

Unicoi County Schools Guiding Tenets

Mission: (What we hope to accomplish) The mission of Unicoi County Schools is to equip students with the knowledge and skills for postsecondary and career.

Vision: (Our desired future) High Level Learning through Effective Instruction

Motto: Investing in Students...Building Our Future

Core Values: (What we believe)

- Professional interactions with ALL stakeholders
- A culture of empowerment and life-long learning
- Student-centered decisions
- Engaging, evidence-based instructional practices
- Commitment to developing confident, goal-oriented students
- Collaborative partnerships with families and the community

Goals: (What we strive to achieve)

- UCS will demonstrate professionalism in ALL interactions with ALL stakeholders.
- UCS will cultivate a culture of empowerment and life-long learning.
- UCS will ensure that ALL decisions are student-centered and reflect both academic and social/emotional needs.
- UCS will promote engaging, evidence-based instructional practices.
- UCS will develop confident and goal-oriented students.
- UCS will invest in collaborative partnerships with families and the community.

Core Competencies: (Who we are)

- UCS will actively sustain a culture of high expectations for ALL.
- UCS will provide a respectful environment that is responsive to the needs of each student.
- UCS will foster a mindset of growth and resiliency for our staff, students, and community.
- UCS will sustain high quality professional development opportunities that are both on-going and personalized.

- UCS understands and values the importance of the role of the family in the growth and well-being of the child.
- UCS recognizes the needs and opportunities of our community and values our role in producing prepared citizens who will advance Unicoi County.

Key Practices: (What we do)

- UCS will plan and provide meaningful and challenging educational experiences.
- UCS will engage students in learning through the use of research-based best practices.
- UCS will utilize instructional technology that enhances student engagement and achievement.
- UCS will create a learning environment that values goal-setting and achievement.
- UCS will recruit, hire, and retain highly competent educators.
- UCS will provide opportunities for teacher voice and shared leadership.
- UCS will engage in open communication with families.
- UCS will pursue visible partnerships with the community.

Guiding Questions: (How we plan for learning)

- What do we expect students to learn?
- How will we know when they have learned it?
- How will we respond when some students do not learn?
- How do we respond when some students already know it?

