

Five-Year Strategic Plan *(2016-2021)*



Marshall County Board of Education



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District #5



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District #4



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District #6



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District #7



Robert
Warf
District #8



Heidi
McElhaney
District #9

MISSION

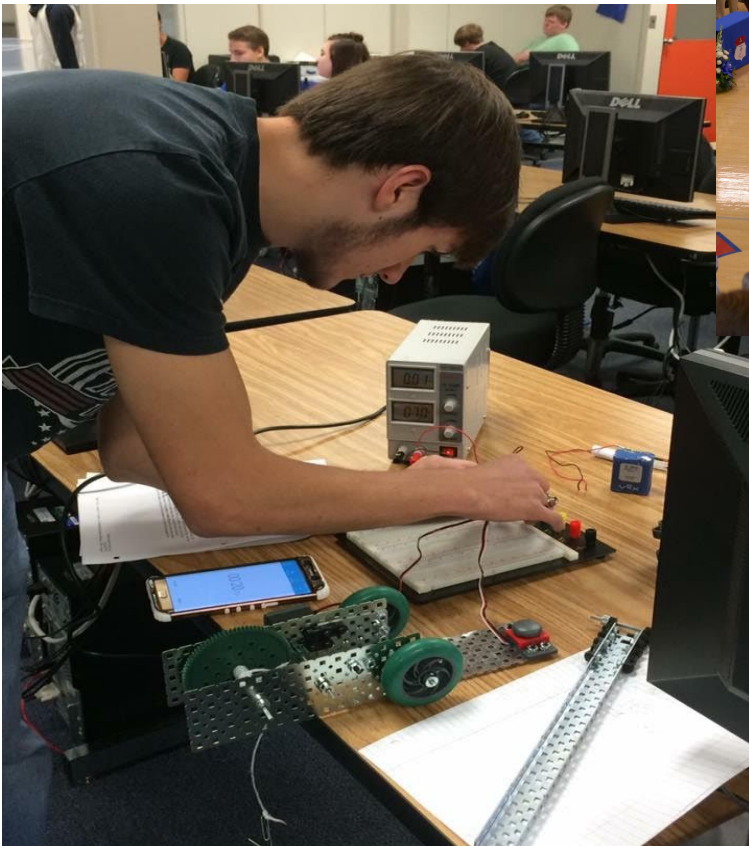
Our Mission is to maximize learning in all areas for all students.

VISION

Our vision is to provide a learning environment which will prepare every student for post-secondary education and/or career success.

BELIEFS

In Marshall County school community, we believe that our mission is divided into five essential parts: instruction, learning, assessment, collective decision making, and policy



We are DIVERSE

3.49% EL students served in 10 languages or dialects

53.93% economically disadvantaged

1,800 students enrolled in CTE classes

12.7% students with disabilities

- 1. Learning:** Our top priority is to ensure that all students receive a high quality education in a safe, positive learning environment, as they transition into post-secondary life.
- 2. Curriculum & Instruction:** Teachers must implement a clear, valid curriculum and use research-based practices and differentiated instruction to maximize results for all students, as they address the learning styles and ability levels of individual students. Teachers must incorporate higher order thinking skills and challenge students to move beyond proficiency and reach their maximum potential. Professional Learning Communities exist at each school site for the benefit of our students and staff. The district is also promoting district-wide PLCs among schools and providing time during the school year for teachers and administrators across the district to collaborate with one another. The new TNReady standards have been embedded in K - 12 curriculum and instruction.
- 3. Assessment:** All teachers must use formative and summative assessments to maintain clear purpose, measure student achievement, and provide appropriate feedback. Staff members will use disaggregated data and research-based information to target instruction to students' individual needs.
- 4. Collaboration and decision making:** Healthy collaboration among all stakeholders is essential to improving a school system. Decision making must be data-driven, reflect stakeholder input, and ensure equity and adequacy for all external communication. Use of all funding must be priority-driven and targeted to research-based learning while addressing individual student's needs.
- 5. Policy and Procedures:** The Board of Education must ensure that policies provide equity and adequacy for students; are aligned to system goals for student learning; enable students to move beyond achievement targets; and create and maintain a high performing system, while retaining highly qualified personnel at all schools

Infrastructure

Goal 1 -

Maintain high quality facilities - The district will build and maintain high quality facilities across the district that are both functional and aesthetically pleasing.

Strategy A - Implement the roofing plan provided by Stephen Ward and Associates. We must repair and replace roofs in the near future and beyond to ensure the integrity of our facilities.

