to include students with disabilities, English Language Learners, and Economically Disadvantaged students. In addition, technology professional development supports high priority schools as indicated through school technology self-assessment data (NETS aligned). T: WCS assures that CIPA compliance has been met.								
Include a description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards? (Title II D, Sec 2414)	+							F
T: Strategies are in alignment with NETS (National Education Technology Standards) T: Specific timeline for effective technology integration into the daily curriculum can be found at <a href="http://www.wcs.edu/staff/technology.htm">http://www.wcs.edu/staff/technology.htm</a> .								

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Include a description of how the applicant will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center? (Title II D, Sec 2414 & Erate)	+					+		F T
	T: Frequency of technology professional development offerings for teachers is based upon the compiled results of the district-wide bi-annual teacher technology self assessment. This assessment is aligned to the NETS and the TN Framework for Evaluation. District technology coaches /academic specialists provide professional development to teachers and schools based upon the resulting data "on demand" at teacher initiated mentoring sessions and web-based requests. Additional pd is delivered to support growth in technology operations and concepts. Classes include basic computer troubleshooting and each product of the Microsoft Office Suite as aligned with NETS. Classes are available monthly with the exception of December and May. Year long on-going/sustained learning academies are composed of teams meeting together focused upon instructional topics around technology. Topics include visioning technology in the high school, designing student work, and digital storytelling. Each of these PD offerings includes school library media specialists. Principals and other administrators participate monthly in technology professional development during every administrators meeting. Assistant Principals participate in technology professional development a minimum of 5 times yearly.							
Include a description of how the applicant will integrate technology (including software and other electronically delivered learning material) into curricula and instruction, and a timeline for such integration? (Title II D)	+							F
	T: Located in template 5.1 Goals/Action Plans. The curriculum containing technology integrated resources for literacy is currently posted on the district Intranet.							
Describe how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources? (Title II D)	+							F
	T: WCS is currently requesting special course approval through the TDOE for Spanish I and II and Latin I and II as online courses. Currently, Credit Recovery is provided to high school students through technology based instruction. WCS is in the process of converting the Computer Literacy competencies to an online delivery using Microsoft Class Server and SharePoint Services. This virtual course will be used to support increased technology literacy for students. Currently, limited middle school technology curriculum is also delivered utilizing this technology. Six polycom mobile stations are in use in the district to support video conferencing requests. During school year 05-06, WCS implemented GAGGLETN service for students in grades 7-12. This provides an online instructional environment through threaded discussions, e-mail, and digital storage space. Each middle and high school developed an implementation plan utilizing GAGGLETN for instructional purposes.							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school? (Title II D)	+							F
	T: Effective use of technology to promote parental involvement is ensured through the district website found at <a href="http://www.wcs.edu">http://www.wcs.edu</a> , EduLog online zone access, and through ConnectED phone call out and survey system. WCS is completing final implementation of streaming video delivering media from both cable stations in the district through our website. These stations carry the county TV station delivering district adult and student information. The WCS Podcast station is scheduled to air publicly during the summer. Parents will be given the opportunity to self-select specific e-mail distribution lists in the district to receive information from the communications department. Software to communicate student grades online to parents will be utilized.							
Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology? (Title II D)	+							F
	T: Technology works in collaboration with the Adult Literacy Program to provide technology training and use opportunities equal to that of Williamson County Schools.							
Describe the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards? (Title II D)	+							F
	T: Program evaluations specific to goals/action steps are addressed in the TCSPP Template 5.1. The process and accountability measures for other activities are conducted in part through the bi-annual Technology Self-Assessment and the 8 <sup>th</sup> grade student technology literacy assessment. All 36 school staffs respond individually to 38 questions aligned with NETS-T. Grade 8 students are assessed on NET-S to measure student technology literacy. This data is reviewed by individual schools, district staff, and tech coaches. Data is then connected to teacher evaluation and school improvement planning.							
Describe the actions the LEA will take to assist high priority schools? (Title I, Sec 1112) <b>High Priority LEA Requirement</b> —The LEA's revised TCSPP includes the LEA's responsibilities for improvement.	N/A	N/A			N/a			F S A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the eligible entity will hold elementary schools and secondary schools receiving funds accountable for: <ul style="list-style-type: none"> <li>annually measuring the English proficiency of LEP students (by use of the CELLA.)</li> <li>meeting Title III English proficiency annual measurable objectives; and making AYP for LEP students. (Title III, Sec 3116)</li> </ul> <b>Title III Accountability LEA Requirement</b> —The LEA will develop Title III “improvement” strategies to address the Title III benchmark(s) not met.	+							F
	Annually measuring the English proficiency... “Students will attain proficiency or make progress in acquiring English as measured by annual CELLA and/or TCAP test results.”  Meeting Title III English proficiency annual measurable objectives... “CELLA student test scores will be used to measure AYP for LEP students. CELLA results will guide instruction for improvement strategies to address Title III benchmarks not met.” The most important consideration is the LEA’s ability to provide the ESL support services that its ELL population needs to progress in their English language proficiency while improving academic achievement.							