Unicoi County Schools Strategic Plan

Focus Area 1: Reading Achievement
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<p>Early Literacy</p>	<p>Lingerfelt</p> <p>Lingerfelt Principals</p> <p>Lingerfelt Slagle Principals</p> <p>Lingerfelt Slagle Principals Tolley</p> <p>Lingerfelt Teacher Leaders, Principals</p> <p>Lingerfelt Principals T Leaders</p>	<p>Access to a Suite of Literacy Documents and Tools For Common Understanding</p> <ul style="list-style-type: none"> ● Overview: Teaching Literacy in Tennessee ● A Vision for Reading Proficiency ● Setting the Foundation ● Building the Framework ● RTI2 Manual ● Summer Learning Series <p>Deepen Alignment of Early Literacy Approach to Teaching Literacy in TN</p> <ol style="list-style-type: none"> 1. Components of a Literacy Block (IRA, SR, GR, IR/C, IW, SW, GW, IR/C) 2. “Read About It, Think About It, Talk About It, Write About It” 3. “Process as opposed to checklist” 4. Framework for Literacy 5. Evaluate/Reflect/Refine <p>Provide supplemental resources and follow up training to support explicit, systematic foundational literacy skills instruction applied to authentic reading and writing</p> <ul style="list-style-type: none"> ● K-1: Fountas and Pinnell Phonics, Spelling and Word Study System ● K-5: Fountas and Pinnell Phonics, Spelling Word Guide K-5 ● PD \$3600 session <p>Establish Early Learning Model Assessment Tracking System</p> <ol style="list-style-type: none"> 1. Portfolio Assessment (PK,K)(1) 2. KEI (Spring 2018) 3. 2nd Grade Assessment 4. Evaluate/Reflect/Refine <p>Grow Capacity in Teacher Leaders/Admin to Provide Support and Feedback</p> <ol style="list-style-type: none"> 1. Summer Learning/ELA Roll Out (Standards) 2. Partnership with Jami Corwin/CORE (Text and Task Complexity) 3. Partnership with Karin Keith/ETSU (Foundations and Assessment)) 4. Partnership with D2D (Tools and Resources) 5. Partnership with TELN (Pilot at LC K/1) 6. Evaluate/Reflect/Refine <p>Identify Evidence/Key Look For Procedures and Create a Google Folder for Tools</p> <ol style="list-style-type: none"> 1. Use evidence for reflection, sharing best practice, to plan coherent professional learning across the district (leadership) <ol style="list-style-type: none"> a. Walkthroughs/Observations: IRA, SR, GR, IR, IW, SW, GW, IW b. Conversations/Feedback Loops/Surveys c. Job-embedded/Follow Up Documentation d. Student Work: Portfolios, Running Records, Culminating Tasks, Inventories e. State Assessment Results 2. Evaluate/Reflect/Refine 	<p>2017-18</p>
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Quality Tier One Instruction PK-12	English, Leadership Team	Instructional Leadership Collaboratives <ol style="list-style-type: none"> 1. Shared Google Drive of Key Documents 2. Director/Principal Collaborative 3. Director/Instructional Supervisors Collaborative 4. Leadership Meetings: Evidence Based Reflection 5. Evaluate/Reflect/Refine 	2017-18
	Ray, Lingerfelt Principals	Redeliver ELA Revised Standards through Professional Learning Plan <ol style="list-style-type: none"> 1. Follow Up Support/Feedback 2. Evaluate/Reflect/Refine 	2017-18
	Ray, Lingerfelt Principals	Refine Literacy Approach/ Non-Negotiable (same as Early Literacy) <ol style="list-style-type: none"> 1. Topics/Standards Approach 2. Complex and Sequenced Text/Tasks 3. Connected Speaking and Writing 4. Culminating Tasks 5. Evaluate/Reflect/Refine 	
	Ray, Lingerfelt Principals Lamie Myers	Refine Content Collaboratives within a Systematic Professional Learning Plan Around Reading Instruction and Literacy <ol style="list-style-type: none"> 1. Maintain a Focus on Aligned Standards, Instruction, Assessments and Literacy Approach (across disciplines) 2. Evaluate/Reflect/Refine 	
	Ray, Lingerfelt Principals Lamie Myers	Establish Cycles of Assessment and Reflect on Evidence of Impact: Practice and Student Outcome <ol style="list-style-type: none"> 1. Standards and Tasks (Teach) 2. Formative Assessments (Assess) 3. Analysis of Work (Analyze) 4. Instructional Scaffolding (Action) 	
	Ray, Lingerfelt, Evely, Riddell, Simmons, Myers	Continue Partnership with D2D <ol style="list-style-type: none"> 1. Post Instructional Review (LC, UES, UCMS) 2. Networking 3. Tools and Resources 4. Evaluate/Reflect/Refine 	
	Lamie, Myers, Principals	Implement School Level Data Meetings <ol style="list-style-type: none"> 1. Maintain the structure and frequency of meeting 2. Increase focus on reviewing multiple measures of data 3. Implement and Monitor 4. Evaluate/Reflect/Refine 	