Budget - \$350,000 for 2019-2020 fiscal year for roof repairs and replacement.

Evaluation - Roofs will continually be monitored and evaluated for leaks.

Recommendations for future repairs and replacement will be made by our roofing consultant Mr. Kevin Turner.

Strategy B - Work with principals and other district leaders to identify possible areas to target for renovation and improvement. This includes but is not limited to painting, landscaping, paving, replacing windows, handicapped accessibility, and providing general infrastructure improvements as needed.

Budget - Approximately \$490,000 in maintenance annually plus \$300,000 in capital outlay.

Evaluation - Site meetings between principals and maintenance will occur annually to review what has been done on site and what needs to be done in the future.

Evaluation - Review the buildings and our plan annually with maintenance

<p><u>Goal 2 -</u> <i>Improve Security - The district will work with the principals and maintenance to provide a safe and secure learning environment.</i></p>	<p><u>Strategy A</u> - Add additional surveillance cameras at the buildings as well as improve the building access technology.</p> <p><u>Evaluation</u> - We will use feedback from school staff and administration.</p>
	<p><u>Strategy B</u> - Rekey every building in the district using the same hardware. This will eliminate the reproduction of building keys and reduce the overall access to our buildings. One building per year would be targeted to be rekeyed until all of the buildings are on the same system.</p>

<p><u>Goal 3 -</u> <i>Operate our buildings as efficiently as possible- The district will operate all of our buildings in an efficient manner and make cost effective decisions.</i></p>	<p><u>Strategy A</u> - Continue our working relationship with both Siemens and Cenergistics to increase our energy savings. The cost avoidance for the 2017-2018 school year was 21.8% with a total savings of \$390,673. Based upon current data for the 2018-2019 school year we expect a cost avoidance of 22-24% and total savings around \$400,000.</p> <p><u>Evaluation</u> - Continue to study the numbers provided by our energy specialist Mr. Roy Haislip to look for new areas of possible savings.</p>
	<p><u>Strategy B</u> - Annually replace old and non-efficient heat and air units throughout the district to reduce energy consumption and overall costs.</p> <p><u>Evaluation</u> - Work with maintenance and Mr. Haislip to identify and review problem areas.</p>

Technology

<p><u>Goal 1- Student and Teacher</u> <i>Technology Hardware Lifecycle Plan- The District will strive to provide each student, teacher, and school with technology devices that are current and effective.</i></p>	<p><u>Strategy A</u> - Provide and maintain a student to computer ratio of 1 to 1. Schools and students will receive a device purchased by the district to interact, collaborate, and communicate information with peers; The District has added nearly 5300 Chromebooks since 2016 - 2017. The goal for 2019 - 2020 is to add an additional 20+ carts. Properly implemented technology initiatives improve achievement which is our ultimate goal.</p> <p><u>Budget</u> -\$50,000 annually to lease devices.</p> <p><u>Evaluation</u>- Determine the effectiveness and utilization of student devices. Principal observations to evaluate instructional practices using student assigned devices.</p>
	<p><u>Strategy B</u> - Provide modern and efficient computers and devices to all teachers and staff using leased funding.</p> <p><u>Budget</u> - \$75,000 annually to lease devices.</p> <p><u>Evaluation</u> - The Technology Supervisor will conduct an analysis of service request to identify outdated equipment and develop a three year Life-cycle Replacement Plan</p>

<p><u>Goal 2</u> - Enhance voice communication equipment for all schools and district entities.</p>	<p><u>Strategy A</u> - Perform audits of all voice communication equipment and services. Transition qualifying schools to VoIP service.</p> <p><u>Budget</u> - Use current resources.</p> <p><u>Evaluation</u> - The Technology Supervisor will work with Principals to eliminate excess cost. Perform a cost analysis for each school</p>
<p><u>Goal 3</u> - Update Network Infrastructure and Expansion of Wireless Coverage</p>	<p><u>Strategy A</u> - Conduct a network analysis of current network infrastructure. Perform high level server and network performance and security maintenance on a regular basis.</p> <p><u>Budget</u> - Use Current Resources</p> <p><u>Evaluation</u> - PCS Inc. will provide a vulnerability report to the Technology Supervisor. Perform 6 month re-evaluation</p> <p><u>Strategy B</u> - Identify necessary equipment and components to upgrade existing systems. Purchase and install network upgrades. E-Rate provides \$120 per student to improve the network.</p> <p><u>Budget</u>- Use Current Resources</p> <p><u>Evaluation</u> - Evaluate current industry standards and education requirements. Technology Supervisor will rate the current network posture based upon current state testing requirements.</p>