Describe how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State’s challenging student academic achievement standards for students classified as LEP, IDEA, Migrant, Neglected and Delinquent, Indian children served under Title VII, Homeless, and Immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of services? (Title I, Sec 1112)	+	+						F S
	<ul style="list-style-type: none"> <li>TCSPP Component 5—Goals 1-4</li> <li>NCLB Consolidated Application</li> </ul>							
Describe the strategy the LEA will use to coordinate programs with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including LEA level staff in accordance with sections 1118 and 1119? (Title I, Sec 1112)	+							F
	<ul style="list-style-type: none"> <li>TCSPP Component 5 outlines the coordination of services and resources</li> <li>T: Technology provides training and use opportunities in collaboration with other district programs equal to that of the Williamson County Schools.</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will coordinate and integrate services provided with other educational services at the LEA or individual school level such as: Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, as well as, services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children? (Title I, Sec 1112)	+							F
	<ul style="list-style-type: none"> <li>TCSPP Component 5 outlines the coordination of services and resources</li> </ul>							
Describe how the LEA will ensure that all paraprofessionals and all teachers of core academic courses are highly qualified by the end of 2005-06? (Title I, Sec 1119) <b>Title IIA Accountability LEA Requirement</b> —The LEA has developed Title IIA “improvement” strategies to increase the percentage of core academic courses taught by highly qualified teachers.	+	+	+					F S C
	<ul style="list-style-type: none"> <li>99% teachers in WCS are Highly Qualified—we will adjust staffing at middle and high schools to be at 100% for the following school year.</li> <li>Principal Goals, Office of the Superintendent</li> </ul>							
Describe the services the LEA will provide homeless children? (Title I, Sec 1112)	+							F
	<ul style="list-style-type: none"> <li>NCLB Consolidated Application</li> <li>School Board Policy</li> </ul>							
Describe the strategy the LEA will use to implement effective parental and community involvement, including parents of LEP students? (Title I, Sec 1112) <b>High Priority LEA Requirement</b> —The LEA’s revised TCSPP includes strategies to promote effective parental involvement in the schools.	+							F
	<ul style="list-style-type: none"> <li>TCSPP Communication Plan</li> <li>TCSPP Component Five Action Plans include community involvement and parent communication as necessary</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the professional development activities and how these activities will be aligned with challenging State academic content standards and the curricula and programs tied to the standards? (NCLB) <b>High Priority LEA Requirement</b> —The LEA’s revised TCSPP provides for high-quality staff development for instructional staff that focuses primarily on improved instruction (includes the results of the district’s professional development survey and an explanation of how the district used the required 10% set aside in Title I for professional development as required by NCLB.)	+							F
	<ul style="list-style-type: none"> <li>• TCSPP Component 5 Action Plans incorporate professional development</li> <li>• School Improvement Plans/ Office of Superintendent</li> <li>• School Budget Request/PD Coordinator’s office</li> <li>• Professional Development Web management system</li> <li>• T: Located in Template 5.1 Goals/Action Plans</li> </ul>							
Describe how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement? (NCLB) <b>High Priority LEA Requirement</b> —The LEA’s revised TCSPP incorporates strategies grounded in scientifically based research (SBR) that will strengthen instruction in core academic subjects	+							F
	<ul style="list-style-type: none"> <li>• Research Reports—Capturing Kid’s Hearts</li> <li>• Professional Development Coordinator’s office</li> <li>• ATI research and work/ Professional Development Coordinator’s office</li> <li>• Quantum Learning/ Professional Development Coordinator’s office</li> <li>• T: Thorough reviews of scientifically based research are conducted to plan technology implementation and use. Research outcomes are used to guide program implementation. Online databases supporting identification of scientifically based research used include <a href="http://caret.iste.org/">http://caret.iste.org/</a> and <a href="http://www.whatworks.ed.gov/">http://www.whatworks.ed.gov/</a>.</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students? (NCLB)	+							F
	Planning all based on student demonstrated needs as outlined in Comprehensive Development Plan for Professional Development/ <a href="http://www.wcs.edu/staff/pd/index2.htm">www.wcs.edu/staff/pd/index2.htm</a> T: Activities will impact student achievement through 1) transformative student lessons and performance-based student work, 2) accelerating learning opportunities, 3) increased student engagement, and 4) aligned student learning preferences. Each is expected to result in increased student achievement. Transformative student lessons and performance-based student work are measured through teacher use and implementation from the curriculum. Accelerated learning is measured by the scope and sequence of the curriculum. Student engagement is measured in each classroom as required by the district. The goals and action plans in template 5.1 focus specifically on impacting the needs of low-income and minority students using the identified descriptions. Preferred student learning preferences are determined by student input and the work of Marc Prensky.							
