



Updated WCS Master Plan 2005-2006

http://www.wcs.edu/district/superintendent/master_plan/master_plan.pdf

STATE OF TENNESSEE
Department of Education
Division of Teaching and Learning
Lana Seivers
Commissioner

Local Consolidated District Plan

To receive No Child Left Behind funds, Tennessee requires that districts complete a consolidated planning process that comprehensively reviews district level data and prioritizes needs. This consolidated planning process requires input from key stakeholders including educators, parents, members of the public, and others. All districts must complete the consolidated planning process and post their consolidated plans on their websites.

The Consolidated Plan, Process Checklist, Action Plans and Evaluation Plans are completed by the local school districts and posted on the local school district website.

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Tennessee Consolidated Planning
& Needs Assessment Process

2003-04

System Number _____ System Name Williamson County Board of Edu Date 5/30/04

Component 1
CONSOLIDATED PLANNING & COLLABORATIVE PROCESS

Please check the tasks accomplished to the Team's satisfaction:

- 1.1. Appropriate people representing important groups in our district were identified as members of the Core and Total Consolidated Planning Team.
- 1.2. Team Members were clear about the Goals of Consolidated Planning and the possible challenges to accomplishing it in a way that will make a difference for our students.
- 1.3. All Team Members were clear about and committed to their roles, responsibilities, and agreements that ensured productive collaboration and decision making.
- 1.4. A doable and detailed plan for accomplishing the Consolidated Planning and Needs Assessment Process complete with dates, tasks, responsibility, timelines was developed. [On File]
- 1.5. An effective Communication Plan that promoted satisfactory distribution and inflow of important information was developed.

Team Composition
Subcommittee Formation & Operation

Identify Chairs and Team or Committee Members Responsible for the Consolidated Plan and Consolidated Funding Application.

Consolidated Planning Chair* (Identify by Name with Title and/or Position)

Name: Karen C. Hawkins Title or Position: Director Curriculum & Instruction

Identify Core Consolidated Planning Team (Identify by Name with Title, Position, and/or Representation) *Chair of Consolidated Plan may also Chair Components 1, 2, 5, & 6

Component 1 Chair*
Name: Karen Hawkins Title or Position: Director Curriculum & Instruction

Component 2 Chair*
Name: Ann Lewis Title or Position: School and Community Project Director

Component 3 Chair
Name: Carol Hendlmyer Title or Position: Director of Student Services

Component 4 Chair
Name: Belinda Moss Title or Position: Director of Instructional Tech

Component 5 Chair*
Name: Karen Hawkins Title or Position: Director Curriculum & Instruction

Component 6 Chair*
Name: Lynn Heady Title or Position: Curriculum Director

Component 7 Chair
Name: Janice Parker Title or Position: Federal Projects Bookkeeper

Identify Total Consolidated Planning Team (Identify by Name with Title, Position, and/or Representation)

Component 2 Members

Name:	Title or Position:	Representation:
Marilyn Webb	Principal, Independence	High School Principal
Eugene Wade	Director of Employee Relations	Ethnic Population
Linda Marlin	Staffing Coordinator	Classified Staff
Beth Ferguson	Principal, Nolensville	Elementary Principal
Gary Anderson	Board Chair	School Board Member

Component 3 Members

Name:	Title or Position:	Representation:
Michelle Contich	Director Professional Development and Assessment	Assessment Staff
Ann Vaughan	Title I Director	Title I
Dianne O'Neil	Safe and Drug Free Coordinator	Safe & Drug Free
Carol Birdsong	Communications Director	Communications
Jackie Baggett	Career/Tech Coordinator	Career and Technical
Belinda Moss	Instructional Technology Director	Student Management

Component 4 Members

Name:	Title or Position:	Representation:
		Curriculum
Priscilla Fizer	Principal, Woodland Middle	Middle School Principal
Terry Shrader	Principal, Centennial High	High School Principal
David Heath	Interim Director	Administration
Michelle Contich	Director Professional Development and Assessment	Assessment

Component 5 Members

Name:	Title or Position:	Representation:
Belinda Moss	Instructional Technology	Title II-D
Lynn Heady	Curriculum	Curriculum
Ann Vaughan	Title I Director	Title I
Dianne O'Neil	Safe and Drug Free Coordinator	Safe & Drug Free
Carol Birdsong	Communications Director	Communications
Jackie Baggett	Career/Tech Coordinator	Perkins
Carol Hendlmyer	Director Student Support Services	IDEA

Component 6 Members

Name:	Title or Position:	Representation:
Belinda Moss	Instructional Technology	Title II-D
Lynn Heady	Curriculum	Curriculum
Ann Vaughan	Title I Director	Title I
Dianne O'Neil	Safe and Drug Free Coordinator	Safe & Drug Free
Carol Birdsong	Communications Director	Communications
Jackie Baggett	Career/Tech Coordinator	Perkins
Carol Hendlmyer	Director Student Support Services	IDEA

Component 7 Members

Name:	Title or Position:	Representation:
Ann Vaughan	Title I Director	Title I
Karen Hawkins	Title II Director	Title II-A
Belinda Moss	Title II-D	Title II-D
Ann Lewis	Title III/ Title X	Title III/ Title X
Dianne O'Neil	Title IV	Title IV
Carol Birdsong	Title V	Title V

Our names indicate that each of these committees have met and minutes are on file.

Component 1 Chair: Karen Hawkins

CP Chair: Karen Hawkins

BELIEFS & MISSION

Please check the tasks accomplished to the Team’s satisfaction:

- 2.1. Our understanding about the importance of planning from the Leadership Standards guided our approach.
- 2.2. The Beliefs and Mission of the System and the Schools reflect current educators’ and stakeholders’ beliefs and serve to motivate and to energize us to high-performance.
- 2.3. Our understanding of the attributes and conditions in high-performing districts and schools guided our thinking and planning.
- 2.4. Creative thinking about the possibilities of meeting our students’ needs in different ways was incorporated in our approach to planning.

Our School System’s Beliefs are:

1. All students can learn more than they are currently learning.
 2. Education is the cornerstone of democracy and civility.
 3. Respect for ourselves and others is demonstrated in our interactions.
 4. Public education strives to achieve a balance between academic, career and technical, and extra-curricular activities.
 5. It is important for all constituencies to work together to attain the strongest educational system possible.
 6. Our educational system is a learning community. All personnel engage in continuous growth opportunities.
 7. All forms of data are important in the determination of the present and future plans for public education.
 8. Public education is a responsibility shared by schools, families, and members of the community. For example.
 - a. Students volunteer their attention and commitment when they are supplied with an engaging curriculum. Students are the primary focus of our schools.
 - b. Teachers are leaders of students and designers of engaging, high-quality work.
 - c. Principals are “leaders of leaders” who ensure that teachers have the ability, flexibility, resources, and support required to design engaging work for each student.
 - d. District office and other support personnel serve to sustain the work of principals and teachers.
 - e. The Director of Schools ensures that the entire community is aware of the changing needs of the educational system and of the kinds of support required for the district to pursue its mission.
 - f. The school board members are advocates of public education and support the efforts of the district as a whole to accomplish the district’s mission.
 - g. All members of the community will offer support in all possible ways when they understand the benefits of the positive results of public education
- Revised: Fall, 2005

Our School System’s Mission is:

“To cultivate the ability, intellect, and character of each student”

Names indicate completion of this component of our Consolidated Planning Process:
Component 2 Chair: Ann Lewis
CP Chair: Karen Hawkins

NON-ACADEMIC & ACADEMIC DATA—
CONDUCT THE NEEDS ASSESSMENT

Please check the tasks accomplished to the Team's satisfaction:

- 3.1 We identified data sources used in our current LEA or Consolidated Plan and in any other current system-level plans (e.g., 5-Year Plans).
- 3.2 We identified data sources used in our current SIP Plans and in any other current school-level plans.
- 3.3 We are confident that we had adequate and accurate data in all data categories to determine our needs. [Data are on File]
- 3.4 Any additional data needs were identified and were/will be collected now or for a future cycle.
- 3.5 Our data were disaggregated in ways consistent with regulations of NCLB and Federal Programs. [Data are on File]
- 3.6 Our approach to data analysis was effective in identifying our most evident and well-documented student needs. Current LEA and Current TSIP Plans were examined to determine goals and/or needs.
- 3.7 Student demographic data were analyzed to determine student subgroups for accountability. [Data are on File]
- 3.8 Educator demographic data were analyzed to determine educator needs related to NCLB. [Data are on File]
- 3.9 Student academic data were analyzed to determine subjects and grade levels in the most need of priority improvement and to determine important needs evident for several student groups (i.e., more than one group, more than two student groups). [Data are on File]
- 3.10 Our listings of the most evident and specific Non-Academic Needs and Academic Needs are well supported by adequate and accurate data. [Listings are presented.]
- 3.11 Each need was stated appropriately as a need and not as an action or activity.
- 3.12 Our analysis and discussion of needs helped us gain insight into the extent of our needs when compared to AYP.
- 3.13 The process of setting priorities was effective in determining our high priority Non-Academic and Academic Needs. [Description of process used is provided.]
- 3.14 All team members provided appropriate representation and had an equal voice in determining high priority needs. [Description of process used is provided.]