<p><i><u>(Cont.) Goal 3-</u> Update Network Infrastructure and Expansion of Wireless Coverage</i></p>	<p><u>Strategy C</u> - Establish and maintain robust infrastructure for technology including increased bandwidth for all tested schools. Provide 2Gb to all tested schools to meet future online testing needs of grades 5-12 in all subjects.</p> <p><u>Budget</u> - \$27,000</p> <p><u>Evaluation</u> - Technology Supervisor will submit network designs and improvements to the Director of Schools. The Technology Supervisor will brief the Director and bandwidth utilisation during peak times.</p>
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Student Services

<p><u>Goal 1</u> - Create a "College Going Culture" in Marshall County Schools- The Schools will work to increase student knowledge of possible post-secondary options, financial aid possibilities, and career options. They will work to build a college-going culture based on early college awareness by nurturing in students the confidence to aspire to college and the resilience to overcome challenges along the way. Maintain high expectations by providing adequate supports, building social capital, and conveying the conviction that all students, including special populations, can succeed in college.</p>	<p><u>Strategy A</u> - School Counselors have new standards, a third of which deal with College and Career Readiness Standards. Along with new curriculum, School counselors will work to implement the Eight Components of College and Career Readiness Counseling. This program was developed by the College Board to provide a systematic approach for school counselors to implement across grades K-12- elementary through high school and beyond - to ensure equity both in process and results. Elementary schools are working to increase the students' awareness of post-secondary options by doing such things as creating displays with teachers and their alma maters and using collegiate posters and pennants.</p> <p><u>Budget</u> - Approximately \$10,000 for counseling curriculum which can possibly be pulled from the curriculum budget.</p>
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	<p><u>Evaluation</u> - We will annually review the program with both counselors and administration in order to monitor and adjust as needed. * High School counselors are now on 11th month contracts.</p>
<p><i>(Cont.) Goal 1 - Create a "College Going Culture" in Marshall County Schools- The Schools will work to increase student knowledge of possible post-secondary options, financial aid possibilities, and career options. They will work to build a college-going culture based on early college awareness by nurturing in students the confidence to aspire to college and the resilience to overcome challenges along the way. Maintain high expectations by providing adequate supports, building social capital, and conveying the conviction that all students, including special populations, can succeed in college.</i></p>	<p><u>Strategy B</u> - We continue to host the annual college fair, financial aid nights, and college goal meetings that are held by each of the three high schools, the counselors will plan and host an informational meeting starting with the TN Promise/Hope Lottery scholarship. High schools will also host Fafsa Frenzy and College App Week - two state initiatives to help promote post-secondary attrition. They are also host a “College Signing Day” in May for all students that have been accepted into a post-secondary institution.</p> <p><u>Budget</u> - NA</p> <p><u>Evaluation</u> - We will annually review the program with both counselors and administrators in order to monitor and adjust as needed.</p> <p><u>Strategy C</u> - Marshall County Schools will continue to build their partnership with the TN Pathways Program to ensure more K - 12 students are attaining post secondary degrees in alignment with the Drive to 55 Initiative.</p> <p><u>Budget</u> - N/A</p> <p><u>Evaluation</u> - More EPSO offerings at the high school level such as AP courses, Industry Certifications, Dual Enrollment offerings.</p>

<p><u>Goal 2 - Lower Absenteeism and Truancy</u> - The district social workers will work with the principals to lower the absentee rate and decrease truancy with all students, including special populations. Students must be in school to learn.</p>	<p><u>Strategy A</u> - Elementary school principals along with the attendance supervisor and social workers will conduct a Tardy Board each month to address elementary children with excessive tardies. The long-term goal of this procedure is to teach children at an early age of the importance of coming to school regularly and on time with this habit eventually following the student into the job world.</p> <p><u>Budget</u> - N/A</p> <p><u>Evaluation</u> - Number of students referred to Tardy Board. * Only one tardy board has been necessary so far during the 2018-19 year of August - February.</p>
<p><u>(Cont.) Goal 2 - Lower Absenteeism and Truancy</u> - The district social workers will work with the principals to lower the absentee rate and decrease truancy with all students, including special populations. Students must be in school to learn.</p>	<p><u>Strategy B</u> - Principals will make sure to follow through with the new attendance policy and progressive truancy procedures. Parents will be contacted by automated calling or a personal call when students are absent. After three consecutive absences, parents will be contacted to determine the nature of the absence. After two unexcused absences, parents will be notified by mail. After three unexcused absences, the first tier of intervention will be initiated.</p> <p><u>Budget</u> - NA</p> <p><u>Evaluation</u> - Data on absences and truancy court referrals each year and the state accountability data on chronic absenteeism. *We have had only one Truancy Board so far this year August - February with only four students referred.</p>
	<p><u>Strategy C</u> - School Nurses are working to identify common illnesses that cause absenteeism and then work to educate students on ways to avoid or at least decrease the chance of contracting the illness.</p> <p><u>Budget</u> - N/A</p> <p><u>Evaluation</u> - *We added one nurse at</p>

