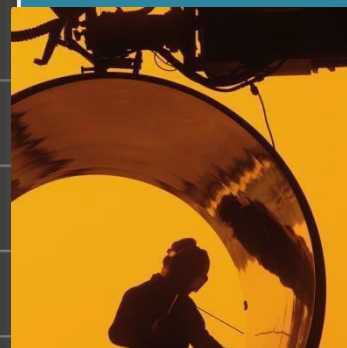# Update

February 2016

Marshall County Schools

FIVE-YEAR PLAN   2016

Some people watch what happens, some people make things happen, and some people wonder what happened. Marshall County Schools make things happen.

"Linking Learning to Life"

MARSHALL COUNTY SCHOOLS BOARD OF EDUCATION

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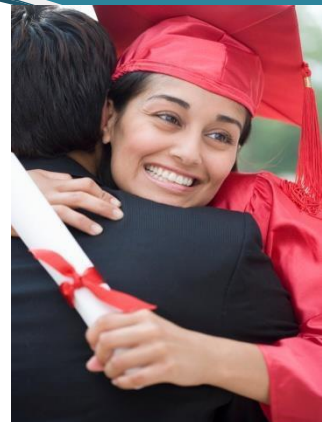**Donnie Moses, Chairman of the Board**

Jackie Abernathy, Director of Schools

THE MISSION OF THE MARSHALL COUNTY SCHOOLS 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.

We are DIVERSE

175 students served in 4 language or dialects

58.65% economically disadvantaged

600 advanced learners

606 students with disabilities

Beliefs

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

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 - $800,000 for 2016-17 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.
>>
>> 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.

Goal 2 - Improve Security - The district will work with the principals and maintenance to provide a safe and secure learning environment.

> *__Strategy A__* - Add additional surveillance cameras at the buildings as well as improve the building access technology.
>
>> Budget - $25,000 annually
>>
>> Evaluation - We will use feedback from school staff and administration.
>
> *__Strategy B__* - 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.
>
>> Budget - $45,000
>>
>> Evaluation - Review the buildings and our plan annually with maintenance.

Goal 3 - Operate our buildings as efficiently as possible- The district will operate all of our buildings in an efficient manner and make cost effective decisions.

Strategy A - Continue our working relationship with both Siemens and Cenergistics to increase our energy savings. The cost avoidance projection for 2015-2016 is between 22.5 and
24.5% with a total savings projection of $328,908. The goal for 2016-2017 school year is a cost avoidance of 25.5% and a total savings of $385,000.00.

Budget - $15,000 annually

Evaluation - Continue to study the numbers provided by Cenergistics and Mr. Roy Haslip to look for new areas of possible savings.

Strategy B - Annually replace old and non-efficient heat and air units throughout the district to reduce energy consumption and overall costs.

Budget - $50,000

Evaluation - Work with maintenance and Mr. Haislip to identify and review problem areas.

Technology

Marshall County's Technology Plan strives to provide direction and to help the district understand where we are now and imagine where we want to be. The plan seeks to create and maintain a technology-rich educational environment. The real purpose of technology in education is *education*. When technology is in the classroom and in use, it should be transparent. This plan is an articulation of what is believed, what exists, what is to be, and how goals are to be achieved.

Instructional Technology Vision Statement

Students will to be able to think creatively, critically, and collaboratively; master the 'basics' and excel in reading, math, science, and information literacy; and respond to opportunities and challenges.

Instructional Technology Mission Statement

Technology is an essential tool that enables, enhances, and transforms learning, as well as promotes engagement and supports effective communication, collaboration, problem solving, critical thinking, and creativity.

Tennessee Technology Plan for the State

Tennessee adopted the NETS (National Education Technology Standards) for the state's technology plan; therefore, Marshall County will align our plan with NETS in order to be in compliance with the state's goals and objectives. The NETS have served as a guide for using technology in teaching and learning. They help to assess proficiency and set goals for what students (NETS-S), teachers (NETS-T) and administrators (NETS-A) should know and be able to do with technology in education.