Check Data Sources Used:

Non-Academic Data --Student Demographics

- Enrollment
- Attendance
- Graduation Rate
- Socioeconomic Status (SES)
- LEP (Limited English Proficiency)
- Student Behavior
- Discipline Referrals or Incidents—by Offense
- Suspensions and Expulsions
- Student Attitudes (Perception Data)
- AP, Honors, or Advanced Course Participation
- Post Graduate Employment or Education or
- Next Education Level Achievement
- Other—identify Community input on Budget priorities
- Other—identify _____
- Other—identify _____

Non-Academic Data --Educator Demographics

- Teacher Qualifications
- Numbers teaching Core Academic areas who are Highly-Qualified
- Degree Attainment (by Student Groups Taught)
- Experience

- Trained and Qualified as Mentors
- Pre-service Teachers (Field Experience Students, Student Teachers, Interns)
- Trained Substitute Teachers
- Projected to Retire in 1-3 years
- Other—identify _____
- Other—identify _____

- Paraprofessionals
 - Highly-Qualified
 - Experience
 - Gender
 - Race or Ethnicity
 - Projected to Retire in 1-3 years
 - Other—identify _____
 - Other—identify _____
- Building Administrators
 - Credentialed
 - Degree Attainment
 - Experience

Non-Academic Data --School Demographics

- Historical Background
- Facilities
- Environmental & Safety Conditions
- Grade Distributions
- Length of School Day
- Operating Budget
- Per Pupil Expenditures
- Grant Awards
- Special Recognition
- Special Programs & Initiatives
- Other—identify low income family concentration
- Other—identify _____

Non-Academic Data --Community Demographics

- Size of Community
- Demographics of the Community
- Projections of Growth
- Major Employers
- Level of Community Involvement
- Support Agencies
- Other—identify Education First Survey
- Other—identify Sp Ed Parent Satisfaction Survey
- Other—identify Student Focus Group Survey
- Other—identify 360 School's Climate Survey
- Other—identify Family Friendly Schools Survey

Academic Data --Student Achievement

- | | |
|--|---|
| <input checked="" type="checkbox"/> TCAP grades 3-8 | <input checked="" type="checkbox"/> Promotion/Retention |
| <input checked="" type="checkbox"/> TCAP-Alternative | <input type="checkbox"/> Teacher Grades |
| <input checked="" type="checkbox"/> TVAAS | <input type="checkbox"/> Other—identify _____ |
| <input checked="" type="checkbox"/> Writing Assessments | <input type="checkbox"/> Other—identify _____ |
| <input checked="" type="checkbox"/> End of Course Assessments | |
| <input checked="" type="checkbox"/> Gateway Tests | |
| <input checked="" type="checkbox"/> SAT/ACT | |
| <input checked="" type="checkbox"/> District-required Assessments—identify <u>Individual Achievement Index (IAI)</u> | |
| <input type="checkbox"/> Additional assessments—identify _____ | |

Identify Non-Academic Needs in Priority Order

1. Safe and positive and conducive learning environment for all students
2. Increase parent and community involvement in special education and homelessness
3. Increase teacher quality including Highly Qualified status, technology integration into curriculum and a comprehensive professional development program
4. Obtain post-graduate data on students graduating from Williamson County Schools

Identify Academic Needs in Priority Order

1. Increase student achievement in reading in the aggregate and in each subgroup.
2. Increase student achievement in math in the aggregate and in each subgroup.
3. Increase student achievement in science in the aggregate and in each subgroup .
4. Increase student technology literacy.
5. Language acquisition for ELL populations.

Describe the Prioritizing Process Used

Process to identify district priorities:

1. Storyboard to gain input from community on resource allocations.
2. Weighted priorities used for resource allocations with Cabinet members - includes directors, principals and Central Office support staff in non-academic areas.
3. Leadership Team recommendations - includes all principals and directors
4. Evaluation of SIP by Consolidated Planning Team.

Process to prioritize district priorities:

1. Community meetings to determine prioritization of resource allocation
2. Cabinet meeting to determine prioritization of resource allocation
3. Cabinet meeting to determine prioritization of district goals
4. Using student, family, and community data to identify non-academic priorities that impact student achievement.

Names indicate completion of this component of our Consolidated Planning Process:

Component 3 Chair: Carol Hendlmyer

CP Chair: Karen Hawkins

CURRICULUM, INSTRUCTION, ASSESSMENT, and
ORGANIZATIONAL ANALYSIS

Please check the tasks accomplished to the Team's satisfaction:

4.1 Our analysis of School System Curriculum, Instruction, Assessment, and Organization lead to valid conclusions about our strengths and challenges supported by evidence about each major condition.

Description of instruments used:

Online Teacher Surveys- Developed locally to address the curriculum needs of students and teachers.

Center for Leadership in School Reform District Assessment Tool

Williamson County Schools is a Standard-Bearer School District Network is a national network of public school systems that use a set of Standards for developing and assessing their capacity to support building-level and classroom-level change. This instrument gave the district baseline data on district capacity.

Student and Teacher Interviews--Designed to gain input on curriculum and technology

Professional Development Survey--A district wide survey to assess the number of teachers in the district receiving high quality professional development.

Reading Recovery Survey

E-TOTE--This instrument allows Williamson County Schools to gather data to measure the progress of schools in making technology an integral part of the educational environment.

Net Day Survey for students and teachers--Allows students and teachers to have a voice in current technology implementation and future needs for Williamson County Schools.

SWOT Analysis--SWOT analysis is a framework for analysing your strengths and weaknesses, and the opportunities and threats you face. This analysis allows organizations to focus on strengths, minimise weaknesses, and take the greatest possible advantage of opportunities available.

Pre/Post Technology Integration Assessment for new teachers

Education First Survey--A survey designed to gauge community interest in and support for public schools in Williamson County.

Community Input Storyboarding for Solutions, Solutions Mapping® — a process that speeds up the decision-making process, while increasing participation, ownership and fresh thinking, all generated on a level playing field.

Description of process used: (e.g., how distributed, how administered, numbers of respondents, representation of respondents, how analyzed)

During the 2002-2003 school year Williamson County Schools began a year long self study through the use of four essential questions. The study groups analyzed findings and generated next steps with the Central Office Cabinet and Leadership Team on a monthly basis.

The following questions were addressed:

1. What do we know about student achievement? This group included principals, an assistant principal and central office staff and focused on the organization of data in such a way that it has meaning for classroom teachers and will be used to impact instruction and ensuring one year's growth. Recommendations and action plans for assessment were generated by this group.

2. What do we expect students to know and be able to do upon graduation? This group included principals and representation from the curriculum, special education, operations and instructional technology departments. This essential question group collected data from teachers through online surveys, faculty meeting discussions and cluster group teams. In addition the group gathered information from the community and students through face to face discussions and surveys. Recommendations and action plans for curriculum development were generated by this group.

3. What do we expect teachers and administrators to know and be able to do? This group included principals and representation from the curriculum, professional development, human resource departments. The group focused the study around evaluation models for teachers and administrators and worked to build coherence between the evaluation models and Williamson County Schools' initiatives. This essential question group gathered data from teachers by having structured conversations in faculty meetings around the Tennessee Framework for Evaluation and Professional Growth. Administrators participated in several activities throughout the year to look at standards for both teachers and administrators. Recommendations and action plans for instruction were generated by this group.

4. Are our policies and procedures consistent with our preferred future? This group included principals and representation from the human resource, finance and transportation departments. The policy group initiated a framework of five questions that are applied in developing and or revising policies. Recommendations and action plans for policies were generated by this group.

During the 2003-2004 school year the district began to implement many of the recommendations from the essential question teams. Throughout the year, efforts were made to refine the implementation of curriculum writing by gathering data from teachers and administrators. The curriculum department used paper/pencil surveys, Internet surveys, School-based Focus Groups (full day at a school meeting with grade level teams), email surveys after second and final units, Information/Input sessions from Principals via Leadership Institute, Board member input, parent/community input sessions via PTO meetings and Parent Leadership meetings to guide the revisions of the literacy and science curriculum units. On February 17, 2004, a district-wide professional development day, teachers completed SWOT Analysis in all content areas and across all grade levels.

In December 2003 and January 2004, approximately 140 administrators, teachers and parents from across the district met to establish budget and program priorities. By using Storyboarding for Solutions, Solutions Mapping® — a process that speeds up the decision-making process, while increasing participation, ownership and fresh thinking, all generated on a level playing field, the administrators, parents and teachers came to a clear consensus on program priorities to be included in the budget for the 2004-2005 school year.

CURRICULUM

Strengths:

Clear and articulate state frameworks with performance indicators, Clear data to inform our content for our units, Excellent resources (texts, science kits, supplementary materials), willing and able teachers to help write the curriculum units, staff individuals to lead the process with expertise/experience in standards-based curriculum, performance-based assessment, use of rubrics, best practice, a consistent format, integration with other content areas and technology, a software program to organize and “hold” the curriculum. Board and administration support for the development of curriculum.

Needs/Challenges:

Getting teacher buy-in, getting principal buy-in, time for development and the money to pay teachers to participate, staff development for all teachers in performance-based assessment, use of rubrics, teaching to big ideas, selected best practice (i.e. guided reading, comprehension strategies, inquiry based learning, etc.), library resources needed to support literacy units.

INSTRUCTION

Strengths:

Experienced and qualified teaching staff

Approximately 50% of our teachers have 10+ years experience

Approximately 50% of our teaching staff have a Master's or higher degree

< 1% teachers in Williamson County Schools have certification waivers

Many effective strategies are used in classrooms

Technology rich classrooms at the elementary level

Resources for instruction

Training on effective practice has occurred and many teachers are using these practices in their classrooms. The district has begun the process to establish a mentoring program in schools to support teachers. Teachers have varied materials and resources including technology-based instructional materials. Reading specialist and Reading recovery teachers conduct demo lessons for teachers in reading.

Needs/Challenges:

Meeting the academic needs of an increasingly diverse population

Classroom integration of technology to increase student achievement

Inequities of technology equipment across the district

Improving classroom management skills of teachers to meet the instructional needs of all students

Growth in district--Williamson County Schools student population is projected to increase by 1300 students during the 2004-2005 school year

Inducting new teachers and administrators into the district with a consistent district-wide plan.

Meeting the NCLB goal of all teachers becoming highly qualified by 2005-2006

More opportunities to conduct demonstration lessons, more professional development on best practice, Strategies for instructional management and classroom design and environment that lend themselves to standards-based instruction, “Putting it all together” for teachers, and using instructional technology as a part of the instructional process.

ASSESSMENT

Strengths:

In order to accurately address the strengths and challenges of assessment in Williamson County Schools a group comprised of principals, an assistant principal and central office staff met to discuss the essential question: “What do we know about student achievement in WCS?” The summation of this meeting led to the conclusion that we are data rich and even had a way to assess one year’s growth in reading and math for students in grades 2-8.

Needs/Challenges:

How do we organize our data in such a way that it has meaning for classroom teachers and will be used to impact instruction, ensuring one year’s growth? The group agreed that a data warehouse should be created to store the system’s data electronically, so that it could be organized into important units that teachers could utilize to make instructional decisions.