	<p>Marshall County High School.</p> <p>Numbers of students who are chronically absent should continue to go down.</p>
<p><u>Goal 3</u> - <i>Provide students with an environment that meets their physical, social, and emotional needs - We must do everything possible to meet the needs of all students, including special populations, through various programs and activities. It is our goal to provide a learning environment and the tools necessary for all students to be academically successful.</i></p>	<p><u>Strategy A</u> - Character Education Curriculum</p> <p><u>Budget</u> - \$5,000</p> <p><u>Evaluation</u> - Annual review of various local and state reports for discipline, attendance, and bullying.</p>
	<p><u>Strategy B</u> - Provide Olweus Bullying Curriculum in every school. *We are planning to have an updated training for school administrators and counselors this spring.</p> <p><u>Budget</u> - \$6,000</p> <p><u>Evaluation</u> - Annual review of various local and state reports for discipline, attendance, and bullying.</p>
	<p><u>Strategy C</u> - Provide access to a clinical therapist/counselor for students at school.</p> <p><u>Budget</u> - N/A</p> <p><u>Evaluation</u> - Review of referrals to Mercy Health Care Counselors.</p>

Elementary Education

Goal 1- *Build skills in early grades (K-3) to contribute to future success. Ensure that students in kindergarten through third grade students receive rigorous, standards-based instruction in all areas of reading including foundational skills, fluency, vocabulary, comprehension and writing.*

Strategy A- Provide high quality professional development opportunities and materials to refine skills and strategies to teach the Tennessee Academic standards.

Budget- \$10,000 additional funds to be placed in the professional development budget.

Evaluation- Teacher observations using the Literacy Learning Walk Tool, universal screener scores.

Strategy B- Teachers and administrators will work collaboratively to align instruction to the state standards and to build cohesive units of study. This work will occur in district meetings (K-2 Reading Summitt,district professional development) and school meetings.

Budget- Money for substitutes. (same budget as strategy A)

Evaluation- Review of student work samples, assessments, and tasks to ensure alignment.

Strategy C- Attract and retain high quality personnel

Budget- \$450,000 to give all teachers a 2% raise if possible.

Evaluation- The monthly personnel report will be used to determine if we have been able to retain our strongest teachers.

<p><u>Goal 2-</u> <i>Marshall County will be ranked # 1 in the South Central region on the TNReady assessment in ELA for grades 3-6.</i></p>	<p><u>Strategy A-</u> Attract and retain high quality personnel. <u>Budget-</u> \$450,000 to give all teachers a 2% raise if possible. <u>Evaluation-</u> The monthly personnel report will be used to determine if we have been able to retain our strongest teachers.</p>
	<p><u>Strategy B</u> - Provide high quality professional development opportunities and materials to refine skills and strategies to teach the Tennessee Academic standards. <u>Budget</u> -\$10,000 for professional development <i>(this is the same \$10,000 referenced in elementary and secondary education)</i> <u>Evaluation</u> - Teacher observations using the Instructional Practices Guide will be used to evaluate teacher practices. Teacher and administrator feedback will be used to evaluate the effectiveness of the professional development and quality of the materials.</p>
	<p><u>Strategy C-</u> Provide or develop high-quality assessments (CFAs and district benchmarks) and usable data in grades 2-6 for ELA. <u>Budget</u> - N/A <u>Evaluation-</u> School and district leaders will evaluate the assessments for rigor and alignment to the state testing blueprints.</p>
	<p><u>Strategy D</u> - Teachers, school leaders and district leaders will collaborate in school and district level PLC meetings to discuss assessment data and to share or create instructional resources. <u>Budget</u> - N/A <u>Evaluation</u> - PLC summaries will be collected from each school meeting. During the district PLCs, the team will examine each question to</p>