Goal 1- Creativity and Innovation- Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

> ***Strategy A -*** Students will demonstrate a sound understanding of technology concepts, systems, and operations in a CTE course on Information Technology. Students will complete the course with certifications in A+, an industry standard for IT professionals.
>
>> Budget - $65,000 annually for the teacher's salary and benefits.
>> $5,000 annually for class materials and supplies.
>>
>> Evaluation -The effectiveness of the course will be gauged on the number of students who obtain their A+ certification. The beginning goal will be 60% or higher and increase by 10% each year.
>
> ***Strategy B*** - Provide and maintain student to computer ratio of 1 to 1. Students will receive a device purchased by the district to interact, collaborate, and publish with peers; to c ommunicate information and ideas effectively using a variety of media and formats; and to contribute
> to project teams to produce original works or solve problems.

Budget - $400,000 annually to purchase devices
$10,000 annually to replace damaged or lost devices
$50,000 annually to purchase antivirus, filtering software, additional bandwidth and wireless access licenses for student devices.

Evaluation - Surveys of teachers and students to determine the effectiveness and utilization of online tools. Principal observations to evaluate instructional practices using student assigned devices.

Goal 2 - Communication and Collaboration-Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others.

Strategy A - Students will use learning management sites such as the Google Apps for Education
(GAFE) site to interact and collaborate on tasks assigned by their teachers.

Budget - Use current resources.

Evaluation - Principals' observations of technology integration into instruction.

Strategy B - The district will insure instructional innovation focused on creating, promoting, and sustaining a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education by expanding the Virtual School curriculum beyond the one course it currently focuses on, Personal Finance.

Budget - $15,000 the first year to be expanded as course enrollments grow.

Evaluation - Review of student enrollment in virtual courses.

Goal 3 - Facilitate and Inspire Student Learning and Creativity - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Strategy A - Facilitate the development and delivery of professional development opportunities that focus on effective technology use in specific core curricular areas.

Budget - Use current resources.

Evaluation - Professional development planners (supervisors, coordinators, principals) will identify curricular areas trainings will target. This will be reviewed to ensure all areas receive technology training.

__Strategy B__ - The district will recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic goals.

     Budget   - Use   current resources.

     Evaluation - Principals' observations of teacher technology integration into instruction.

Goal 4 - Design and Develop Digital Age Learning Experiences and Assessments - Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes in their students.

    __Strategy A__ - Teachers will design or adapt learning experiences that incorporate digital tools and resources to promote student learning and creativity using GAFE.

     Budget - Use current resources.

     Evaluation - Technology will be identified in lesson plans as a resource to increasing student achievement. Principals will convey the results.

    __Strategy B__ - Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

     Budget- use current resources.Evaluation - Principals will assess the use of technology to inform learning and teaching by reviewing PLC data.

Goal 5 - Engage in Professional Growth and Leadership- Teachers will continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

    __Strategy A__ - Provide and support professional development that increases the capacity of teachers to design and facilitate meaningful learning experiences, thereby encouraging students to create, problem solve, communicate, collaborate, and use real-world skills by applying technology purposefully.

     Budget - $9,000 annually to send 5 teachers per site to the Tennessee Education Technology Conference (TETC) each year.
        $5,000 annually to send up to 5 teachers per site to the Google Apps for Education (GAFE) training.

     Evaluation -Teachers who attend the TETC and GAFE will present professional development to their peers using what was learned at the conference during the academic school year or in summer in-service.

    __Strategy B__ - Blend teachers' technology use with continuous training and mentoring

so that they are able to integrate technology into their curriculums.

Budget - Use current resources.

Evaluation - Results of teachers' evaluation of their technology training needs conducted by the Technology Supervisor and reported to the Director.

Strategy C - Policies, accountability measures, and funding structures to support the use of information and communication technology and other digital resources for learning and in district school operations will be adequate to meet district needs for the next three years.

Budget - $250,000 annually to replace failing teacher presentation equipment such as projectors, printers, and interactive white boards as well as network upgrades to accommodate added devices.