Describe how the LEA will coordinate professional development activities provided through Federal, State, and local programs? (NCLB)	+							F
	TCSPP Component Five, Action Plans Comprehensive Development Plan for Professional Development/ <a href="http://www.wcs.edu/staff/pd/index2.htm">www.wcs.edu/staff/pd/index2.htm</a> School Improvement Plans/Office of Superintendent T: Located in Template 5.1 Goals/Action Plans. Technology professional development activities are part of the WCS Comprehensive Professional Development plan and coordinated with the district Professional Development Coordinator.							
Describe the professional development activities that will be made available to teachers and principals and how the LEA will ensure that the PD (which may include teacher mentoring) needs of teachers and principals will be met? (Title II A, Sec 2122) <b>Title IIA Accountability LEA Requirement</b> —The LEA has developed Title IIA “improvement” strategies to increase the percentage of teachers reporting high quality professional development.	+							F
	<ul style="list-style-type: none"> <li>• TCSPP Component Five</li> <li>• School-based SIP plans, District Goals/ Professional Development Coordinator’s office</li> <li>• Comprehensive Development Plan for Professional Development/ <a href="http://www.wcs.edu/staff/pd/index2.htm">www.wcs.edu/staff/pd/index2.htm</a></li> <li>• PD Management System</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy? (Title II A, Sec 2122 & Title II D, Sec 2414)	+							F
	<ul style="list-style-type: none"> <li>Comprehensive Development Plan for Professional Development/ <a href="http://www.wcs.edu/staff/pd/index2.htm">www.wcs.edu/staff/pd/index2.htm</a></li> <li>T: WCS brought groups of teacher together to develop lesson plans and technology resources integrating NETS-S into the core content curriculum. These “mini-lessons” and resources will be posted to the Williamson County Schools website accessible to all teachers. Lesson design also includes a technology-based product developed from current PBA’s. Lessons will be modeled, team taught, and support by tech coaches. Videos of lessons are captured and used with the principals at administrative professional development. Plans are in place to post them for streaming for teacher reference. Additional professional development is being provided conducted with Bernajean Porter on designing transformative student work with technology and Mark Stanley on designing student work with technology in the high school. Training is planned by the teacher, principal, and pd facilitator in conjunction with the tech coach based upon the results of the WCS technology self-assessment.</li> </ul>							
Describe how the LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency? (Title II A, Sec 2122)	+							F
	<ul style="list-style-type: none"> <li>TCSPP Component Five/ Action Plans</li> <li>Differentiation Workshop/ PD Management System</li> <li>Plans for a District-wide day focusing on the needs of ELL Learning</li> </ul>							
Describe how the LEA will provide training to enable teachers to improve student behavior in the classroom and identify early and appropriate interventions to help students? (Title II A, Sec 2122)	+							F
	TCSPP Component Five/ Action Plans Example: Quality teaching in a Culture of Coaching PD Management System							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will provide training to enable teachers to involve parents in their child’s education? (Title II A, Sec 2122)	+							F
	TCSPP Component Five/Action Plans							
Describe how the LEA will provide training to enable teachers to understand and use data and assessments to improve classroom practice and student learning? (Title II A, Sec 2122)	+							F
	PD management system TCSPP Component 5/ Action Plans—All academic goals <ul style="list-style-type: none"> <li>• Power of Assessment Academy</li> <li>• Power of Retelling Academy</li> </ul>							
Conduct a needs assessment with the involvement of teachers and did it take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students the opportunity to meet challenging State and local student academic achievement standards? (Title II A, Sec 2122)	+							F
	<ul style="list-style-type: none"> <li>• SIP as a part of Comprehensive PD Plan/ Office of the Superintendent</li> <li>• TCSPP Component Four/ Curriculum, Instruction, Assessment, and Organizational Effectiveness</li> </ul>							
Include on your planning committee, parents and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A, Sec 4114)	+							F
	<ul style="list-style-type: none"> <li>• TCSPP Component One</li> <li>• Title IV Advisory Committees; including ongoing communication w/STARS</li> <li>• Williamson County Coalition for Safe Schools &amp; Communities</li> <li>• Williamson County Health Council</li> <li>• Juvenile Action Council</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Collect relevant objective data which also includes participating private schools and community data so you can determine the prevalence of factors that put students at risk of using illegal drugs or engaging in undesirable behaviors? (Title IV A, Sec 4114)	+							F