	determine areas to improve and areas to celebrate.
<u>(Cont.) Goal 2-</u> <i>Marshall County will be ranked # 1 in the South Central region on the TNReady assessment in ELA for grades 3-6.</i>	<p><u>Strategy E</u> - Continue to work with Instruction Partners to improve Tier I ELA instruction. This partnership includes district walk-throughs using the IPG tool, professional development opportunities and consultation services.</p> <p><u>Budget</u> - \$26,000 annually</p> <p><u>Evaluation</u> - Data from the IPG tool will be evaluated to determine the impact of the district's work with Instruction Partners.</p>
<u>Goal 3 -</u> <i>Marshall County will be ranked # 1 in the South Central region on the TNReady assessment in Math for grades 3-6.</i>	<p><u>Strategy A</u> - Attract and retain high quality personnel.</p> <p><u>Budget</u> - \$450,000 to give all teachers a 2% raise if possible.</p> <p><u>Evaluation</u> - The monthly personnel report will be used to determine if we have been able to retain our strongest teachers.</p>
	<p><u>Strategy B</u> - Provide high quality professional development opportunities and materials to refine skills and strategies to teach the Tennessee Academic standards.</p> <p><u>Budget</u> - \$10,000 for professional development <i>(this is the same \$10,000 referenced in elementary and secondary education)</i></p> <p><u>Evaluation</u> - Teacher and administrator feedback will be used to evaluate the effectiveness of the professional development.</p>

(Cont.) Goal 3 - Marshall County will be ranked # 1 in the South Central region on the TNReady assessment in Math for grades 3-6.

Strategy C - Provide or develop high-quality assessments (CFAs and district benchmarks) and usable data in grades 2-6 for Math

Budget - N/A

Evaluation - School and district leaders will evaluate the assessments for rigor and alignment to the state testing blueprints.

Strategy D - Teachers, school leaders and district leaders will collaborate in school and district level PLC meetings to discuss assessment data and to share or create instructional resources.

Budget - N/A

Evaluation - PLC summaries will be collected from each school meeting. During the district PLCs, the team will examine each question to determine areas to improve and areas to celebrate.

Career and Technical Education

<p><u>Goal 1</u> - Match CTE program offerings with local workforce demands - The district will continue to provide opportunities for students that lead to high-skill, high-wage, and high-demand career opportunities.</p>	<p><u>Strategy A</u> - Continue to provide students with supplies, equipment and facilities that are up-to-date and that are aligned with business/industry needs.</p> <p><u>Budget</u> - No new money required</p> <p><u>Evaluation</u> - Business/Industry needs will continue to be evaluated by teachers and the CTE Director in order to remain up to date with equipment and resources.</p>
<p><u>(Cont.) Goal 1</u></p>	<p><u>Strategy B</u> - Collaborate with business and industry leaders to determine the needs of Marshall County's employers and align our program offerings with those needs.</p> <p>Begin a dual enrollment partnership with TCAT-Shelbyville to provide an Information Technology program of study.</p> <p><u>Budget</u> - No new local money required</p> <p><u>Evaluation</u> - Program offerings will also be evaluated to determine what courses should be offered to meet the needs of Marshall County's employers.</p>
<p><u>Goal 2</u> - Postsecondary and Career Awareness - The Career and Technical Education Department will make sure students are aware of post-secondary and career opportunities that exist in, or around, Marshall County. Additionally, students will have the opportunity to earn early post-secondary credits (EPSO) and</p>	<p><u>Strategy A</u> - Each CTE course that is offered at Spot Lowe will have a corresponding field trip destination to expose students to local businesses/industry and career opportunities.</p> <p><u>Budget</u> - No new money required</p> <p><u>Evaluation</u> - A log is kept to ensure all Spot Lowe students have been afforded this</p>

