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

ly Lingerfelt Access to a Suite of Literacy Documents and Tools For Common Understanding 201	
eracy Overview: Teaching Literacy in Tennessee	
A Vision for Reading Proficiency	
Setting the Foundation	
Building the Framework	
• RTI2 Manual	
Summer Learning Series	
Deepen Alignment of Early Literacy Approach to Teaching Literacy in TN	
Principals 1. Components of a Literacy Block(IRA, SR, GR, IR/C, IW, SW, GW, IR/C)	
2. <u>"Read About It, Think About It, Talk About It, Write About It"</u>	
3. "Process as opposed to checklist"	
4. <u>Framework for Literacy</u>	
5. Evaluate/Reflect/Refine	
Provide supplemental resources and follow up training to support explicit,	
Slagle systematic foundational literacy skills instruction applied to authentic reading and	
Principals writing	
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	
Lingerfelt Starte Establish Early Learning Model Assessment Tracking System	
Jiagie 1 (DV V/4)	
Principals 1. PORTION ASSESSMENT (PK,K)(1) Tolley 2. KEI (Spring 2018)	
3. 2nd Grade Assessment	
4. Evaluate/Reflect/Refine	
Lingerfelt	
Teacher Grow Capacity in Teacher Leaders/Admin to Provide Support and Feedback	
Leaders, Principals 1. Summer Learning/ELA Roll Out (Standards)	
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 Lingerfelt	
Deliveral.	
Identify Evidence/Key Look For Procedures and Create a Google Folder for Tools 1. Use evidence for reflection, sharing best practice, to plan coherent professional	
learning across the district (leadership)	
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	ļ
2. Evaluate/Reflect/Refine	

Quality	English,	Instructional Leadership Collaboratives	2017-18
Tier One	Leadership	Shared Google Drive of Key Documents	
Instructio	Team	2. Director/Principal Collaborative	
n		3. Director/Instructional Supervisors Collaborative	
PK-12		4. Leadership Meetings: Evidence Based Reflection	
		5. Evaluate/Reflect/Refine	
	Davi		
	Ray, Lingerfelt	Redeliver ELA Revised Standards through Professional Learning Plan	
	Principals	Follow Up Support/Feedback	
		2. Evaluate/Reflect/Refine	2017-18
	Ray,	Refine Literacy Approach/ Non-Negotiable (same as Early Literacy)	
	Lingerfelt	1. Topics/Standards Approach	
	Principals	Complex and Sequenced Text/Tasks	
		3. Connected Speaking and Writing	
		4. Culminating Tasks	
		5. Evaluate/Reflect/Refine	
	Description		
	Ray, Lingerfelt	Refine Content Collaboratives within a Systematic Professional Learning Plan	
	Principals	Around Reading Instruction and Literacy	
	Lamie	Maintain a Focus on Aligned Standards, Instruction, Assessments and Literacy	
	Myers	Approach (across disciplines)	
		2. Evaluate/Reflect/Refine	
	Ray,		
	Lingerfelt	Establish Cycles of Assessment and Reflect on Evidence of Impact: Practice and Student	
	Principals Lamie	Outcome	
	Myers	1. Standards and Tasks (Teach)	
	,	2. Formative Assessments (Assess)	
		3. Analysis of Work (Analyze)	
	Ray,	4. Instructional Scaffolding (Action)	
	Lingerfelt, Evely,		
	Riddell,	Continue Partnership with D2D	
	Simmons,	1. Post Instructional Review (LC, UES, UCMS)	
	Myers	2. Networking	
		3. Tools and Resources	
		4. Evaluate/Reflect/Refine	
	Lamie, Myers,	Implement School Level Data Meetings	
	Principals		
		Maintain the structure and frequency of meeting	
		Increase focus on reviewing multiple measures of data	
		3. Implement and Monitor	
		4. Evaluate/Reflect/Refine	

Improving Systems	Myers Principals	Implement Systems for Fidelity Monitoring	
of Interventi on for Reading	Sutphin	 Establish schedule Evaluate Reflect/Refine 	

Key Measures: Proficiency levels on TNReady, Portfolios, STAR, 2nd Grade Assessment, Student work, ACT, Teacher Levels of effectiveness, grad rate, TVAAS, TEAM data

<u>Leading Measures: Classroom Observation Look Fors, Collaborative Evidence, Feedback Loops, Teacher Surveys, Student Work, Principal Reflection, Teacher-Student Talk Ratio</u>