Williamson County Schools concerns about how to measure K-1 growth and 8-12th growth. Hence, the EXPLORE, PLAN and ACT were adopted as district mandated assessments to be purchased by the district and administered starting in the 2003-2004 school year. These would give good growth information as they are all linked and are connected to the Standards of Transition, a learning continuum which identifies skills and concepts students need to know in order to progress to the next level. Additionally, the essential question group created template to assist principals in determining growth for K-1 students as well as the rest of their student bodies.

Williamson County Schools is in the beginning stages of acquiring consistent data instruments for K-1 and providing professional development on how to use the assessments to impact instruction both at the school and district level.

ORGANIZATIONAL PROCESSES, STRUCTURE, POLICIES, PRACTICES

Strengths:

Williamson County Schools has added additional time beyond the days required by the state for professional development. Three (3) days are accumulated in the calendar through extended work (stock-piled) days, to be used for parent-teacher conferences and professional development. Additionally, the district has 6 early release days for professional development. The district approaches professional development through both district-wide and site based days.

Needs/Challenges:

Increasing the percentage of teachers receiving high quality professional development as determined by NCLB

Reorganization of Central Office Administration providing consistent support to the schools

Continue to evaluate and revise the School Board policies

Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:

Component 4 Chair: Belinda Moss

CP Chair: Karen Hawkins

Component 4a

CAUSE-EFFECT ANALYSIS to IDENTIFY POSSIBLE ACTIONS

Please check the tasks accomplished to the Team's satisfaction:

- 4a.1 We adequately analyzed our needs and developed a full understanding of them in terms of the main or root, and/or contributing causes.
- 4a.2 Our analysis and discussion provided insight into important barriers we must overcome to help our students succeed.
- 4a.3 Our analysis provided insight into important opportunities and current strengths we must capitalize on to help our students succeed.

Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:

Component 4a Chair: Belinda Moss

CP Chair: Karen Hawkins

Component 4b

IDENTIFICATION OF CURRENT EFFECTIVE ACTIONS TO CONTINUE

Please check the tasks accomplished to the Team's satisfaction:

- 4b.1 We identified all actions, programs, strategies we currently provide to address our high-priority needs.
- 4b.2 We examined adequate and accurate evaluation data to determine current actions that are working as effectively as possible.
- 4b.3 If evaluation data showed needed changes, we identified modifications determined to improve the effectiveness of current actions.
- 4b.4 We made decisions about the most useful ways to continue the effective programs.

Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:

Component 4b Chair: Belinda Moss

CP Chair: Karen Hawkins

Component 4c

IDENTIFICATION OF POSSIBLE NEW RESEARCH-BASED ACTIONS TO INITIATE

Please check the tasks accomplished to the Team's satisfaction:

- 4c.1 We identified a range of research-based strategies linked to specific root causes and current strengths that have the potential to effectively address our high priority needs.
- 4c.2 We identified a range of research-based strategies connected to curriculum, instruction, assessment, and organizational processes including professional development, and parent/community member involvement.
- 4c.3 We identified strategies that provide opportunities for all children to meet TN's proficient and advanced levels of student performance especially those students who are in the most danger of not meeting state standards.
- 4c.4 We identified strategies that are based on research and proven to be effective in improving achievement.
- 4c.5 We identified strategies determined to be effective in meeting the needs of all children in underserved populations and targeted student groups.
- 4c.6 We identified strategies that are allowed under the requirements of the various Federal programs included in the Consolidated Plan.

Names indicate completion of this component of our Consolidated Planning Process and that supporting data or documentation is on file:

Component 4c Chair: Belinda Moss

CP Chair: Karen Hawkins

ACTION PLAN DEVELOPMENT

Please check the tasks accomplished to the Team's satisfaction:

- 5.1 We developed action plans to address our high-priority needs.
- 5.2 Our action plans are detailed specifying all required components.
- 5.3 We identified a range of research-based strategies connected to curriculum, instruction, assessment, and organizational processes including professional development, and parent/community member involvement.
- 5.4 We identified strategies that provide opportunities for all children, especially those most at-risk, to meet TN's proficient and advanced levels of student performance.
- 5.5 We identified strategies that are based on research and proven to be effective in improving achievement.
- 5.6 We identified strategies determined to be effective in meeting the needs of all children in underserved populations and targeted student groups.
- 5.7 We identified strategies that are allowed under the requirements of the various Federal programs included in the Consolidated Plan.

Names indicate completion of this component of our Consolidated Planning Process and that our system action plans are posted on our website:

Component 5 Chair: Karen Hawkins

CP Chair: Karen Hawkins

Component 6

EVALUATION

Please check the tasks accomplished to the Team's satisfaction:

- 6.1 We developed evaluation plans aligned with our action plans.
- 6.2 Our evaluation plans are detailed specifying all required components.
- 6.3 We identified a range of appropriate formative and summative evaluation activities that will help ensure effective implementation and will provide information about overall impact.

Names indicate completion of this component of our Consolidated Planning Process and that our evaluation plan is posted on our website:

Component 6 Chair: Lynn Heady

CP Chair: Karen Hawkins

Component 7

CONNECT CONSOLIDATED PLANNING AND NEEDS ASSESSMENT
TO THE FUNDING APPLICATION

Please check the tasks accomplished to the Team's satisfaction:

- Completed Consolidated Funding Application
[Application submitted]

Names indicate completion of this component of our Consolidated Planning Process and that our Consolidated Application has been submitted:

Component 7 Chair: Janice Parker

CP Chair: Karen Hawkins

ACTION PLAN # 1

Priority Addressed: <u>Reading</u>				
Goal: Increase student achievement in reading in the aggregate and in each subgroup.				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
1-1 Secure input from schools around the first full draft of the literacy curriculum.	Late spring, 2004	Lynn Heady and curriculum team	NA	NA
1-2 Assess needs for the curriculum units: data review and meetings with university content level partners.	Late spring, 2004	Kristen Carwile and curriculum team University Partners	NA	General Fund (curriculum budget)
1-3 . Identify and integrate textbook and TCAP skills into the curriculum.	Late spring, 2004	Curriculum Team Teachers	Materials/supplies Stipend Money Writing Site	General Fund (Curriculum budget)
1-4 Meeting/Inputs session with Reading Specialists (10 elementary level) around literacy issues/needs.	Late spring, 2004	Lynn Heady Linda Edwards	NA	NA
1-5 Research and purchase reading materials for reading specialists to use with students, based on needs	Late spring, 2004	Lynn Heady Linda Edwards Reading specialists	Books, materials, programs, supplies, etc.	General Fund (Curriculum budget)

1-6 Conduct staff development on curriculum components (assessment, rubrics, etc.)	May 27 th to June 18 th : Summer Institute and ongoing throughout year through Literacy Teacher Leaders	Curriculum Team Teachers	Materials/supplies Monies for presenters	General Fund (Curriculum budget) Title II funding
1-7 Complete summer revisions on the curriculum.	Beginning May 7 th Week of June 7 th	Lynn Heady and curriculum team Teachers (writers) Selected principals	Materials/supplies Stipend Money Writing Site	General Fund (Curriculum budget)
1-8 New teacher orientation and staff development on curriculum strategies and initiatives	August, 2004: New Teacher Induction	Selected curriculum staff and teachers	Materials/supplies	General Fund: Staff Development
1-9 Reading Specialist training on 6 Trait Writing	August, 2004	Reading Specialists	Registration Materials	Title II
1-10 Continued training and support on curriculum units, textbooks, and assessments	September and on-going	Curriculum Team and selected classroom teachers.	Materials/supplies Stipend money	General fund
1-11 Reduce the class size of schools in greatest need	Payroll documents	None Needed	Summer, 2005	Title II Director, Human Resources

EVALUATION PLAN #1
With ACTION PLAN # 1

GOAL: Increase student achievement in reading in the aggregate and in each subgroup.					
<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
1-1 Secure input from schools around the first full draft of the literacy curriculum.	Grade Level Team Meetings at each school.	Develop: Questions/Protocols designed by team Collect: Visits to schools Analyze Analysis of input to curriculum team and then to writers/revisers.	Later Winter/spring, 2004	Curriculum Team	The information will be used to revise and enhance the curriculum. Shared with writing team to facilitate revisions on curriculum.
1-2 Assess needs for the curriculum units: data review and meetings with university content level partners.	TCAP data IAI data Writing Assessment data IRI data	Develop Protocols for reviewing data Collect Reading data from classroom teachers and reading specialists Analyze areas of needs and concern.	Spring, 2004	Curriculum Team Director of Evaluation and Assessment Reading specialists	The information will be used to revise and enhance the curriculum. It will be shared with classroom teachers.
1-3 Identify and integrate textbook and TCAP skills into the curriculum.	TCAP Release items Support books and materials from publishers	Develop Skills packets	Develop: Spring/Summer 2004 Implement: Fall and ongoing 2004-5	Curriculum Team Classroom teachers	These packets will be used to enhance the curriculum and will be shared with teacher via their Teacher Leaders in literacy.
1-4 Meeting/Inputs session with Reading Specialists (10 elementary level) around literacy issues/needs.	TCAP, IRI, and IAI data	None	Spring and summer, 2004	County Reading Specialists	The information will be used to identify critical needs from reading specialist perspective. It will be shared with classroom teachers.
1-5 Research and purchase reading materials for reading specialists to use with students, based on needs	Reading Specialist Intake and Assessment forms TCAP and IAI data	Collect appropriate materials and strategies based on identified student needs.	Spring and summer, 2004	County Reading Specialists	Materials will be used with low performing students and aligned with their needs. It will be shared with classroom teachers.
1-6 Conduct staff development on curriculum components (assessment, rubrics, etc.)	Summer Institute sign up	Workshop sessions will be developed around teacher voiced needs. Session evaluations will analyze future needs.	Summer, 2004	Curriculum Team County Reading Specialists Selected teachers	Needs will be identified for future workshop sessions and will be shared across the district with all teachers.