	<ul style="list-style-type: none"> <li>PRIDE Data/ Analysis included in Component Three</li> <li>Private School Applications for NCLB Consolidated application</li> </ul>							
Collect relevant objective data which also reflects protective factors, assets, or buffers that promote positive youth development? (Title IV A, Sec 4114)	+							F
	<ul style="list-style-type: none"> <li>Analysis included in Component Three (pages 4-5)</li> </ul>							
In the selected programs or activities, address the risk and protective factors based on scientific research that provides evidence that the program to be used will reduce violence and illegal drug use? (Title IV A, Sec 4114)	+							F
	<ul style="list-style-type: none"> <li>TCSPP Component Five/ Action Plans: Goal 5</li> </ul>							
Include measurable indicators for risk and protective factors that the system will address and target services to schools and students with the greatest need? (Title IV A, Sec 4114)	+							F
	<ul style="list-style-type: none"> <li>TCSPP Component Five/ Action Plans Goal 5</li> <li>Prioritized Goals in TCSPP Component Three (page8)</li> </ul>							
Include a plan to have meaningful and ongoing consultation with the planning committee to seek advice regarding how best to coordinate the LEA's activities with other related strategies, program, and activities being conducted in the community? (Title IV A)	+							F
	<ul style="list-style-type: none"> <li>TCSPP Component Five/Action Plan: Goal 5</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Develop your application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A)	+							F
<ul style="list-style-type: none"> <li>• TCSPP Component Five/ Action Plans Goal 5</li> <li>• Prioritized Goals in TCSPP Component Three</li> <li>• Advisory Group minutes</li> </ul>								
On an ongoing basis, consult with such representatives and organizations in order to seek advice regarding how best to coordinate such agency’s activities under this subpart with other related strategies, programs, and activities being conducted in the community? (Title IV A)	+							F
<ul style="list-style-type: none"> <li>• TCSPP Component Five/ Action Plans Goal 5</li> <li>• Prioritized Goals in TCSPP Component Three</li> <li>• Advisory Group minutes</li> </ul>								
Include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services? (Title II D & Erate)	+					+		F
T: Assessment of stated items is on file in the Superintendents’ Office, goals file.								T
Provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy? (Title II D & Erate)	+					+		F
T: Budget found in the NCLB Consolidated Application Technology Budget with Title IID information.								T
Include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise? (Erate)						+		
T: Schools are able to monitor and adjust using the bi-annual technology self-assessment and ongoing collaboration through the instructional technology department. Changes in need based upon data and new opportunities are immediately adjusted and recorded for school planning purposes.								T

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Provide a complete description of the extended learning program content, grade level, subject area, and timeframe (summer and school year)?				+				E
	<ul style="list-style-type: none"> <li>Board Minutes, Office of the Superintendent</li> </ul>							
Include at least one concrete, quantifiable measure related to the SBE Master Plan and any other appropriate measures related to how well the objective has been met?				+				E
	<ul style="list-style-type: none"> <li>Board Minutes, Office of the Superintendent</li> </ul>							
Describe the process for evaluating the work you have done?				+				E
	<ul style="list-style-type: none"> <li>Board Minutes, Office of the Superintendent</li> </ul>							
Include an extended contracts employment summary?				+				E
	<ul style="list-style-type: none"> <li>Extended Contract Records, David Heath</li> </ul>							
Define your leadership team?	+	+	+		+			F S C A
	<ul style="list-style-type: none"> <li>TCSPP Component One</li> </ul>							
Include on your leadership team – teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students?	+	+	+		+			F S C A
	<ul style="list-style-type: none"> <li>TCSPP Component One</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Define your subcommittees?	+	+	+	+	+			F S  E A
	<ul style="list-style-type: none"> <li>TCSPP Component One, Extended Contract Committee</li> <li>CTE Planning Committee/ CTE Advisory Committees</li> <li>Title IV Advisory Committee</li> </ul>							
Define significant system and common factors?		+			+			S  A
	<ul style="list-style-type: none"> <li>TCSPP Component One</li> </ul>							
Profile your system and community?	+	+		+	+			F S  E A
	<ul style="list-style-type: none"> <li>TCSPP Component Three</li> </ul>							
Use a collaborative process to develop your program goals/objectives?	+	+	+	+	+	+		F S C E A T
	<ul style="list-style-type: none"> <li>TCSPP Component Three and Component One</li> </ul>							
Define your beliefs?	+	+	+		+			F S C  A
	<ul style="list-style-type: none"> <li>TCSPP Component Two</li> </ul>							
Define your mission?	+	+	+	+	+			F S C E A
	<ul style="list-style-type: none"> <li>TCSPP Component Two</li> </ul>							
Define your vision?	+	+	+	+	+			F S C E A