Evaluation - A review of the budget and expenditures will be given to the board quarterly to gauge if expenditures are meeting technology budget needs. The Technology Supervisor will submit quarterly reports to the Director on equipment replacements.

Strategy D - Establish and maintain robust infrastructure for technology including integrated, interoperable technology systems (including the network) to support management,

operations, teaching and learning.

Budget - ERate provides $120 per student to improve the network. We were given $160,000 in 2015 to expand the wireless which leaves us about $488,000 to update the network for the next 4 years or until funding is removed. The district must match 20% of any network costs according to ERate rules.

Evaluation - Technology Supervisor will submit network designs and improvements to the Director of Schools.

Student Services

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.

    Strategy A - 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.

      Budget - NA

      Evaluation - We will annually review the program with both counselors and administration in order to monitor and adjust as needed.

    Strategy B - Plan and host a district-wide "Lottery Scholarship Day" In addition to 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.

      Budget - NA

      Evaluation - We will annually review the program with both counselors and administrators in order to monitor and adjust as needed.

Goal 2 - Lower Absenteeism and Truancy - 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.

    Strategy A - 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.

<u>Budget</u> – NA

<u>Evaluation</u> - Data on number of elementary tardies each year will show if this policy has been effective.

Strategy B - Principals will make sure to follow through with the current attendance policy 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.

<u>Budget</u> - NA

<u>Evaluation</u> - Data on absences and truancy court referrals each year

Goal 3 - 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.

Strategy A - Character Education Curriculum

<u>Budget</u> - $5,000

<u>Evaluation</u> - Annual review of various local and state reports for discipline, attendance, and bullying.

Strategy B - Provide Olweus Bullying Curriculum in every school.

<u>Budget</u> - $3,000

<u>Evaluation</u> - Annual review of various local and state reports for discipline, attendance, and bullying.

Elementary Instruction

Goal 1• Improve K•2 instruction the district will increase the percentage of K•2 students meeting the benchmark goals on the universal screener to 70 %.

> _**Strategy A**_ • Provide professional development in the areas of K•2 literacy for all K•2 teachers.
>
> > Budget • $35,000 annually
> >
> > Evaluation • The elementary coordinator, principals and instructional facilitators will monitor classroom instruction and offer guidance where needed. Mid•year and year•end universal screener results will be evaluated.
>
> _**Strategy B**_ • Work with principals and instructional facilitators to identify possible teachers to target for improvement. These teachers will work closely with the academic coach and instructional facilitator to develop a plan to improve their daily classroom instruction.
>
> > Budget • no additional funds
> >
> > Evaluation • Meeting will be held between the academic coach and the teacher being coached. The academic coach will report progress to the principal and elementary coordinator.

Goal 2 • The district will raise the number of proficient/advanced learners in elementary ELA, including special population) by 10% by 2021.• The district will provide professional development, resources, and support through countywide PLC collaboration to provide tools for teachers to improve student learning.

> _**Strategy A**_ - district will provide professional development opportunities and resources for literacy to refine skills and strategies to teach the new literacy standards.
>
> > Budget • $35,000 annually
> >
> > Evaluation • We will compare the numbers of proficient/advanced students in ELA with the numbers from 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.
>
> _**Strategy B**_ - The district will provide time for teachers to collaborate in both school and district•wide professional learning communities.
>
> > Budget • $3,000 (for substitutes during countywide PLCs)
> >
> > Evaluation - We will compare the numbers of proficient/advanced students in ELA with the numbers of proficient/advanced students from previous years. We will, also, use feedback from teachers and administration.

Goal 3 • The district will raise the number of proficient/advanced learners in elementary math, including special population) by 10% by 2021.• The district will provide professional development, resources, and support through countywide PLC collaboration to provide tools for teachers to improve student learning in math.

Strategy A • The district will provide professional development opportunities and resources for math to refine skills and strategies to teach the new literacy standards.

Budget • $35,000 annually (part of the $35,000 in Goal 2)

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

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

Budget • $3,000 (for substitutes during countywide PLCs).