1-7 Complete summer revisions on the curriculum.	See #1 and 2 above	Develop units further and collect and use additional data to inform the revisions.	Summer, 2004	Curriculum Team Selected teachers	Units will be distributed in late July to be used for the 2004-05 school year. Changes will be communicated at each school via the Teacher Leader for literacy.
1-8 New teacher orientation and staff development on curriculum strategies and initiatives	NA	Develop agenda and sessions based on assessed needs.	Fall, 2004	Curriculum Team Selected teachers	Follow up on new teachers will be achieved via Teacher Leaders for literacy.
1-9 Reading Specialist training on 6 Trait Writing	TCAP writing scores WCS Writing Assessment Program	Develop strategies for integrating 6 traits into the curriculum and instruction. Analyze data to see content areas of need and schools in greatest need.	Fall, 2004	County Reading Specialists Teacher Leaders for Literacy to serve as "Train the Trainers"	The workshop learning will be shared in the schools with classroom teachers.
1-10 Continued training and support on curriculum units, textbooks, and assessments	TCAP, IRI, and IAI data	None	School year, 2004-05	Curriculum Team County Reading Specialists Teacher Leaders for Literacy to serve as "Train the Trainers" Textbook vendor trainers	Used to link all pieces of the curriculum: standards, units, and textbooks. Shared in the schools with classroom teachers and parents.
1-11 Reduce the class size of schools in greatest need	Payroll documents	None Needed	Summer, 2005	Title II Director, Human Resources	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Data from schools with additional support

ACTION PLAN # 2

Priority Addressed: Math Achievement				
Goal: 2. Increase student achievement in math in the aggregate and in each subgroup.				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
2-1 Analyze test data in math to determine district-wide curriculum needs	Spring/Summer, 2004	Lynn Heady Instructional Directors, Math Task Force	None needed	
2-2 Analyze course offerings in Middle and High Schools to determine the impact of taking high school credit courses in Middle School.	Seniors 2004-Spring Seniors 2005- Fall	Lynn Heady Instructional Directors, Math Task Force	None Needed	N/A
2-3 Gather information concerning successful programs using research-based practices in math.	Spring, 2004 Fall, 2004	Lynn Heady Instructional Directors, Math Task Force	None Needed	N/A
2-4 Identify WCS high growth schools and determine the practices that lead to the growth.	Fall, 2004	Lynn Heady Math Task Force, Curriculum Department	None Needed	N/A
2-5 Continue development of Common Comprehensive Assessments including: Advanced Algebra and Trig; Discrete Math, Statistics; Pre-Cal and Calculus.	Spring, 2004-Fall, 2005	Lynn Heady, Curriculum Department	Teacher Stipends, 3000	General Purpose Budget
2-6 Write Math curriculum for district.	August, 2004- February 2005	Lynn Heady, Curriculum Department	Teacher Stipends, 15,500 Substitute Days, 130	General Purpose Budget

ACTION PLAN # 2, continued

Priority Addressed: Math Achievement				
Goal: Increase student achievement in math in the aggregate and in each subgroup.				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
2-7 Distribute curriculum to all teachers.	Spring, 2005	Lynn Heady, Curriculum Department	Media for Curriculum distribution	General Purpose
2-8 Evaluate math textbooks and make adoption recommendation to the Williamson County School Board.	Fall, 2004-Spring, 2005	Lynn Heady, Curriculum Department, Textbook Adoption Committee	Substitutes—75 days	General Purpose
2-9 Provide professional development on performance based assessments for math.	Ongoing during the 2004-2005 school year using district-wide and school based days.	Michelle Contich, Lynn Heady	Consultants and Materials	General Purpose and Title II
2-10 Provide professional development on math pedagogy linked to standards.	Ongoing during the 2004-2005 school year using district-wide and school based days.	Michelle Contich, Lynn Heady	Consultants and Materials Stipends for teachers	General Purpose
2-11 Provide math content professional development for teachers tied to identified areas of need for Williamson County Schools. These areas include: Measurement, Algebraic Reasoning, Probability and Statistics	Ongoing during the 2004-2005 school year using district-wide and school based days.	Michelle Contich, Lynn Heady	Consultants and Materials	General Purpose and Title II
2-12 Purchase graphing calculators making them available to all students for all courses Algebra I and above.	Fall, 2004	Belinda Moss	Year One, 750 Graphing Calculators	General Purpose

ACTION PLAN # 2 Continued

Priority Addressed: Math Achievement				
Goal: Increase student achievement in math in the aggregate and in each subgroup.				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
2-13 Identify types of needed professional development	Spring, 2004	Math Task Force	None Needed	None Needed
2-14 Provide professional development on researched-based practices for using graphing calculators tiered to meet the varying abilities of teachers.	Ongoing during the 2004-2005 school year using district-wide and substitute days.	Belinda Moss	Consultants and Materials	Title II
2-15 Assign and track calculators for lease in schools	Ongoing during the 2004-2005 school year	Belinda Moss	None Needed	None Needed
2-16 Identify courses for calculator use.	Spring, 2004	Math Task Force	None Needed	None Needed
2-17 Identify exams allowing calculator use	Spring, 2005	Math Task Force	None Needed	None Needed
2-18 Reduce the class size in schools of greatest need	August, 2004	Human Resources	Teacher Salary and Benefits Materials for Classroom	Title II

EVALUATION PLAN #2
With ACTION PLAN # 2

GOAL: Increase student achievement in math in the aggregate and in each subgroup.					
<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
2-1 Analyze test data in math to determine district-wide curriculum needs. TCAP Achievement and Value Added, IAI, Gateway Algebra I, Common Comprehensive Assessments, Plan, ACT	Data Summaries	Analyze looking for trends and possible areas that tie to curriculum gaps.	Fall, 2005	Lynn Heady	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Cabinet, Leadership Team, Curriculum Writing Team
2-2 Analyze course offerings in Middle and High Schools to determine the impact of taking high school credit courses in Middle School.	Data Summaries	Analyze courses compared using TCAP and ACT for	Fall, 2004 and Spring, 2005	Karen Hawkins Lynn Heady	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Cabinet, Leadership Team
2-3 Gather information concerning successful programs using research-based practices in math.	Summary of information gathered	None Needed	Spring, 2005	Lynn Heady	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared Incorporated into Curriculum Writing
2-4 Identify WCS high growth schools and determine the practices that lead to the growth.	Summary of information gathered.	Analyze practice to determine cause of success.	Fall, 2004	Lynn Heady	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Incorporated into Curriculum and shared with leadership and teachers across district
2-5 Continue development of Common Comprehensive Assessments including: Advanced Algebra and Trig; Discrete Math, Statistics; Pre-Cal and Calculus.	Product	None Needed	Spring, 2005	Lynn Heady	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Cabinet and Leadership Team
2-6 Write Math curriculum for district.	Product	None Needed	Spring, 2005	Lynn Heady	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Curriculum shared district-wide with leadership team and teachers.

EVALUATION PLAN #2
With ACTION PLAN # 2

GOAL: Increase student achievement in math in the aggregate and in each subgroup.					
<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
2-7 Distribute curriculum to all teachers.	Announcement for rollout	None Needed	Spring, 2004	Lynn Heady	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Share with teachers and administrators plans for rollout.
2-8 Evaluate math textbooks and make adoption recommendation to the Williamson County School Board.	Summary of recommendation from Board Minutes.	None Needed	May, 2004	Lynn Heady	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Share adoption with all teachers and administrators through professional development.
2-9 Provide professional development on performance based assessments for math.	Sign-in sheets, agendas, rosters, and evaluations	None Needed	Summer, 2005	Michelle Contich, Lynn Heady	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared Information used to evaluate the effectiveness of the professional development.
2-10 Provide professional development on math pedagogy linked to standards.	Sign-in sheets, agendas, rosters, and evaluations	None Needed	Summer, 2005	Michelle Contich, Lynn Heady	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared Information used to evaluate the effectiveness of the professional development.
2-11 Provide math content professional development for teachers tied to identified areas of need for Williamson County Schools. These areas include: Measurement, Algebraic Reasoning, Probability and Statistics	Sign-in sheets, agendas, rosters, and evaluations	None Needed	Summer, 2005	Michelle Contich, Lynn Heady	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared Information used to evaluate the effectiveness of the professional development.
2-12 Purchase graphing calculators making them available to all students for all courses Algebra I and above.	Purchase Orders	None Needed	January, 2006	Belinda Moss	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Information on distributing calculators shared with leadership and math teachers

EVALUATION PLAN #2
With ACTION PLAN # 2

GOAL: Increase student achievement in math in the aggregate and in each subgroup.					
<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
2-13 Identify types of needed professional development	Needs Assessment	Analyze the levels of professional development needed	Fall, 2005	Belinda Moss	<input type="checkbox"/> Used <input type="checkbox"/> Shared
2-14 Provide professional development on researched-based practices for using graphing calculators tiered to meet the varying abilities of teachers.	Sign-in sheets, agendas, rosters, and evaluations	None Needed	Summer, 2005	Belinda Moss, Michelle Contich	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared Information used to evaluate the effectiveness of the professional development.
2-15 Assign and track calculators for lease in schools		Develop method for assignment	Summer, 2005	Belinda Moss	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Share method of check out with schools
2-16 Identify courses for calculator use.	Math Task Force Recommendations	None Needed	Summer, 2005	Belinda Moss	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Leadership Team and math teachers across the district
2-17 Identify exams allowing calculator use	Math Task Force Recommendations	None Needed	Summer, 2005	Belinda Moss	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Leadership Team and Math teachers across the district.
2-18 Reduce the class size of schools in greatest need	Payroll documents	None Needed	Summer, 2005	Title II Director, Human Resources	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Data from schools with additional support

ACTION PLAN # 3

Priority Addressed: Academic Achievement in Science				
Goal: Increase student achievement in science in the aggregate and in each subgroup.				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
3-1 Secure input from schools around the first full draft of the science curriculum.	Late spring, 2004	Lynn Heady and curriculum team	NA	NA
3-2 Identify and integrate textbook and TCAP skills into the curriculum.	Late spring, 2004	Curriculum Team Teachers	Materials/supplies Stipend Money Writing Site	General Fund (Curriculum budget)
3-3 Identify and align science kits with units and establish a science center for refurb and training	Late spring, 2004 and ongoing throughout the year	Lynn Heady Jaci Stewart and Classroom Teachers Science Kit Assistant	Salary and benefits for Science Kit Assistant Materials and supplies for science training center	General Fund, Title II
3-4 Complete summer revisions on the curriculum.	June, 2004	Lynn Heady, Curriculum Team	Stipend Money, Resource Materials	General Fund
3-5 New teacher orientation and staff development on curriculum strategies and initiatives	Fall, 2004	Lynn Heady, Curriculum Team	District Professional Development Days, Materials and Supplies	General Fund
3-6 Continued training and support on curriculum units, textbooks, kit and assessments	Ongoing during the 2004-2005 school year	Lynn Heady, Curriculum Team, selected teachers, Teacher Leaders	Stipend Money, Resource Materials, Science Kits for Training	General Fund, Title II