	<ul style="list-style-type: none"> <li>TCSPP Component Two</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Identify academic and non-academic assessment measures?	+	+	+	+	+			F S C E A
	<ul style="list-style-type: none"> <li>TCSPP Component One and Three</li> </ul>							
Define data collection and analysis processes?	+	+	+	+	+			F S C E A
	<ul style="list-style-type: none"> <li>TCSPP Component One and Three</li> </ul>							
Include report card results?	+	+	+	+	+			F S C E A
	<ul style="list-style-type: none"> <li>TCSPP Component Three</li> </ul>							
Explain what you learned from all of the data?	+	+	+		+			F S C A
	<ul style="list-style-type: none"> <li>TCSPP Component Three</li> </ul>							
Prioritize your goals?	+	+	+	+	+	+		F S C E A T
	<ul style="list-style-type: none"> <li>TCSPP Component Three</li> <li>Perkins Application for 2006-07; <b>2007-08 Transition Plan</b></li> </ul>							
Indicate that procedures are in place to identify and correct non-compliance issues in a timely manner? (i.e. through monitoring, complaints, mediations, and hearings.) <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) at: <a href="http://www.state.tn.us/education/speced/sereports.php">http://www.state.tn.us/education/speced/sereports.php</a> , SPP/APR Indicators # 15-19.	+	+	+					F S C
	<ul style="list-style-type: none"> <li>Cyclical Performance Review for LEAs</li> <li>IPIPs-Special Education Monitoring</li> <li>CTE State <b>and Local</b> Monitoring</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Indicate that system procedures and practices ensure collection and reporting of accurate and timely data? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 20.	+	+	+		+			F S C  A
	<ul style="list-style-type: none"> <li>WCS Board Policy</li> <li>TCSPP Communication Plan</li> <li>Cyclical Performance Review for LEAs</li> <li>e-TIGER Reporting System</li> </ul>							
Identify strengths and weaknesses based on the data?	+	+	+		+			F S C  A
	TCSPP Component Three and Component Four							
Compare the graduation rate for 12 <sup>th</sup> grade career-technical concentrators to the graduation rate of 12 <sup>th</sup> grade academic graduates?			+					C
	<ul style="list-style-type: none"> <li>CTE Report Card</li> <li>TCSPP Component 3</li> </ul>							
Compare the performance results for special population, 12 <sup>th</sup> grade career-technical concentrators with non-special population, 12 <sup>th</sup> grade career-technical concentrators?			+					C
	<ul style="list-style-type: none"> <li>CTE Report Card Sub-Group Data</li> </ul>							
Determine the percentage of 12 <sup>th</sup> grade career-technical concentrators achieving academic attainment for graduation?			+					C
	<ul style="list-style-type: none"> <li>CTE Report Card</li> <li>TCSPP Component 3</li> </ul>							
Determine the percentage of 12 <sup>th</sup> grade career-technical concentrators attaining 75% of career-technical competencies?			+					C
	<ul style="list-style-type: none"> <li>CTE Report Card</li> <li>TCSPP Component 3</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine the percentage of 12 <sup>th</sup> grade concentrators graduated from the previous year, employed in the program area or related field; enrolled in a post-secondary institution; or a member of the military?			+					C
	<ul style="list-style-type: none"> <li>WCS CTE Follow up Data</li> </ul>							
Determine the percentage of non-traditional students enrolled in a career-technical program?			+					C
	<ul style="list-style-type: none"> <li>CTE Report Card</li> <li>TCSPP Component 3</li> </ul>							
Determine the percentage of non-traditional students classified as concentrators in a career-technical program?			+					C
	<ul style="list-style-type: none"> <li>CTE Report Card</li> <li>TCSPP Component 3</li> </ul>							
Describe the results derived from analyzing the state assessment by student subgroup? <b>High Priority LEA Requirement</b> —The LEA's revised TCSPP defines specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the AYP determination.	+	+	+		+			F S C A
	<ul style="list-style-type: none"> <li>TCSPP Component Three</li> </ul>							
Identify and describe additional types of academic assessments, beyond the state assessment, used by the system?	+	+		+	+			F S E A
	<ul style="list-style-type: none"> <li>TCSPP Component Three</li> </ul>							
Analyze disaggregated high school graduation rates and define what was determined?	+	+	+		+			F S C A
	<ul style="list-style-type: none"> <li>TCSPP Component Three</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Analyze disaggregated elementary/middle attendance rates and define what was determined?	+	+			+			F S  A
<ul style="list-style-type: none"> <li>TCSPP Component Three</li> </ul>								
Indicate that Parent Notification of assessment data has been disseminated to parents in a uniform format and provided in a language understood by all parents?	+	+	+					F S C
<ul style="list-style-type: none"> <li>TCSPP Communication Plan</li> <li>TCSPP Component Five/ Action Plan: Communication with parents</li> </ul>								
Define the current reality of student learning?				+	+			E A
<ul style="list-style-type: none"> <li>TCSPP Component Three</li> </ul>								
Analyze faculty perception of your system?		+		+	+			S  E A