Evaluation • We will compare the numbers of proficient/advanced students in ELA with the numbers of proficient/advanced students from previous years. We will, also, use feedback from teachers and administration.

Goal 4 - The district will develop a career education program for elementary students.- The district will provide information to students in the elementary grades about a variety of careers.

Strategy A - The elementary guidance counselors will deliver a career education curriculum to students.. Guest speakers and events will be planned to increase awareness of a variety of careers. Multiple agencies will be involved in the event.

Budget - $5,000 annually

Evaluation -

Career and Technical Education

Goal 1 - 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.

> *Strategy A* - Continue to provide students with supplies, equipment and facilities that are up-to•date and that are aligned with business/industry needs.
>
>> Budget - $100,000 for 2016-17 fiscal year for supplies, consumables, and equipment.
>>
>> Evaluation - Business/Industry needs will continue to be evaluated by teachers and the GTE Director in order to remain up to date with equipment and resources.
>
> *Strategy B* - Collaborate with business and industry leaders to determine the needs of Marshall County's employers and align our program offerings with those needs.
>
>> Budget - N/A
>>
>> Evaluation - Program offerings will also be evaluated to determine what courses should be offered to meet the needs of Marshall County's employers.

Goal 2 - Post-Secondary 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.

> *Strategy A* - Each GTE course that is offered at Spot Lowe will have a corresponding field trip destination to expose students to local businesses/industry and career opportunities.
>
>> Budget - $1,000 annually
>>
>> Evaluation - A log is kept to ensure all Spot Lowe students have been afforded this opportunity. Additionally, CTE teachers contact previous graduates to determine if they are employed in a related area.
>
> *Strategy B -* All Spot Lowe Juniors are taken on a field trip to TCAT-Shelbyville in the Spring and Seniors go to TCAT-Pulaski in the Fall.
>
>> Budget - $1,000
>>
>> Evaluation - CTE teachers contact previous graduates to determine if they are enrolled in a post-secondary school.

Goal 3 - Students will be provided with opportunities to develop leadership and career skills.

Strategy A - 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.

Budget - $10,000

Evaluation - CTE teachers submit a time sheet near the end of the school year to document time spent working with students outside of the school day. This time is used to practice for contests or to provide a community service.

Strategy B - 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.

Budget - N/A

Evaluation - 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.

Secondary Education

Goal 1• Improve District's Average ACT composite score • The district's average composite ACT score will grow from 18.9 to 21 by 2021. This includes special populations.

> ***Strategy A*** • Implement with fidelity the Pareto ACT Improvement Plan. The district will require all sophomores to take a released ACT test on the juniors' ACT day (April 19) and send the answer sheets to the Pareto Company for results. Schools will use the results and the accompanying improvement plans with online access to Pareto tutorials and quizzes to help students improve their ACT scores.
>
>> Budget • $6,250 for 2016•17 fiscal year ($13.00 a test X 470 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 juniors and seniors access to Shmoop's test prep package. Many of the districts who raised their average composite ACT score by 1 point last year (which is remarkable) used the Pareto Plan in combination with Shmoop's Test Prep for College Readiness Program. This program is accessible to students from both school and home and provides engaging, age•appropriate material.
>
>> Budget • $16,000 annually (This includes in•person professional development to train teachers to use the program effectively.)
>>
>> Evaluation • Sign•in sheets and agendas from professional development of teachers in Shmoop. The next year's ACT scores for the same group of students compared to last year. A spreadsheet can be compiled to track ACT progress.

Goal 2 • The district will raise the number of proficient/advanced learners in secondary ELA, including special population,) by 10% by 2021. The district will provide professional development, resources, and support through countywide PLC collaboration to provide tools for teachers to improve student learning.

> ***Strategy A*** • The district will provide professional development opportunities and resources for literacy to refine skills and strategies to teach the new literacy standards.
>
>> Budget • $35,000 annually
>>
>> Evaluation • We will compare the numbers of proficient/advanced students in ELA with the 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.

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

Budget • $3,000 (for substitutes during countywide PLCs).