EVALUATION PLAN #3
With ACTION PLAN # 3

GOAL: Increase student achievement in science in the aggregate and in each subgroup.					
<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
3-1 Secure input from schools around the first full draft of the science curriculum.	Grade Level Team Meetings at each school.	Develop: Questions/Protocols designed by team Collect: Visits to schools Analyze Analysis of input to curriculum team and then to writers/revisers.	Later Winter/spring, 2004	Curriculum Team	The information will be used to revise and enhance the curriculum. Shared with writing team to facilitate revisions on curriculum.
3-2 Identify and integrate textbook and TCAP skills into the curriculum.	TCAP Release items Support books and materials from publishers	Develop Skills packets	Develop: Spring/Summer 2004 Implement: Fall and ongoing 2004-5	Curriculum Team Classroom teachers	These packets will be used to enhance the curriculum and will be shared with teacher via their Teacher Leaders in literacy.
3-3 Identify and align science kits with units and establish a science center for refurb and training	Curriculum and State Standards Operational Science Refurb Center	None Needed	Spring, 2005	Lynn Heady Curriculum Team	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Use information for future curriculum revisions and share information with Leadership team concerning refurb center
3-4 Complete summer revisions on the curriculum.	Curriculum and State Standards	None Needed	Spring, 2005	Lynn Heady WCS Teachers	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Use information for future curriculum revisions and share information with Leadership team and teachers.
3-5 New teacher orientation and staff development on curriculum strategies and initiatives	Agendas from New Teacher Orientation	None Needed	Fall, 2004	Lynn Heady	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Share with leadership team the content of New teacher orientation
3-6 Continued training and support on curriculum units, textbooks, kit and assessments	Agenda Sign-in sheets	None	School year, 2004-05	Curriculum Team Teacher Leaders for Literacy to serve as "Train the Trainers" Textbook vendor trainers	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Used to link all pieces of the curriculum: standards, units, and textbooks. Shared in the schools with classroom teachers and parents.

ACTION PLAN # 4

Priority Addressed: Limited English proficient meeting high academic standards				
Goal: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
4-1 Develop curriculum for limited English proficient students grades K-12 that is aligned to state standards.	Fall, 2004- Fall, 2005	Janell Puyear, Claudia Thorndike, Tracy Bullard	Stipends for Teachers, Substitute Days	
4-2 Implement “Newcomers Program” to increase language support to the ELL population	August, 2004-May, 2005	ESL Specialists, Ann Lewis	Salary and Benefits for Teachers Materials Salary and Benefits for Para Pro	General Purpose and Title III.
4-3 Purchase additional text books for the ELL population	Fall, 2004	Lynn Heady	Textbook funds	General Purpose
4-4 Provide classroom support for the ELL population.	Fall, 2004-Spring, 2005	Ann Lewis	Salary and Benefits for Para Pro	Title III

EVALUATION PLAN #4
With ACTION PLAN # 4

GOAL: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics					
<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
4-1 Develop curriculum for limited English proficient students grades K-12 that is aligned to state standards.	Finished Product	None Needed	Fall, 2005	Ann Lewis, Title III	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Curriculum will be shared with teachers of ELL students through professional development.
4-2 Implement "Newcomers Program" to increase language support to the ELL population	Class schedules, data collected from IPT test and adopted tool for spring Teacher observation.	Teachers will be trained to use observation tool	Spring, 2005	Ann Lewis, Title III	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Results of program will be shared with cabinet and board.
4-3 Purchase additional text books for the ELL population	Purchase orders	None Needed	November, 2005	Lynn Heady, Title III	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Information concerning textboks will be shared with ELL teachers.
4-4 Provide classroom support for the ELL population.	Timesheets, budget	Develop Collect Analyze	May, 2005	Ann Lewis, Title III	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared Para pro will offer support to school

ACTION PLAN # 5

Priority Addressed: NCLB – Title I Part A – Title I Targeted Assisted Schools/Curriculum & Instruction - Reading				
Goal: All Title I Targeted Assisted (TA) Schools serving students in Williamson County will be trained in Reading Recovery and maintain current RR Certification as a Reading Recovery teacher recognized by the Reading Recovery Council of North America.				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
5-1 All Title I Targeted Assisted Schools will be served by teachers who are trained as Reading Recovery Teachers and have achieved status as being eligible to provide services as a RRT.All RRT;s are HQ in NCLB	2004-2005 School Year	Ann R. Vaughan, Title I Director Kathy Banks, Title I/Reading Recovery Teacher Leader Title I TA Principals Jack West, Human Resources Director	Middle TN Reading Recovery Consortium (MTRRC) Services through partnerships with Ohio State University & Tennessee State University	Funds from Affiliate Systems wishing to train RRT’s Title I Professional Development funds LEA funds
5-2 All Reading Recovery Teachers will participate in regularly scheduled Continuing Contact, Behind-the-Glass Sessions, colleague visits, etc.	2004-2005 School Year Continuous and Sustained Professional Development	Ann R. Vaughan, Title I Director	MTRRC Participation and funding for GP 404 Budget	Title I - \$31,944 (5% professional development funds)
5-3 All Reading Recovery Teachers will participate in on-going professional development by listening to RRCNA 2004 Institute Tapes/cd’s/video tapes of sessions and read RRCNA journal and web site materials	2004-2005 School Year	Kathy Banks, RRTL Karen Lewin, Title I Consultant	Funding from federal budget and LEA funds	Title I - \$31,944 (5% professional development funds)
5-4 All Reading Recovery Teachers will participate in a n approved RRCNA Institute & Conference annually. Participants will share within the literacy circle of peers (system, MTRRC)	2004-2005 School Year	Ann R. Vaughan, Title I Director & Reading Recovery Site Coordinator	Institute Registration, Journal/RRCNA Membership, Travel, and other expenses provided for required professional development for RRT’s, RRTL, RR Site Coordinator – Title I Director Admin. & RRCNA Board of Directors Expenses covered – PDr Title I Director	Title I - \$31,944 (5% professional development funds)

ACTION PLAN # 5 continued

Priority Addressed: NCLB – Title I Part A – Title I Targeted Assisted Schools/Professional Development - Literacy				
Goal: Williamson County Schools serving students in Title I will offer professional development in all Targeted Assisted Schools and/or training will be offered by Title I teachers trained in strategies of effective reading processes. Title I/RR teachers, RRTL, and RRSC will participate in professional development required by RRCNA standards & Guidelines.				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
5-5 A Reading Recovery Training class is being organized for the 2004-2005 School Year	August 2004 2004-2005 School Year	Kathy Banks, Reading Recovery Teacher Leader (RRTL)	LEA positions funded that are dedicated to Reading Recovery	LEA funds Title I funds (1-2 positions) needed
5-6 RRCNA Teacher Leader Institute (2) will be funded for the system RRTL RRCNA Board of Directors meetings will serve as Site Coordinator professional development	2004-2005 School Year	Ann R. Vaughan, Title I Director & Reading Recovery Site Coordinator Kathy Banks, Reading Recovery Teacher Leader	General Purpose Funds, LEA resources to cover a portion of RRTL expenses at the RRTL institutes	LEA funds Title I funds
5-7 Reading Specialists will be offered training in reading strategies specific to effective reading strategies at Title I schools	August 2004 2004-2005 School Year	Kathy Banks, RRTL Lynn Heady	LEA funds matched with other funding in the LEA	Title I funds will not be used

ACTION PLAN # 5 continued

Priority Addressed: NCLB – Title I Part A – Neglected Populations/ <u>Curriculum & Instruction</u> – Reading & Math Focus				
Goal: All Neglected Populations (NP) organizations providing services for students will do so in the most effective way through application of a predetermined model of instruction based on the assessed needs of students served.				
Action Steps: (from 4.4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
5-8 NP organizations participating in the Title I Program will verify the accuracy of the student count to generate funds	Verification completion date – Fall 2003-2004	MFH – Melissa Whitehorn, past Executive Director TBCH – Dr. Ivan Raley, Executive Director WCS Title I Director – Dr. Ann R. Vaughan	Forms directly sent to NP organizations for completion Allocation determined for the 2004-2005 fiscal year based on 2003-2004 count	NCLB – Title I Part A
5-9 Services provided will be determined by the NP advisory council at each site. Student needs will be assessed and/or prior assessments will be reviewed.	2004-2005 School Year This is an on-going process	MFH Executive Director and Contracted Tutor TBCH – Liaison serving students at Lipscomb, Brentwood Middle, Brentwood High School, etc. Dr. Ann R. Vaughan, Title I Director	Data review available to educators	Title I – Part A NP funds
5-10 TBCH – Liaison analysis of student needs and contributing cause of student success, as well as contributing cause of success and failure in the new school environment	2004-2005 School Year During School hours and after school tutoring at the Children’s Center	TBCH Liaison & school staff Ann R. Vaughan, Title I Director	TBCH Children’s Center – after school tutor	NCLB Title I Part A TBCH Matched Funds – a partnership with Williamson County Schools

EVALUATION PLAN #5
With ACTION PLAN # 5

Goal: All Title I Targeted Assisted (TA) Schools serving students in Williamson County will be trained in Reading Recovery and maintain current RR Certification as a Reading Recovery teacher recognized by the Reading Recovery Council of North America.