<ul style="list-style-type: none"> <li>TCSPP Component Three</li> </ul>								
Analyze parent perception of your system?		+		+	+			S  E A
<ul style="list-style-type: none"> <li>TCSPP Component Three</li> </ul>								
Analyze community perception of your system?		+		+	+			S  E A
<ul style="list-style-type: none"> <li>TCSPP Component Three</li> </ul>								
Analyze student perception of your system? (if applicable)		+		+	+			S  E A
<ul style="list-style-type: none"> <li>TCSPP Component Three and ongoing as documented in Component Five/Action Plans</li> </ul>								

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Identify your Component 3 priorities of need?	+	+	+		+			F S C A
	<ul style="list-style-type: none"> <li>TCSPP Component Three</li> </ul>							
Identify the strengths and weaknesses of your decision-making process?		+	+	+				S C E
	<ul style="list-style-type: none"> <li>TCSPP Component Three</li> </ul>							
Define how material, human services, and funding sources are used to ensure school improvement?	+	+	+	+	+			F S C E A
	<ul style="list-style-type: none"> <li>TCSPP Component Four</li> <li>TCSPP Component Five</li> <li>Special Education Comprehensive Plan</li> </ul>							
Identify what programs and processes are in place for curriculum analysis and support?	+	+	+	+	+			F S C E A
	<ul style="list-style-type: none"> <li>TCSPP Component Four</li> </ul>							
Identify what programs and processes are in place for analyzing and supporting the instructional process?	+	+	+	+	+			F S C E A
	<ul style="list-style-type: none"> <li>TCSPP Component Four</li> </ul>							
Indicate that the system reviews data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if significant disproportionality is identified, does the LEA review and as appropriate revise policies, procedures and practices?		+	+					S C
	<ul style="list-style-type: none"> <li>Cyclical Performance Review for LEAs</li> <li>PIPs-Special Education Monitoring</li> <li>CTE Planning Committee</li> <li>CTE Advisory Committees</li> <li>CTE State Monitoring</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine the needs of children with disabilities based on information from an appropriate evaluation?		+		+				S
	<ul style="list-style-type: none"> <li>• EP, Student Support Services</li> <li>• Evaluation information, Student Support Services</li> </ul>							E
Indicate that the provision of a free appropriate public education to children with disabilities is facilitated through parent involvement, i.e. through parent training, dissemination of information (newsletters, pamphlets, surveys, number of parents reached/trained, etc.)?		+						S
	<ul style="list-style-type: none"> <li>• Special Education Comprehensive Plan</li> </ul>							S
Define how you will assist career-technical students in meeting or exceeding academic graduation requirements?			+					C
	<ul style="list-style-type: none"> <li>• Original Perkins III Plan</li> <li>• TCSPP Component Five</li> </ul>							C
Define how you will assist career-technical students in mastering occupational skill competencies?			+					C
	<ul style="list-style-type: none"> <li>• Original Perkins III Plan</li> <li>• TCSPP Component Five</li> </ul>							C
Determine how to ensure programs are of sufficient size, scope, sequence to improve career-technical education students' performance in a coherent sequence of subjects (both academic and career-technical) leading to higher learning and/or placement in a high skill, high wage occupation?		+	+					S
	<ul style="list-style-type: none"> <li>• Original Perkins III Plan</li> <li>• TCSPP Component Five</li> </ul>							C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Define how you will meet the needs of special population students preventing discrimination and assisting in their attainment of academic and career-technical skills?		+	+					S C
	<ul style="list-style-type: none"> <li>• Student Support Services website information</li> <li>• Special Education Comprehensive Plan</li> <li>• Disability Harassment Training</li> <li>• TCSPP Component Five</li> <li>• Original Perkins III Plan</li> </ul>							
Determine how you will promote non-traditional enrollment in career-technical programs?			+					C
	Original Perkins III Plan and 05-06 Addendum							
Determine how you will ensure the annual developing and updating of 4 & 6 year plans as required by the high school policy? (Initial 8 <sup>th</sup> grade student and parent meetings to develop 4 & 6 year plans and process for making revisions to 9-12 <sup>th</sup> grade plans.)		+	+					S C
	<ul style="list-style-type: none"> <li>• Middle and High School Counselors</li> <li>• IEP Teams</li> <li>• Original Perkins III Plan and 05-06 Addendum</li> <li>• Component Five</li> <li>• PHS HSTW Action Plan</li> </ul>							
Determine how the system will provide additional educational assistance to low-achieving students? <b>High Priority LEA Requirement</b> —The LEA’s revised TCSPP addresses the fundamental teaching and learning needs of schools in the district, especially the needs of low-achieving students.	+	+	+	+	+			F S C E A
	TCSPP Component Five PHS HSTW Action Plan							