<p><i>industry certifications assisting in the development of “Ready Graduates.”</i></p>	<p>opportunity. Additionally, CTE teachers contact previous graduates to determine if they are employed in a related area.</p> <p><u>Strategy B</u> - Each Fall, all Spot Lowe juniors are taken on a field trip to TCAT-Shelbyville, seniors go to TCAT-Pulaski, and sophomores travel to MTSU.</p> <p><u>Budget</u> - No new money required</p> <p><u>Evaluation</u> - CTE teachers contact previous graduates to determine if they are enrolled in a post-secondary school.</p> <p><u>Strategy C</u> - Students will be given opportunities to dual enroll with TCAT Pulaski in the areas of welding, machining and industrial maintenance and with TCAT Shelbyville in the areas of information technology and automotive technology. Statewide dual credit courses will be offered in business, agriculture and criminal justice. All of these courses will be held on campus. Dual credit exams will be offered by TCAT-S in the areas of machining, welding, industrial maintenance, and automotive.</p> <p><u>Budget</u> - No new local money required</p> <p><u>Evaluation</u> - CTE Director will monitor enrollment in these classes.</p>
<p><u>(Cont.) Goal 2</u></p>	<p><u>Strategy D</u> - Health Sciences students, who enroll in the Nursing Education course, will have the opportunity to participate in a Certified Nursing Assistant (CNA) program at a local nursing home.</p> <p><u>Budget</u> - No new money required</p> <p><u>Evaluation</u> - Health Science teachers and CTE Director will monitor enrollment in the nursing education class and successful completion of the CNA exam.</p>

<p><u>Goal 3</u> - Students will be provided with opportunities to develop leadership and career skills.</p>	<p><u>Strategy A</u> - All CTE programs will have a corresponding Career and Technical Student Organization (CTSO). The CTSO provides students the opportunity to demonstrate skills learned and also to develop soft skills and leadership characteristics.</p> <p><u>Budget</u> - No new money required</p> <p><u>Evaluation</u> - CTE teachers include documentation of CTSO participation in their monitoring notebook.</p>
	<p><u>Strategy B</u> - Students who have demonstrated characteristics of good employees and who have proved proficiency in course content are given the opportunity to participate in a Work- Based Learning (WBL) opportunity. WBL students are able to leave campus, during fourth block, to job shadow or intern in a local business.</p> <p><u>Budget</u> - No new money required</p> <p><u>Evaluation</u> - WBL supervisors submit paperwork to the CTE Director documenting students who are participating in the program. They randomly check on students to ensure employer satisfaction.</p>

Secondary Education

<p><u>Goal 1</u> - Improve District's Average ACT composite score - The district's average composite ACT score will rank # 1 in South Central and grow from 18.9 to 21 by 2021. This includes special populations.</p> <p>Last year's graduating class averaged a 20.0 composite for Marshall County as a whole, a slight drop of one-tenth point. The</p>	<p><u>Strategy A</u> - Use the scores from a retired ACT test to group students for ACT Bootcamps in the spring of their junior year. The district will require all sophomores to take a released ACT test on the juniors' ACT day (March 12) and send the answer sheets to Analyze ED (Pareto) for results. All three schools will use the data from the Pareto tests to group the juniors for instruction in tackling each of the four subtests.</p>
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2019 graduating seniors' composite average was 20.4 after the senior retakes this fall, which may rise somewhat after the December and April ACT dates. Cornersville's composite average is 22. Forrest and Marshall County High School have revamped their ACT plans, targeting the whole junior class from January until the March 12 spring test date. All three high schools are working to create a school culture of ACT.

Each group will work on the strategies and skills which will most help that group. For instance, students scoring 28 and above don't need instruction in the same skills that students scoring in the 12-18 range need. This allows teachers to individualize instruction. Schools will also familiarize students with the online individualized Pareto tutorials and the free ACT Academy to help students improve their ACT scores at home.

Budget - \$6,500 for 2019-2020 fiscal year (\$13.00 a test X 500 sophomores + postage)

Evaluation - Principals will submit their plans for remediating students to help them improve their ACT scores. The next year's ACT scores should indicate improvement.

Strategy B - Provide quality professional development in various formats for teachers and administrators. The district will bring in proven ACT specialists to work with our teachers and administrators to implement concrete strategies to improve student performance on the ACT. The district office will, also, pay for substitutes and mileage for teachers and administrators to attend out-of-county workshops on ACT strategies. Substitutes will be funded so that the ACT committees in every high school have time to collaborate and implement their respective school plans.

Budget - \$6,000 annually in the professional development budget earmarked for ACT programs. We need to increase the professional development budget to reflect this.

Evaluation – Sign-in sheets and agendas from professional development of teachers for ACT strategies. The next year's ACT scores for the same group of students compared to last year's scores. A spreadsheet has been compiled to track ACT progress for each high school.