<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
5-1 All Title I Targeted Assisted Schools will be served by teachers who are trained as Reading Recovery Teachers and have achieved status as being eligible to provide services as a RRT. All RRT;s are HQ in NCLB	Assessments: Roaming the Norm' Running record, Teacher Observation, DRA, DIAL, etc.	Develop – As needed Collect - On-going Analyze – On-going	Object to serve minimum of 10% of first graders Two to three rounds of RR students	Kathy Banks, Reading Recovery Teacher Leader Reading Recovery Teachers	<input type="checkbox"/> Used <input type="checkbox"/> Shared
5-2 All Reading Recovery Teachers will participate in regularly scheduled Continuing Contact, Behind-the-Glass Sessions, colleague visits, etc.	WCS Calendar Reading Recovery Schedule 2004-2005	Develop x Collect Analyze	Summer 2001 On-going	Kathy Banks, RRTL Ann R. Vaughan, Title I Director	<input type="checkbox"/> Used <input type="checkbox"/> Shared
5-3 All Reading Recovery Teachers will participate in on-going professional development by listening to RRCNA 2004 Institute Tapes/cd's/video tapes of sessions and read RRCNA journal and web site materials	Media materials Housed in RR Library with RRTL	Develop X Collect Analyze X	2004- 2005	Kathy Banks, RRTL	<input type="checkbox"/> Used <input type="checkbox"/> Shared
5-4 All Reading Recovery Teachers will participate in a n approved RRCNA Institute & Conference annually. Participants will share within the literacy circle of peers (system, MTRRC)	Specific tracts of professional development will be attended Training sessions will be provided by participants	Develop – X Collect Analyze	2004-2005 Summer 2004	Ann R. Vaughan, Title I Director Kathy Banks, Reading Recovery Teacher Leader Reading Recovery Teachers	<input type="checkbox"/> Used <input type="checkbox"/> Shared

EVALUATION PLAN #5 continued
With ACTION PLAN # 5

GOAL: All Title I Targeted Assisted (TA) Schools serving students in Williamson County will be trained in Reading Recovery and maintain current RR Certification as a Reading Recovery teacher recognized by the Reading Recovery Council of North America.

<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
5-5 A Reading Recovery Training class is being organized for the 2004-2005 School Year	2003-2004 2004-2005	Develop x Collect x Analyze	August 2004 Deadline for Fall Training	Ann R. Vaughan, Title I Director Kathy Banks, Reading Recovery Teacher Leader Administrative Staff/Budget Process	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
5-6 RRCNA Teacher Leader Institute (2) will be funded for the system RRTL RRCNA Board of Directors meetings will serve as Site Coordinator professional development	2004-2005	Develop x Collect Analyze x	2004-2005	Kathy Banks, RRTL Ann R. Vaughan, Title I Director	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
5-7 Reading Specialists will be offered training in reading strategies specific to effective reading strategies at Title I schools	2004-2005	Develop x Collect Analyze x	2004-2005	Kathy Banks, RRTL Lynn Heady	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared

EVALUATION PLAN #5
With ACTION PLAN # 5 continued

GOAL: NCLB – Title I Part A – Neglected Populations (NP) organizations providing services for students will do so in the most effective way through application of a predetermined model of instruction based on the assessed needs of students served.

<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
5-8 NP organizations participating in the Title I Program will verify the accuracy of the student count to generate funds	TN Dept. of Education Survey	Develop Collect Analyze - LEA follow-up	Fall 2003-2004	Ann R. Vaughan, Title I Director NP Executive Directors Meredith Chambers, TBCH Liaison	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
5-9 Services provided will be determined by the NP advisory council at each site. Student needs will be assessed and/or prior assessments will be reviewed.	TN Dept. of Education Survey	Develop – Design to be used 2004-2005 Collect Analyze	Spring 2004	Ann R. Vaughan, Title I Director NP Executive Directors Meredith Chambers, TBCH Liaison	<input type="checkbox"/> Used <input type="checkbox"/> Shared
5-10 TBCH – Liaison analysis of student needs and contributing cause of student success, as well as contributing cause of success and failure in the new school environment		Develop Collect Analyze		Ann R. Vaughan, Title I Director NP Executive Directors Meredith Chambers, TBCH Liaison	<input type="checkbox"/> Used <input type="checkbox"/> Shared

ACTION PLAN # 6

Priority Addressed: Safe and positive and conducive learning environment for all students				
Goal: All students will be educated in learning environments that are safe, drug free and conducive to learning.				
Action Steps: (from 4.4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
6-1. Increase STARS Student Assistance Program services in secondary schools	July 15 – August 15, 2004	Dianne O’Neil Principals or designee Carol Hendlmyer or designee Eric Johnson/STARS	Collaborative interviews with candidates by school(s) / staffing configuration	WCS General Purpose, Title IV, and United Way funds
6-2 Train additional schools in the use of positive behavior supports	July, 2004-June, 2005	Carol Hendlmyer or designee	Consultant fees and or Stipends, materials and supplies for professional development	General Purpose
6-3 Summer Institute offerings - SAP 101, Small Group Training, Building Relationships, Stress Management, Creating a Safe Environment, Sexual Harassment/Abuse/Assault	May 27 – June 18, 2004	Rodger Dinwiddie Dianne O’Neil Dyann Woody Mark Robertson Karen Shaw	Fees for presenters not covered under our agreement with STARS	WCS General Purpose/ Student Support Services
6-4 Implement the ATLAS and ATHENA programs in high schools	August 2004 – May 2005	Dianne O’Neil High School Coaches Male & Female student athlete squad leaders	Two trainers x two days Subs for coaches Curriculum materials for coaches and all athletes	Title IV funds from 2003-04 and 2004-05
6-5 Train elementary school counselors in Protecting You, Protecting Me (science-based alcohol use prevention curriculum for grades 1 – 5)	August – October, 2004	Dianne O’Neil Jenny Newman	One trainer x one day Curriculum materials for grades 1 - 5	Provided by grant funds through MADD
6-6 Hire Social Workers and contract behavioral special specialist and clinical therapists to support staff and positive behavior support teams	Summer, 2004	Carol Hendlmyer or designee	Salary or Contractual Funds	Federal--IDEA

ACTION PLAN # 6 Continued

Priority Addressed: Safe and positive and conducive learning environment for all students

Goal: All students will be educated in learning environments that are safe, drug free and conducive to learning.

Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
6-7 Implement Protecting You, Protecting Me in elementary schools	September 2004 – May 2005	Elementary school counselors	Protecting You, Protecting Me curriculum materials	Provided by grant funds through MADD
6-8 Continue to offer the Strengthening Families Program for elementary and middle school parents and students	August 2004 – May 2005	Dianne O’Neil STARS and STARS trained facilitators Junior Auxiliary of Franklin volunteers	Facilitators Location Curriculum materials Catering Child care	STARS/ CPI grant Title IV Junior Auxiliary of Franklin
6-9 Implement programs that support providing teachers with the skills and strategies needed to provide a safe and caring classroom so that learning is maximized.	June 2006 – June 2007	Jack West, High School Director Michelle Contich, Professional Development Coordinator Principals	Professional Development Program: Capturing Kids Hearts	General Purpose Funds (46%) Title II funds (46%) Safe Schools/ Healthy Students Grant (\$8%)

EVALUATION PLAN # 6
With ACTION PLAN # 6

GOAL: All students will be educated in learning environments that are safe, drug free and conducive to learning.					
<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
6-1 Increase STARS Student Assistance Program services in secondary schools		Develop Collect Analyze	July 15 – August 15, 2004	Dianne O’Neil Principals or designee Carol Hendlmyer or designee Eric Johnson/STARS	<input type="checkbox"/> Used <input type="checkbox"/> Shared
6-2 Train additional schools in the use of positive behavior supports	Summer Institute Offerings, Sign in sheets, agendas	None Needs	June, 2005	Carol Hendlmyer	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared Use information to develop positive behavior plans for individual students.
6-3 Summer Institute offerings		Develop Collect Surveys Analyze Data	June –July 2004	Dianne O’Neil	x Used <input type="checkbox"/> Shared
6-4 Implement ATLAS & ATHENA programs in high schools	Program Developers	Develop Collect Surveys Analyze Data	May – July 2005	Dianne O’Neil HS Coaches NIDA	x Used x Shared
6-5 Train elementary school counselors in Protecting You, Protecting Me	Program Trainer	Develop Collect Surveys Analyze Data	August – October, 2004	Trainer Jenny Newman Dianne O’Neil	x Used <input type="checkbox"/> Shared
6-6 Hire Social Workers and contract behavioral special specialist and clinical therapists to support staff and positive behavior support teams	Payroll and invoices and records of student assistance in buildings	None Needed	June, 2005	Carol Hendlmyer or designee	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Share with district leadership team, school counselors, and special education staff

EVALUATION PLAN # 6 continued
With ACTION PLAN # 6

GOAL: All students will be educated in learning environments that are safe, drug free and conducive to learning.					
<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
6-7 Implement Protecting You, Protecting Me in elementary schools	Program materials	None Needed	November 2004 – May 2005	Elementary school counselors	x Used x Shared
6-8 Continue to offer the Strengthening Families Program for elementary and middle school parents and students	Program materials	None Needed	September 2004 – June 2005	STARS facilitators	x Used x Shared
6-9 Implement programs that support providing teachers with the skills and strategies needed to provide a safe and caring classroom so that learning is maximized.	Follow-up Student Focus Groups Follow-up Family and Community Surveys	None Needed	Spring, 2007	Jack West, High School Director Michelle Contich, Professional Development Coordinator Principals	x Used x Shared

ACTION PLAN # 7

Priority Addressed: Community Involvement				
Goal: Maintaining and increasing parental and community involvement				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
7-1 Coordinate communications activities for school district	Ongoing throughout the 2004-2005 school year	Carol Birdsong	Salary and benefits, travel	Title V-74,935
7-2 Media Contact Training for school staff or parent representatives	Within first three weeks of the 2004-2005 school year	Carol Birdsong	Refreshments, paper supplies, substitutes	Title V-500
7-3 Maintaining communication tools such as district newsletter, WC-TV, email groups, student broadcasting programs, regular sessions with superintendent for PTO Presidents and principals, brown bag lunches	Ongoing throughout the 2004-2005 school year	Carol Birdsong	Refreshments, paper supplies, tapes, batteries, set supplies, software, contracted services, equipment	Title V-37,341
7-4 Participate in professional development opportunities such as the National School Public Relations Association and the Tennessee Association of School Communicators	Ongoing throughout the 2004-2005 school year	Carol Birdsong	Registration, travel, food and lodging	Title V-1250
7-5 Provide experience and training for students and teachers at WC-TV	Ongoing throughout the 2004-2005 school year with an emphasis in the summer	Carol Birdsong	Compensation for teachers and students, tapes, batteries, set supplies, substitutes, travel	Title V-3983 General Purpose Schools-10,669 Williamson County General-8670
7-6 Work with media to keep stakeholders informed	Ongoing throughout the 2004-2005 school year	Carol Birdsong	Paper supplies, tapes, batteries	Title V-500