Focus Area 3: College and Career Readiness			
Path to ACT Readiness (PK-12)	Ray Myers Lingerfelt Principals	Path to ACT Readiness (PreK-12) <ol style="list-style-type: none"> 1. Empower teachers to implement best practices 2. Provide appropriate research and readiness tools 3. Continue to Study Correlations between TNReady and ACT standards 4. Continue to develop common understandings 5. Evaluate 6. Reflect and Refine 	2017-18
Expand Formal ACT Preparation Practices at UCHS	Ray Bogart	Expand Formal ACT Preparation Practices at UCHS <ol style="list-style-type: none"> 1. Expand Use of Available Resources <ul style="list-style-type: none"> ● ACT Prep Class(es) ● AnalyzEd (Grades 9 and 10) 2. Implement a cycle of learning (PLAN/DO/ACT) <ul style="list-style-type: none"> ● Identify Students/Student Groups (PLAN) ● Administer Assessment (DO) ● Data Review (DO) ● Targeted instruction/remediation (ACT) 3. Evaluate 4. Reflect/Refine 	2017-18
Quality Tier One Instruction (PK-12)	English Ray Lingerfelt Myers Lamie Sutphin Principals	Quality Tier One Instruction <ul style="list-style-type: none"> ● Monitor and Support Teacher and School Practices <ul style="list-style-type: none"> ● Targeted Walk-Throughs with follow-up support ● Deconstruct/Unpack to Ensure Depth of Standard is Met ● Standard-Aligned Tasks and Assessments (Common, where appropriate, to ensure a guaranteed and viable curriculum) ● Ensure appropriate text-based instruction ● Evaluate ● Reflect/Refine 	2017-18
Systematic Process for Tracking Individual Student Growth and Achievement (9-12)	Ray Bogart	Systematic Process for Tracking Individual Student Growth and Achievement (9-12) <ol style="list-style-type: none"> 1. Refine Student Advisement Period for Mentoring 2. Utilize Early-Warning System for targeted intervention 3. Expand access to Ayers Foundation College Access Counselors 4. Refine Credit Recovery practices 	2017-18

Systematic Process for Tracking Chronic Absenteeism (PK-12)		Systematic Process for Tracking Chronic Absenteeism (PK-12) <ol style="list-style-type: none"> 1. Organize School and District Attendance Teams 2. Study student attendance history and monitor absenteeism patterns regularly 3. Communicate the importance of attendance and negative impact of chronic absenteeism with parents 4. Support chronically absent students by establishing early interventions 	2017-18
Alternative Path to Graduation	Ray Myers Bogart	Alternative path to graduation <ol style="list-style-type: none"> 1. Refine blended learning practices through UCAAdvance <ul style="list-style-type: none"> ● Identification of Best-Fit Students ● Utilize Appropriate Faculty and Staff ● Continue to Edgenuity Learning Management System (modify classes as needed) 	2017-18
Measures: % of students who meet all four benchmarks, % of students who meet the benchmarks by subject, average ACT composite score, % of students who meet Hope Scholarship eligibility requirements, ACT participation rate, TNReady Projections, Proficiency Rates, Graduation Rate, Observation			

Key Stakeholders

<p>Students</p>	<ol style="list-style-type: none"> 1. Engaging and Supportive Learning Environments 2. Qualified, Responsive Teacher (Academic/Social) 3. Highly Effective Understanding of Academic Content and Pedagogy 4. High Expectations and Feedback
<p>Parents</p>	<ol style="list-style-type: none"> 1. Communication/Feedback (Consistent, Respectful, Informs, Guidance) 2. Academic Preparedness/Readiness 3. Safe and Supportive Learning Environments
<p>Staff</p>	<ol style="list-style-type: none"> 1. Clear , Ongoing Communication/Feedback to Support Student Learning and Professional Growth 2. Collegial Environments that include Quality Personalized Professional Learning, Shared Leadership/Voice 3. Tools and Resources
<p>School Board</p>	<ol style="list-style-type: none"> 1. Serving/ Meeting Student Needs 2. Communication and Transparency 3. Accountability and Goal Attainment including Fiscal Responsibilities
<p>Post-Secondary and Employers</p>	<ol style="list-style-type: none"> 1. Equip Students with Skills and Knowledge for Postsecondary Readiness 2. Collaborative Partnerships
<p>Taxpayers and Commissioners</p>	<ol style="list-style-type: none"> 1. Fiscal Responsibility and Good Stewardship of Resources 2. Productive Citizens who are Ready for Postsecondary and Career
<p>State and Federal Authorities</p>	<ol style="list-style-type: none"> 1. Compliance 2. Meet or Exceed Performance Requirements 3. Adherence to Standards