Evaluation • We will compare the numbers of proficient/advanced students in ELA with the numbers of proficient/advanced students from previous years. We will, also, use feedback from teachers and administration.

Goal 3 • The district will raise the number of proficient/advanced learners in secondary math, including special populations, by 10% by 2021• The district will provide professional development, resources, and support through countywide PLC collaboration to provide tools for teachers to improve student learning in math.

Strategy A • The district will provide professional development opportunities and resources for math to refine skills and strategies to teach the new math standards.

Budget • $35,000 annually (part of the $35,000 in Goal 2).

Evaluation • We will compare the numbers of proficient/advanced 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 B • The district will provide time for teachers to collaborate in both school and district•wide professional learning communities.

Budget • $3,000 (for substitutes during countywide PLCs).

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

Five Year Plan Evaluation

					PLANNING		PROGRESS		COMPLETE	

ACTIVITY	PLAN START	PLAN END	PLAN DURATION	PERCENT COMPLETE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
INFRASTRUCTURE-GOAL 1-FACILITIES									
STRATEGY A-ROOFING	2017	2018	1 YR		PLANNING				
STRATEGY B-RENOVATION/IMPROVEMENTS	2017	2021	5 YR		PLANNING				
INFRASTRUCTURE-GOAL 2- SECURITY					1	2	3	4	5
STRATEGY A-CAMERAS	2017	2018	1 YR		PLANNING				
STRATEGY B-KEY ACCESS	2017	2021	5 YR		PLANNING				
INFRASTRUCTURE-GOAL3-EFFICIENCY					1	2	3	4	5
STRATEGY A-HEATING.COOLING EFFICIENCY	2017	2021	5 YR		PLANNING				
STRATEGY B-REPLACEMENT OF HEAT/COOL	2017	2021	5 YR		PLANNING				
TECHNOLOGY-CREATIVITY & INNOVATION					1	2	3	4	5
STRATEGY A-CTE TECHNOLOGY COURSES	2017	2021	5 YR		PLANNING				
STRATEGY B- 1 TO 1	2017	2019	3 YR		PLANNING				
TECHNOLOGY-COMMUNICATION & INNOVATION					1	2	3	4	5
STRATEGY A-GOOGLE APPS FOR STUDENTS	2017	2021	5 YR	10%	PLANNING				
STRATEGY B- VIRTUAL AND DISTANCE LEARNING	2017	2019	3 YR	20%	PROGRESSING				
TECHNOLOGY-STUDENT LEARNING AND CREATIVITY					1	2	3	4	5
STRATEGY A-PROF. DEV. FOR TEACHERS IN GOOGLE	2017	2021	5 YR	30%	PROGRESSING				
STRATEGY B -CLASSROOM TECH INTEGRATION	2017	2021	5 YR	30%	PROGRESSING				
TECHNOLOGY- DIGITAL ASSESSMENTS					1	2	3	4	5
STRATEGY A-TEACH WITH DIGITAL RESOURCES	2017	2021	5 YR	30%	PROGRESSING				
STRATEGY B-ASSESS WITH DIGITAL RESOURCES	2017	2021	5 YR	30%	PROGRESSING				
TECHNOLOGY - EFFECTIVE USE OF DIGITAL TOOLS					1	2	3	4	5
STRATEGY A-TECH CONFERENCE LEARNING	2017	2021	5 YR	10%	PLANNING				
STRATEGY B- TECHNOLOGY MENTORING	2017	2021	5 YR	20%	PROGRESSING				
STRATEGY C-TECHNOLOGY UPGRADES AND IMPROVEMENTS	2017	2019	3 YR	10%	PLANNING				
STRATEGY D-NETWORK INFRASTRUCTURE	2017	2019	3 YR	40%	PROGRESSING				
STUDENT SERVICES-COLLEGE GOING CULTURE					1	2	3	4	5
STRATEGY A-8 COMPONENTS OF COLLEGE & CAREER	2017	2021			PLANNING				
STRATEGY B-LOTTERY SCHOLARSHIP DAY	2017	2021			PLANNING				
STUDENT SERVICES-ABSENTEEISM AND TRUANCY					1	2	3	4	5
STRATEGY A-DECREASE TARDIES W/TARDY BOARD	2017	2021			PLANNING				
STRATEGY B-PARENT CONTACTS FOR ABSENTEEISM	2017	2021			PLANNING				
STRATEGY C-TECHNOLOGY UPGRADES AND IMPROVEMENTS	2017	2021			PLANNING				
STRATEGY D-NETWORK INFRASTRUCTURE	2017	2021			PLANNING				
ELEMENTARY INSTRUCTION-IMPROVE K-2 INSTRUCTION					1	2	3	4	5
STRATEGY A-PROFESSIONAL DEV FOR K-2 LITERACY	2017	2021			PLANNING				
STRATEGY B-TEACHER PERFORMANCE IMPROVEMENT	2017	2021			PLANNING				