ACTION PLAN # 7 Continued

Priority Addressed: Community Involvement				
Goal: Maintaining and increasing parental and community involvement				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
7-7 Sponsor recognition programs for students, staff, parents and others	Ongoing throughout the 2004-2005 school year	Carol Birdsong	Paper supplies, refreshment	Title V-1000
7-8 Create a parent advisory board for Special Education services in Williamson County Schools.	Fall, 2004-Spring, 2005	Carol Hendlmyer	Meeting refreshments and supplies	Federal--IDEA
7-9 Maintain advisory parent, community and student councils and boards for various programs such as Reading Recovery, STARS, Career and Technical, Instructional Technology	Ongoing throughout the 2004-2005 school year	Department Representatives: Stars-Dianne O'Neill Reading Recovery-Ann Vaughan Career and Tech--Jackie Baggett Instruction Tech--Belinda Moss	Meeting supplies	General Purpose Title I
7-10 Williamson County School System & each Title I Targeted Assisted school will have a current written statement regarding school/community/parent interaction and involvement	2004-2005 School Year On-going process	Ann R. Vaughan, Title I Director Central Office Staff – WCBE Board Policy Committee Title I Teaches/Reading Recovery Teachers at all TA Schools Principals at all Title I TA Schools	WCBE Policy Notebook Courier system newsletter Title I Publications & Handbooks Parent/Teacher meetings & training Site-based Meetings District Parent Coalition Meetings Poverty Simulation - district	Title I parent involvement funds Partnership with TNCEP – Professional development & community & parent training as per Poverty and cultural awareness \$6,388
7-11 Title I Targeted Assisted Schools will sign a Parent and School Compact and retain copies of such document on file for each student served in the NCLB Title I Program	2004-2005 School Year On-going process	Title I Teachers/Reading Recovery Teachers at all TA Schools Principals at all Title I TA Schools	School duplication of compacts on letterhead stationery for TA Schools	Title I

ACTION PLAN # 7 Continued

Priority Addressed: Community Involvement				
Goal: Goal: Maintaining and increasing parental and community involvement				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
7-12 Schools will distribute the job duties of the Highly Qualified Title I/RR teachers at their schools. Training for parents: Open House, RR awareness & data, Transition to first grade sessions, school volunteer, F.L.I.P., etc.	2004-2005 School Year	Title I & Reading Recovery Teachers Title I/RR Teacher Leader Title I Consulting Teacher	News Media Utilization School avenues of Communications	Title I Support of PTA/PTO & Title I Parent Coalition
7-13 Title I/RR teachers will conduct training sessions on Reading Recovery, reading strategies that work, and write articles and data share	2004-2005 School Year	Title I & Reading Recovery Teachers Title I/RR Teacher Leader Title I Consulting Teacher	News Media Utilization School avenues of Communications	Title I
7-14 Identify a committee to analyze current career education practices in WCS K-12; local and global labor market data and trends; available related survey data; related education requirements; best practices in career education K-12; related research; and the impact on the school district's goal.	September 2004	Elementary, Middle and High School Directors; and Coordinator for CTE	Related research briefs and funds for hosting meetings	CTE
7-15 Develop a vision and goal with measurable objectives and strategies for career education for WCS students and parents;	Fall 2004	Committee	Related research briefs and funds for hosting meetings, attending conferences and making site visits	CTE
7-16 Develop a plan/timeline for implementing strategies to Develop a process (district plan) for delivering career education to students and parents beginning with an initial phase during school year 2005-06.	Fall 2004	Committee	Funds for hosting meetings	CTE

EVALUATION PLAN # 7
With ACTION PLAN # 7

GOAL: Maintaining and increasing parental and community involvement					
<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
7-1 Coordinate communications activities for school district	Samples of newsletter, finalized video programs and products	None Needed	Ongoing throughout the 2004-2005 school year	Carol Birdsong	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Shared with Leadership Team and Media Contacts in the Schools
7-2 Media Contact Training for school staff or parent representatives	Samples of school related newspaper articles and school information on WC-TV	None Needed	October, 2004	Carol Birdsong	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Shared with Leadership Team and Media Contacts in the Schools
7-3 Maintaining communication tools such as district newsletter, WC-TV, email groups, student broadcasting programs, regular sessions with superintendent for PTO Presidents and principals, brown bag lunches	Samples of newsletter, website, finalized video programs and products	None Needed	Ongoing throughout the 2004-2005 school year	Carol Birdsong	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Shared with Leadership Team, parent groups, community, Media Contacts in the Schools
7-4 Participate in professional development opportunities such as the National School Public Relations Association and the Tennessee Association of School Communicators	Documentation of attendance	None Needed	Ongoing throughout the 2004-2005 school year	Carol Birdsong	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared
7-5 Provide experience and training for students and teachers at WC-TV	Samples of finalized video produced by students	None Needed	Ongoing throughout the 2004-2005 school year with an emphasis in the summer	Carol Birdsong	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared Broadcasting Program teachers and participants
7-6 Work with media to keep stakeholders informed	Samples of stories in print or broadcast	None Needed	Ongoing throughout the 2004-2005 school year	Carol Birdsong	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared All Stakeholders

EVALUATION PLAN # 7 continued
With ACTION PLAN # 7

GOAL: Maintaining and increasing parental and community involvement					
<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
7-7 Sponsor recognition programs for students, staff, parents and others	Samples of finalized products, videos, newspaper articles	None Needed	Ongoing throughout the 2004-2005 school year	Carol Birdsong	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Information shared with all stakeholders
7-8 Create a parent advisory board for Special Education services in Williamson County Schools.	Agendas, Sign In Sheet	Develop process for gaining input from the various stakeholders.	Spring, 2005	Carol Hendlmyer	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Share results with Leadership Team and board to shape program decisions.
7-9 Maintain advisory parent, community and student councils and boards for various programs such as Reading Recovery, STARS, Career and Technical, Instructional Technology	Agendas, Sign in Sheet	Develop process for gaining input from the various stakeholders.	Spring, 2005	Department Representatives: Stars-Dianne O'Neill Reading Recovery-Ann Vaughan Career and Tech--Jackie Baggett Instruction Tech--Belinda Moss	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Share results with Department Leadership and board to shape program decisions.
7-10 Williamson County School System & each Title I Targeted Assisted school will have a current written statement regarding school/community/parent interaction and involvement	WCBE Policy Notebook or WCS web site, school improvement plans, Title I letters, compact, handbooks, newsletters, etc.	Develop – revise as needed	2004-2005 on-going process	Ann R. Vaughan, Title I Director C, O. Staff as needed Title I staff: teachers, RRTL, and Title I Consultant	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
7-11 Title I Targeted Assisted Schools will sign a Parent and School Compact and retain copies of such document on file for each student served in the NCLB Title I Program	Fall 2004-2005 and as needed	Develop – revise annually Collect – on-going	2004-2005 on-going process	Ann R. Vaughan, Title I Director C, O. Staff as needed Title I staff: teachers, RRTL, and Title I Consultant	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared

EVALUATION PLAN # 7 continued
With ACTION PLAN # 7

GOAL: Maintaining and increasing parental and community involvement					
<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
7-12 Schools will distribute the job duties of the Highly Qualified Title I/RR teachers at their schools. Training for parents: Open House, RR awareness & data, Transition to first grade sessions, school volunteer, F.L.I.P., etc.	Students who are served – parent and teacher training	None Needed	2004-2005	All Title I & Reading Recovery staff in collaboration with school principals and staff	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
7-13 Title I/RR teachers will conduct training sessions on Reading Recovery, reading strategies that work, and write articles and data share	Review of RR data and TCAP data	None Needed	2004-2005 First semester priority	All Title I & Reading Recovery staff	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
7-14 Identify a committee to analyze current career education practices in WCS K-12; local and global labor market data and trends; available related survey data; related education requirements; best practices in career education K-12; related research; and the impact on the school district's goal.	Summary of information	Collect data from multiple sources Analyze practices and make recommendations	Spring, 2005	Jackie Baggett	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Information used to make program decisions and shared with team
7-15 Develop a vision and goal with measurable objectives and strategies for career education for WCS students and parents;	Product	None Needed	Spring, 2005	Jackie Baggett	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Information used to make program decisions and shared with team
7-16 Develop a plan/timeline for implementing strategies to Develop a process (district plan) for delivering career education to students and parents beginning with an initial phase during school year 2005-06.	Product	None Needed	Spring, 2005	Jackie Baggett	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Information used to make program decisions and shared with team

ACTION PLAN # 8

Priority Addressed: Differentiated Professional development for technology integration (NCLB-technology priority 3) Increased student achievement through technology integration and implementation (NCLB- technology Priority 1)				
Goal: Implement technology professional development matrix to increase research-based uses of technology to increase student achievement (NCLB technology priority 3); Increased student achievement in content areas through technology use (NCLB technology priority 1)				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
8-1 Create/implement technology professional growth plan matrix embedded in evaluation	Summer, 2004-Fall, 2005	Belinda Moss	Trainers, student advisory team	None
8-2 Create model training lab	Spring 2005-Fall, 2006	Belinda Moss	Classroom, hardware, software, furniture	WCS Budget
8-3 Identify and train tech coaches	Fall, 2004- Fall, 2005	Belinda Moss	stipends/subs	WCS Budget
8-4 Implement student technology online instructional resource	Fall, 2006	Belinda Moss	Class Server Client on each workstation	WCS Budget
8-5 Implement software purchasing procedures	Fall, 2006	Belinda Moss	None	None