	<p><u>Strategy C</u>-- The district will pay for every senior to retake the ACT on a school day in the fall. Seniors will go through a bootcamp to review strategies and skills before the fall test date.</p> <p><u>Budget</u>-- \$17,000 annually to pay for the retakes. The state has paid for this the past two years, but it is not in the budget for the coming year.</p> <p><u>Evaluation</u>-- Students' and schools' composite ACT scores before the fall retake and after the fall retake will be compared to assess the success of this. In 2018 many students raised their scores by one or more points.</p>
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<p><u>Goal 2</u> - Rank # 1 in the South Central Region and increase the number of on-track/mastered learners in secondary ELA, including special populations, by 10% by 2021. The district will provide professional development, resources, and support through county-wide PLC collaboration to provide tools for teachers to improve student learning.</p>	<p><u>Strategy A</u> - Attract and retain high-quality personnel.</p> <p><u>Budget</u> - \$450,000 to provide all teachers with a 2% raise if possible.</p> <p><u>Evaluation</u> - The monthly personnel report will be used to determine if we have been able to retain our strongest teachers.</p>
	<p><u>Strategy B</u> - The district will provide professional development opportunities and resources for literacy to improve teaching practices and student outcomes. The district will provide resources to implement ELA Guidebooks from the Louisiana Believes Project, an aligned curriculum with teaching and learning resources, in every tested grade. This will engage teachers and students in complex texts and aid teachers in facilitating lessons which meet the rigor and depth of the new ELA standards.</p> <p><u>Budget</u> - \$10,000 more for professional development for a total \$45,000 in budget for professional development (<i>This is the same \$10,000 referenced in elementary education</i>).</p> <p><u>Evaluation</u> - Teacher observations using the</p>

	<p>Instructional Practices Guide will be used to evaluate teacher practices. Teacher and administrator feedback will be used to evaluate the effectiveness of the professional development and quality of the materials. Also, we will compare the numbers of proficient/advanced students in ELA with numbers from the previous year to measure progress. We will use feedback from school staff and administration about the professional development to refine and revamp this as we progress.</p>
<p><i>(Cont.) Goal 2 - Rank # 1 in the South Central Region and increase the number of on-track/mastered learners in secondary ELA, including special populations, by 10% by 2021. The district will provide professional development, resources, and support through county-wide PLC collaboration to provide tools for teachers to improve student learning.</i></p>	<p><u>Strategy C</u> - The district will provide time for teachers to collaborate in both school and district-wide professional learning communities. <u>Budget</u> - \$2,000 (for substitutes during countywide PLCs and to observe master teachers' classes). <u>Evaluation</u> - We will compare the numbers of on-track/mastered students in ELA with the numbers from the previous years. We will, also, use feedback from teachers and administration.</p> <p><u>Strategy D</u> - District leaders will meet in district data meetings monthly to review progress toward both ACT and TN Ready goals. The instruction behind the data will also be analyzed to make sure that county common assessments, pacing guides, and instruction are addressing current standards and up-to-date best practices. <u>Budget</u> - \$0 <u>Evaluation</u> - End-of-the-year scores for ACT and TN Ready will be compared with the common assessment data throughout the year to check for the accuracy of our county data to measure progress toward the goals of improving ACT and TN Ready goals. We will use end-of-year data to evaluate strengths and weaknesses in our current county PLC</p>

<p><u>(Cont.) Goal 2</u> - Rank # 1 in the South Central Region and increase the number of on-track/mastered learners in secondary ELA, including special populations, by 10% by 2021. The district will provide professional development, resources, and support through county-wide PLC collaboration to provide tools for teachers to improve student learning.</p>	documents.
	<p><u>Strategy E</u> - Continue to work with Instruction Partners to improve Tier I ELA instruction. This partnership includes district walk-throughs using the IPG tool, professional development opportunities and consultation services.</p> <p><u>Budget</u> - \$26,000 annually</p> <p><u>Evaluation</u> - Data from the IPG tool will be evaluated to determine the impact of the district’s work with Instruction Partners. Results for TCAP and EOC ELA tests will monitored for improvement.</p>
	<p><u>Strategy F</u> - Provide training in a structured program to develop teacher leaders who will lead professional development for other teachers, mentor new and weaker teachers, and provide technology instruction.</p> <p><u>Budget</u> - \$15,000 (the same as last year)</p> <p><u>Evaluation</u> - Assessment forms from both the teacher leader program participants, other teachers in their respective buildings, and administrators. Overall county student scores will also be used.</p>

Goal 3 - Rank # 1 in the South Central Region and increase the number of on-track/mastered learners in secondary math, including special populations, by 10% by 2021. The district will provide professional development, resources, and support through county-wide PLC collaboration to provide tools for teachers to improve student learning in math.

Strategy A - Attract and retain high-quality personnel.