Describe the actions the system will take to assist low-achieving schools identified as in need of improvement?	N/A	N/A		N/A	N/A			F S E A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Provide the system plan of action to offer school choice and supplemental services for those schools that qualify?	N/A	N/A						F S
If applicable, in Targeted Assisted Schools identify eligible children most in need of services?	+	+						F S
	<ul style="list-style-type: none"> <li>NCLB Consolidated Application</li> <li>TCSPP Component Five/ Action Plans</li> <li>TCSPP Component Three: Prioritized Goals</li> </ul>							
Describe how the system will coordinate and integrate services to include: - transition from Head Start, or other similar program, to elementary school?	+	+						F S
	<ul style="list-style-type: none"> <li>Interagency agreement with Head Start, Student Support Services and the available Building Blocks pre-school program through SS/HS</li> </ul>							
If applicable, describe the activities funded by the system which support preschool programs?	+	+		+				F S
	<ul style="list-style-type: none"> <li>Special Education Early Childhood Programs, Student Support Services</li> <li>General Education Preschool, Office of the Elementary Director</li> </ul>							E
Describe the system strategy to implement the Parent Involvement Policy found in NCLB 1118?	+			+				F
	<ul style="list-style-type: none"> <li>Parent Involvement Policy, Board Minutes, Office of the Superintendent</li> <li>TCSPP Component Five/ Action Plans</li> <li>TCSPP Communication Plan</li> </ul>							E
If applicable, describe the system's extended learning time programs (after or before school, or extended school year)? <b>High Priority LEA Requirement</b> —The LEA's revised TCSPP includes, as appropriate, student learning activities before school, after school, during the summer, and during any extensions of the school year.	+	+		+				F S E
	<ul style="list-style-type: none"> <li>Extended Contract Files, David Heath's Office</li> <li>TCSPP Component Five/Action Plans</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine the effectiveness of your curriculum, instruction, assessment, and organizational structure?	+	+	+		+			F S C A
	<ul style="list-style-type: none"> <li>TCSPP Component Four</li> </ul>							
Determine to what degree you meet SACS standards?					+			A
	<ul style="list-style-type: none"> <li>Office of the Superintendent</li> </ul>							
Determine to what degree the stakeholder perception matches your current reality?		+			+			S A
	<ul style="list-style-type: none"> <li>TCSPP Component Three and Four</li> <li>Cyclical Performance Review for LEAs</li> </ul>							
Identify your Component 4 priority of needs?	+	+	+		+			F S C A
	<ul style="list-style-type: none"> <li>TCSPP Component Four</li> </ul>							
Define your goals? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)		+	+	+	+	+		S C E A T
	<ul style="list-style-type: none"> <li>TCSPP Component Three: Prioritized Goals</li> <li>TCSPP Component Five/ Action Plan</li> <li>Original Perkins III Plan</li> </ul>							
Define your action steps? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)		+	+		+	+		S C A T
	<ul style="list-style-type: none"> <li>TCSPP Component Five/ Action Plan</li> <li>Original Perkins III Plan</li> </ul>							
Define your implementation plans?		+	+	+	+			S C E A
	<ul style="list-style-type: none"> <li>TCSPP Component Five/ Action Plans</li> <li>Original Perkins III Plan <b>and Transition Plan</b></li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Address in your action plan the required clusters for your program area?			+					C
	<ul style="list-style-type: none"> <li>TCSPP Component Five/Action Plans</li> <li>Original Perkins III Plan and 05-06 Addendum</li> </ul>							
Based on data, determine how the system goals include and address continuous career-technical program improvement?			+					C
	<ul style="list-style-type: none"> <li>TCSPP Component Three: Prioritized Goals</li> <li>TCSPP Component Five/ Action Plans</li> </ul>							
Determine how the system addresses plans for meeting performance levels on the core indicators of performance? (must address each deficient core)		+	+					S C
	<ul style="list-style-type: none"> <li>Technical Skill deficiency and sub-groups are addressed in TCSPP Component Five</li> </ul>							
Define what staff development your system will provide for career-technical teachers to assist them in exceeding the core indicators of performance?			+					C
	<ul style="list-style-type: none"> <li>TCSPP Component Five/ Action Plans</li> </ul>							
Define what summative assessment will be used?		+			+			S A
	<ul style="list-style-type: none"> <li>TCSPP Component Five</li> </ul>							
Describe how you will evaluate the SIP process?		+			+			S A
	<ul style="list-style-type: none"> <li>TCSPP Component Five and Six</li> </ul>							
Determine how you will address monitoring recommendation found in the systems' most recent career-technical and special education program evaluations?		+	+					S C
	<ul style="list-style-type: none"> <li>TCSPP Component Six</li> <li>PIPs from Cyclical Performance Review for LEAs</li> <li>CTE Transition Plan</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>In the TCSPP did you:</b> (Indicate where in the plan, or other system documentation, this information can be found.)								