ACTION PLAN # 8 Continued

Priority Addressed: Differentiated Professional development for technology integration (NCLB-technology priority 3) Increased student achievement through technology integration and implementation (NCLB- technology Priority 1)				
Goal: Implement technology professional development matrix to increase research-based uses of technology to increase student achievement (NCLB technology priority 3); Increased student achievement in content areas through technology use (NCLB technology priority 1)				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
8-6 Establish an instructional model to improve reading comprehension, vocabulary and writing	Spring, 2005-Fall, 2006	BES teachers, HES Teachers, Suzanne Storey, Belinda Moss Curriculum Specialists	Collaboration with TSU- Dr Marino Alvarex and Dr. Kecia Ray	None
8-7 Work with principals to determine the most helpful information and format for data in the warehouse.	February, 2004- February, 2005	Michelle Contich, Amy Webb	None Needed	None
8-8 Request data electronically from the state for all state tests	July 2003-present	Michelle Contich	None Needed	None

EVALUATION PLAN # 8 With ACTION PLAN # 8

GOAL: Implement technology professional development matrix to increase research-based uses of technology to increase student achievement (NCLB technology priority 3); Increased student achievement in content areas through technology use (NCLB technology priority 1)

<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
8-1 Create/implement technology professional growth plan matrix embedded in evaluation	<ul style="list-style-type: none"> • E- Tote; Year one pre/post assessments • PT# grant results, TN Tech Coach manual ISTE/TN standards • TN Teacher Evaluation Model • Net Day Data 	Develop: <ul style="list-style-type: none"> • Differentiated matrix based upon ISTE Standards • Projects for each level of standard • Growth plan aligned with the TN Framework • Train principals in expectations of growth plans • Analyze professional develop to support plans • Conduct and analyze drop-in-training with the student advisory team to increase technology literacy 	Summer, 2004- Fall 2005	Belinda Moss	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
8-2 Create model training lab	Tennessee Tech Coach Manual; TN Standards	Develop a model classroom to train in various learning environments	Summer, 2004-Fall, 2005	Belinda Moss	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
8-3 Identify and train tech coaches	Tennessee Tech Coach Manual; TN Standards	Develop / train a core team of technology integration coaches for each school to support the implementation of teacher matrix	Fall, 2004 - Fall, 2005	Belinda Moss	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
8-4 Implement student technology online instructional resource	Completed Product	Develop Establish online activities developed for student use with the curriculum in Class Server software Train teachers in the use of online student instructional resource	Fall, 2006	Belinda Moss	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared

EVALUATION PLAN #8 continued
With ACTION PLAN # 8

GOAL: Implement technology professional development matrix to increase research-based uses of technology to increase student achievement (NCLB technology priority 3); Increased student achievement in content areas through technology use (NCLB technology priority 1)					
<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
8-5 Implement software purchasing procedures	California instructional Clearinghouse	Implement Procedures that will educate teachers and administrators in the selection of quality technology hardware and software.	Fall, 2005	Belinda Moss	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared
8-6 Establish an instructional model to improve reading comprehension, vocabulary and writing	WCS Action Research Project	Develop an instructional model to improve reading with technology based graphic organizers.	Spring, 2005- Fall, 2006	Suzanne Story, Belinda Moss. Lynn Heady, Curriculum Specialists	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
8-7 Work with principals to determine the most helpful information and format for data in the warehouse.	Data from Principals	None Needed	Spring, 2005	Michelle Contich	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared Input used to create additional reports for the Data Warehouse
8-8 Request data electronically from the state for all state tests	Data from State	Collect Data in the data warehouse for distribution to schools	Spring, 2005	Michelle Contich	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared Used in the data warehouse.
		Develop Collect Analyze			<input type="checkbox"/> Used <input type="checkbox"/> Shared

ACTION PLAN # 8-A

Priority Addressed: Students will be technologically literate by grade 8 (NCLB technology priority 2)				
Goal: Technology instruction embedded in all grades				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
8A--1 Create and implement a technology curriculum k-12	Fall, 2004	Belinda Moss	Subs and Stipends	General Purpose
8A--2 Embed tech projects aligned with content and tech curriculum at each grade	Spring, 2005- Fall, 2006	Belinda Moss	Subs and Stipends	General Purpose
8A--3 Implement home/school and school/school equity framework	Spring, 2005	Belinda Moss	donated computers; student clubs	None
8A--4 Implement MOS training for technology techers	Fall, 2004-Fall, 2005	Jackie Baggett, Belinda Moss	Training Materials	Perkins--Career and Tech

EVALUATION PLAN # 8-A
With ACTION PLAN # 8-A

Goal: Technology instruction embedded in all grades					
<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
8A--1 Create and implement a technology curriculum k-12	ISTE, TN Department of Education Standards	Develop a technology skills continuum and curriculum Collect Analyze	Fall, 2004	Belinda Moss	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
8A--2 Embed tech projects aligned with content and tech curriculum at each grade	ISTE, TN Department of Education Standards	<ul style="list-style-type: none"> • Develop/Collect technology projects to embed in WCS Curriculum units • Develop pba's to measure benchmarks in technology yearly embedded in curriculum • Develop digital portfolios demonstrating student growth through grade 8 	Spring, 2005-Fall, 2006	Belinda Moss	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
8A--3 Implement home/school and school/school equity framework	E-Tote	Analyze student access data to plan for equity measures	Spring, 2005	Belinda Moss	<input checked="" type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
8A--4 Implement MOS training for technology techers	Agendas, Sign in sheets	Develop /implement ongoing, sustained certification for MS and HS tech teachers	Fall, 2004- Fall, 2005	Jackie Baggett, Belinda Moss	<input type="checkbox"/> Used <input type="checkbox"/> Shared

ACTION PLAN # 9

Priority Addressed: Teacher Quality				
Goal: All Williamson County Schools teachers teaching in core academic subject areas will be highly qualified by the end of the 2005-2006 school year.				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
9-1 All new teachers hired in Williamson County Schools will meet the highly qualified requirements for their teaching assignment	Spring, 2004-Fall, 2006	Human Resources Department	Recruitment budget	General Purpose
9-2 Train 60 additional mentor teachers using the Tennessee Department of Education's Training Model in Williamson County Schools provide mentor support in all schools	2004-2005 School Year	Title II	Consultant fees and materials Stipends or Subs Clerical Support	Title II
9-3 Assign mentors to new teachers entering Williamson County Schools	Fall , 2004	Principals	Mentor stipend, Materials for mentors and new teachers Clerical Support	Title II, General Purpose
9-4 Evaluate current teachers document for Highly qualified status.	Ongoing from Spring, 2004- Fall, 2006	HR Department	Clerical Support	Title II
9-5 Provide test prep materials and reimburse teachers for passing content area Praxis.	July, 2004- September, 2005	Title II Director	Reimbursement funds, Test Prep Materials, Clerical Support	Title II

ACTION PLAN # 9 continued

Priority Addressed: Teacher Quality				
Goal: All Williamson County Schools teachers teaching in core academic subject areas will be highly qualified by the end of the 2005-2006 school year.				
Action Steps: (from 4,4a,4b and 4c)	Timeline	Persons Responsible	Required Resources	Funding Source(s)
9-6 Provide organizers for Professional Matrix	July, 2004--September, 2006	Title II	Materials for Notebooks, Clerical Support	Title II
9-7 Notify teachers of options for becoming highly qualified.	Fall, 2004	HR Department	Session Materials	Title II
9-8 Provide content high-quality professional development in the areas of reading, math and science.	July, 2004-September, 2005	Lynn Heady, Michelle Contich	Consultant Fees, Materials and Stipends, Clerical Support	Title II, General Fund

EVALUATION PLAN # 9
With ACTION PLAN # 9

GOAL: All Williamson County Schools teachers teaching in core academic subject areas will be highly qualified by the end of the 2005-2006 school year.

<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
9-1 All new teachers hired in Williamson County Schools will meet the highly qualified requirements for their teaching assignment	Preliminary Report	Develop a process for tracking highly qualified statue for district.	Spring, 2005	Human Resources	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared Used to guide the recruiting for the 2005-2006 school year.
9-2 Train 60 additional mentor teachers using the Tennessee Department of Education's Training Model in Williamson County Schools provide mentor support in all schools	Sign-in sheets, agendas	None Needed	Spring, 2005	Lynn Heady, Michelle Contich	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Share information with leadership team
9-3 Assign mentors to new teachers entering Williamson County Schools	Stipend Claim forms for work completed	None Needed	Spring, 2005	Principals	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared
9-4 Evaluate current teachers document for Highly qualified status.	Teacher Quality Assurance Pages from the State Department of Education	None Needed	Spring, 2005 Spring, 2006	HR	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Share information with principals for staffing purposes
9-5 Provide test prep materials and reimburse teachers for passing content area Praxis.	Purchase orders and claim forms from teachers	None Needed	Spring, 2005	Title II	<input checked="" type="checkbox"/> Used <input type="checkbox"/> Shared Use data to shape future program decisions for Title II.

EVALUATION PLAN # 9 Continued
With ACTION PLAN # 9

GOAL: All Williamson County Schools teachers teaching in core academic subject areas will be highly qualified by the end of the 2005-2006 school year.					
<u>Action Steps</u> (from Action Plan)	<u>Data Source</u>	<u>Procedures:</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Results:</u>
9-6 Provide organizers for Professional Matrix	Number of teacher using this option for HQ. Purchase orders	None Needed	Spring, 2005	Title II	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Share information with state and principals.
9-7 Notify teachers of options for becoming highly qualified.	Sign-in sheets, agendas	None Needed	Spring, 2005	Title II	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Share information with principals and teachers.
9-8 Provide content high-quality professional development in the areas of reading, math and science.	Sign-in sheets, agendas	None Needed	Spring, 2005	Title II	<input type="checkbox"/> Used <input checked="" type="checkbox"/> Shared Share information with principals and teachers
		Develop Collect Analyze			<input type="checkbox"/> Used <input type="checkbox"/> Shared
		Develop Collect Analyze			<input type="checkbox"/> Used <input type="checkbox"/> Shared
		Develop Collect Analyze			<input type="checkbox"/> Used <input type="checkbox"/> Shared