			1	2	3	4	5
ELEMENTARY INSTRUCTION-IMPROVE PERCENT OF PROFICIENT AND ADVANCED							
STRATEGY A-PROVIDE PROF. DEV. SKILLS AND STRATEGIES	2017	2021	PLANNING				
STRATEGY B-PROFESSIONAL LEARNING COMMUNITY IMPROVEMENT	2017	2021	PLANNING				
ELEMENTARY INSTRUCTION-PROVIDE LEARNING CLIMATE			1	2	3	4	5
STRATEGY A-CHARACTER EDUCATION	2017	2021	PLANNING				
STRATEGY B-OLWEUS BULLYING CURRICULUM IN ALL SCHOOLS	2017	2021	PLANNING				
ELEMENTARY INSTRUCTION-ELEMENTARY CAREER EDUCATION							
STRATEGY A-CAREER EDUCATION PROGRAM FOR ELEMENTARY STUDENTS	2017	2021	PLANNING				
CAREER TECHNICAL EDUCATION - MATCH CTE PROGRAM W/LOCAL WORKFORCE DEMANDS			1	2	3	4	5
STRATEGY A-UP TO DATE EQUIPMENT AND FACILITIES	2017	2021	PLANNING				
STRATEGY B-LOCAL BUSINESS AND INDUSTRY COLLABORATION	2017	2021	PLANNING				
CAREER TECHNICAL EDUCATION -CAREER AWARENESS			1	2	3	4	5
STRATEGY A-FIELD TRIPS TO LOCAL BUSINESS AND INDUSTRY	2017	2021	PLANNING				
STRATEGY B-FIELD TRIP TO TCAT CENTERS	2017	2021	PLANNING				
CAREER TECHNICAL EDUCATION- DEVELOP LEADERSHIP AND CAREER SKILLS			1	2	3	4	5
STRATEGY A-CTSO FOR ALL CTE PROGRAMS	2017	2021	PLANNING				
STRATEGY B- WORK-BASED LEARNING OPPORTUNITIES	2017	2021	PLANNING				
SECONDARY EDUCATION-IMPROVE ACT SCORE			1	2	3	4	5
STRATEGY A-PARETO ACT IMPROVEMENT PLAN	2017	2021	PLANNING				
STRATEGY B-SCHOOMP TEST PREP	2017	2021	PLANNING				
SECONDARY EDUCATION-RAISE % OF PROFICIENT/ADVANCED LEARNERS IN ELA			1	2	3	4	5
STRATEGY A-PROFESSIONAL DEVELOPMENT FOR LITERACY SKILLS AND STANDARDS	2017	2021	PLANNING				
STRATEGY B-PROFESSIONAL LEARNING COMMUNITY COLLABORATION IN ELA	2017	2021	PLANNING				
SECONDARY EDUCATION-RAISE % OF PROFICIENT/ADVANCED LEARNERS IN MATH			1	2	3	4	5
STRATEGY A-PROF. DEV.FOR SKILLS AND STRATEGIES IN MATH STANDARDS	2017	2021	PLANNING				
STRATEGY B- PROFESSIONAL LEARNING COMMUNITY COLLABORATION IN MATH	2017	2021	PLANNING				