Budget - \$450,000 to provide all teachers with a 2% raise if possible. Given the difficulty in finding certified teachers in high school math, chemistry, and physics, we need to offer a signing bonus of \$3,000 for teachers in these areas with a two-year contract.

Evaluation - The monthly personnel report will be used to determine if we have been able to retain our strongest teachers and fill open positions in math, chemistry, and physics.

Strategy B - The district will provide professional development opportunities and resources for math to improve teaching practices and improve student outcomes with the new math standards.

Budget - \$45,000 annually which includes a \$10,000 increase (This is the same \$45,000 in Goal 2 of secondary and in Goals 2 and 3 of elementary)

Evaluation - We will compare the numbers of on-track/mastered students in math with the numbers from the previous year to measure progress. We will use feedback from teachers and administration to analyze the quality of professional development.

Strategy C - The district will provide time for teachers to collaborate in both school and district-wide professional learning communities.

Budget - \$2,000 (for substitutes during countywide PLCs and time to observe master teachers' classes).

Evaluation - We will compare the numbers of on-track/mastered students in math with the numbers from the previous year to measure progress. In addition, we will use feedback from teachers and administration.

(Cont.) Goal 3 - Rank # 1 in the South Central Region and increase the number of on-track/mastered learners in secondary math, including special populations, by 10% by 2021. The district will provide professional development, resources, and support through county-wide PLC collaboration to provide tools for teachers to improve student learning in math.

Strategy D - District leaders will meet in district data meetings monthly to review progress toward both ACT and TN Ready goals. The instruction behind the data will also be analyzed to make sure that county common assessments, pacing guides, and instruction are addressing current standards and up-to-date best practices.

Budget - \$0

Evaluation - End-of-the-year scores for ACT and TN Ready will be compared with the common assessment data throughout the year to check for the accuracy of our county data to measure progress toward the goals of improving ACT and TN Ready goals. We will use end-of-year data to evaluate strengths and weaknesses in our current county PLC documents.

Strategy E - Provide training in a structured program to develop teacher leaders who will lead professional development for other teachers, mentor new and weaker teachers, and provide technology professional development.

Budget - \$15,000 (the same amount as last year)

Evaluation - Assessment surveys from the teacher leader program participants, other teachers in their respective buildings, and administrators. Overall student scores for the county will also be used.

Evaluation

YR 1	YR 2	YR 3	YR 4	YR 5
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Infrastructure - Mr. Beasley

- Goal 1 – Maintain High Quality Facilities
- Goal 2 – Improve Security
- Goal 3 – Operate Buildings as Efficiently as Possible

10%	20%	40%	60%	
20%	40%	60%	80%	
80%	80%	80%	85%	

Technology - Mr. Spivy

- Goal 1 – Technology Hardware
- Goal 2 – Enhance voice communication
- Goal 3 – Network Infrastructure

5%	10%	25%	65%	
5%	30%	40%	70%	
25%	50%	70%	75%	

Student Services - Mrs. Tepedino

- Goal 1 – Create a College Going Culture
- Goal 2 – Lower Absenteeism and Truancy
- Goal 3 – Provide Students with an Environment That Meets Their Physical, Social, and Emotional Needs

70%	80%	90%	95%	
80%	90%	90%	95%	
		50%	55%	

Elementary Education - Ms. Lewis

- Goal 1 – Build Skills in Early Grades (K-2) to Contribute to Future Success
- Goal 2 – Rank #1 in South Central on TNReady Assessments in ELA for Grades 3-8
- Goal 3 – Rank #1 in South Central on TNReady Assessments in Math for Grades 3-8

40%	50%	60%	65%	
40%	50%	60%	65%	
		60%	70%	

**Career and Technical Education-
Mr. Stacey**

- Goal 1 – Match CTE Offerings with Local Workforce Demands
- Goal 2 – Postsecondary and Career Awareness
- Goal 3 – Students will be Provided with Opportunities To Develop Leadership and Career Skills

70%	80%	90%	95%	
80%	90%	90%	95%	
50%	60%	70%	80%	

Secondary Education- Mrs. Smith

- Goal 1 – Improve District’s Average ACT Composite And Rank #1 in South Central
- Goal 2 – Rank #1 in South Central on TNReady Assessments in ELA for grades 7-11
- Goal 3 – Rank #1 in South Central on 7-11 TNReady Math Assessment

10%	20%	50%	55%	
20%	40%	40%	60%	
80%	80%	80%	80%	