Address in the action plan the evaluation process required for each question within each cluster area?		+	+					S C
	<ul style="list-style-type: none"> <li>TCSPP Component Five/ Action Plans</li> </ul>							
Determine how you will evaluate the system assessment process of career-technical programs that is used to ensure continuous program improvement?			+					C
	<ul style="list-style-type: none"> <li>Original Perkins III Application and the Transition Plan</li> </ul>							
Discuss the Review/Revision Process of your comprehensive systemwide plan? <b>High Priority LEA Requirements</b> — The LEA’s revised TCSPP includes the SEA’s responsibilities for improvement. The LEA’s revised TCSPP includes a determination of why the district’s previous plan did not bring about increased student academic achievement.	+	+						F S
	<ul style="list-style-type: none"> <li>TCSPP Component Six</li> </ul>							
Define your plans for implementation and evaluation of your action plan?	+	+	+		+			F S C A
	<ul style="list-style-type: none"> <li>TCSPP Component Five, Action Plans and Six</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
The percent of youth with IEPs graduating from high school with a regular high school diploma are comparable to the percent of all youth in your LEA graduating with a regular diploma? <b>SPED State Measurement:</b> Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 1/CPR # 1 (20 U.S.C. 1416 (a)(3)(A))		+	+					S C
	<ul style="list-style-type: none"> <li>Cyclical Performance Review for LEAs</li> <li>CTE Report Card Sub-Group Data</li> </ul>							
The percent of youth with IEPs dropping out of high school are comparable to the percent of all youth in your LEA dropping out of high school? <b>SPED State Measurement:</b> Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 2/ CPR # 2 (20 U.S.C. 1416 (a)(3)(A))		+						S
	<ul style="list-style-type: none"> <li>Cyclical Performance Review for LEAs</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
Participation and performance of children with disabilities on statewide assessments: A. Percent of schools meeting the State's AYP objectives for progress for disability subgroup. B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternative assessment against grade level standards; alternate assessment against alternate achievement standards. C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards?  <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 3/ CPR # 3 (20 U.S.C. 1416 (a)(3)(A))		+						S
	<ul style="list-style-type: none"> <li>Cyclical Performance Review for LEAs</li> </ul>							
Rates of suspension and expulsion: A. Percent of schools identified by the LEA as having a significant discrepancy in the rates of suspensions & expulsions of children with disabilities for greater than 10 days in a school year; and B. Percent of school identified by the LEA as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity?  <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 4/ CPR # 4 (20 U.S.C. 1416(a)(3)(A); 1412(a)22))		+						S
	<ul style="list-style-type: none"> <li>Cyclical Performance Review for LEAs</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
The number and percent of children with IEPs ages 6 through 21: A. Removed from regular class less than 21% of the day B. Removed from regular class greater than 60% of the day C. Served in either public or private separate schools, residential placements, or homebound or hospital placements? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 5/ CPR # 5 (20 U.S.C. 1416(a)(3)(A))		+						S
	<ul style="list-style-type: none"> <li>Cyclical Performance Review for LEAs</li> </ul>							
The number and percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood / part-time early childhood special education settings)? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 6/ CPR # 6 (20 U.S.C. 1416(a)(3)(A))		+						S
	<ul style="list-style-type: none"> <li>Cyclical Performance Review for LEAs</li> </ul>							
The percentage of preschool children with IEPs who demonstrate improved: A. Positive social-emotional skills (including social relationships); B. Acquisition and use knowledge and skills (including early language/communication and early literacy); and C. Use of appropriate behaviors to meet their needs? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 7/ CPR # 7 (20 U.S.C. 1416 (a)(3)(A))		+						S
	<ul style="list-style-type: none"> <li>Cyclical Performance Review for LEAs</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 8/ CPR # 8 (20 U.S.C. 1416 (a)(3)(A)) *LEA may use State parental survey or develop one of their own for the TSCPP.		+						S
	<ul style="list-style-type: none"> <li>Cyclical Performance Review for LEAs</li> </ul>							
The percentage of schools identified by the LEA as having disproportionate representation of racial and ethnic groups identified for special education and related services that is the result of inappropriate identification? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 9 & State Indicator – Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))		+						S
	<ul style="list-style-type: none"> <li>Cyclical Performance Review for LEAs</li> </ul>							
The percent of schools identified by the LEA with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) Indicator 10 and State Indicator for Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))		+						S
	<ul style="list-style-type: none"> <li>Cyclical Performance Review for LEAs</li> </ul>							
Percent of children with parental consent to evaluate, who where evaluated and eligibility determined within 60 days (or State established timeline)? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 11. (20 U.S.C. 1416(a)(3)(B))		+						S
	<ul style="list-style-type: none"> <li>Cyclical Performance Review for LEAs</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

### TCSPP Compliance Matrix 5.1

	Federal Programs <b>(F)</b>	Special Education <b>(S)</b>	Career-Technical <b>(C)</b>	Extended Contract <b>(E)</b>	SACS <b>(A)</b>	Technology <b>(T)</b>	Systemwide	
<b>Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:</b>								
The number of children referred by Part C prior to age 3 who are found eligible for Part B services and who have an IEP developed & implemented by their third birthday? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 12. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))		+						S
	<ul style="list-style-type: none"> <li>Cyclical Performance Review for LEAs</li> </ul>							
The number and percentage of youth with disabilities age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 13. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))		+						S
	<ul style="list-style-type: none"> <li>Cyclical Performance Review for LEAs</li> </ul>							
The number and percentage of youth with disabilities who had IEPs, are no longer in secondary school and who are competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school as compared to nondisabled youth no longer in secondary school? <b>SPED State Measurement:</b> Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 14. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B)) * LEA can use state transition survey (in process of development) or develop own procedure for TCSPP		+						S
	<ul style="list-style-type: none"> <li>Cyclical Performance Review for LEAs</li> </ul>							

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

## **TCSPP Compliance Matrix 5.1**

**As you implement your TCSPP, it is imperative that you monitor and review your Compliance Matrix regularly to ensure that all programmatic needs are being met. These needs should be embedded into your Component 5 Action Plan where possible to create a seamless and comprehensive approach to student achievement.**

**Yes, addressed = +**

**No, not addressed = X**

**Not Applicable to the program area = NA**