Systematic Professional Learning Plan	Lingefelt, Ray, Myers, Sutphin, Lamie, Principals Lingefelt, Ray, Myers, Sutphin, Lamie, Principals	Align/Connect Systematic Professional Learning Plan (District and School Level Collaboratives, Choice, PDP Offerings, Job-Embedded		
		Professional Learning, Coaching, Cohorts) 1. Calendar- Connected Learning Structures 2. Personalized, connected, professional learning for T and IA 3. ELA/Math Roll Out- Deconstructed Standards, Aligned Instructional, Materials, and Assessments 4. Evaluate/Reflect/Refine Refine New Teacher Orientation/Onboarding Processes 1. Planning team: former new teachers/teacher leaders 2. Agenda differentiated by experience, content, grade level, and targeted 3. Establish a cohort to meet during the year/check in dates with teacher leaders, supervisors, etc.		
Early Learning Model	Lingefelt, Slagle, Principals	Implement the Early Learning Model PK-K 1. Access: Early Learning Module- PreK/K Portfolio Resources • Pre-K and Kindergarten Student Growth Portfolio Guide • Guidance on Portfolio Collections for ELA, PreK Guide, K Guide, Webinar • Guidance on Portfolio Collections for Math, Webinar • Virtual Back to School Webinar 2. Provide technology: iPads, tech support 3. Establish a system for collection of artifacts on Google 4. Evaluate/Reflect/Refine	2017-18	
Teacher	Lingefelt, Ray, Sutphin	Refine Teacher Leader Program 1. Refine groups as needed to ensure content-specific alignment	2017-18	

		-	
Leaders		New Teacher Support/Cohort	
		3. Follow Up Support: Job Embedded, PD, Cohort	
		4. Elementary Partnership with Jami Corwin/CORE	
		Compilation of vetted sites and materials	
		6. Appropriate text and task complexity	
		7. Student ownership of learning and understanding via increased	
		student to teacher talk ratios	
		8. Evaluate/Reflect/Refine	
School	Lingefelt, Ray, Principals	Align/Deepen Grade Level Structure at Elementary Level with District	2017-18
Level	Principals	Collaboratives	
Collaboratives		 Establish Leadership teams to align to district plan 	
		2. Collaboratives align with district plan	
		3. Establish aligned school specific goals and share best practice across	
		the district	
		Align/Deepen Grade Level Structure at Secondary Level with District	
		Collaboratives	
		Processes for School Level Collaboratives in 2017	2017-18
		Deconstructed Standards	
		2. Analyze Text for complexity	
		3. Construct Text Sets	
		4. Align/sequence tasks to complexity of the standard	
		5. Student Engagement- Teacher-Student Talk Ratio	
Evidence	TEAM	Provide Quality Feedback and Support - TEAM	2017-18
_	Evaluators	Discuss Achievement Measure Selection Guidance	2017 10
Based		Define and Implement Quality Feedback Processes to Feed	
Feedback and		Professional Learning Plan including PDP Plan	
Support		Review and Reflect on TEAM DATA and Human Capital Reports	
		4. Evaluate/Reflect/Refine	
	Principals,		
	Lingefelt, Ray, Myers,	Provide Quality Feedback and Support- Paraprofessional	
	Sutphin,	Implement revised para-evaluation tool	
	Lamie,	Feedback from administrators	
		3. Implement: Mid-year, End of Year	
		4. Review data	
		5. Provide personalized support/growth plan	
		6. Evaluate/Reflect/Refine	
		,,	
 	1		

Measures: ACT, Graduation Rate, On Grade Level, STAR TEAM Assessment, Performance Levels, Turn Over, Survey Data, Teacher Effectiveness Score

Leading Measures: Teacher Surveys, Observation Visits, Collaborative Evidence, Feedback Loops

Path to ACT	Ray Myers	Path to ACT Readiness (PreK-12)	2017-18
Readiness (PK-12)	Lingerfelt Principals	 Empower teachers to implement best practices Provide appropriate research and readiness tools Continue to Study Correlations between TNReady and ACT standards Continue to develop common understandings Evaluate Reflect and Refine 	
Expand Formal ACT Preparation Practices at UCHS	Ray Bogart	Expand Formal ACT Preparation Practices at UCHS 1. Expand Use of Available Resources	2017-18
Quality Tier One Instruction (PK-12)	English Ray Lingerfelt Myers Lamie Sutphin Principals	 Quality Tier One Instruction Monitor and Support Teacher and School Practices 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) 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)		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 1. Refine blended learning practices through UCAdvance • 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

Students	 Engaging and Supportive Learning Environments Qualified, Responsive Teacher (Academic/Social) Highly Effective Understanding of Academic Content and Pedagogy High Expectations and Feedback
Parents	 Communication/Feedback (Consistent, Respectful, Informs, Guidance) Academic Preparedness/Readiness Safe and Supportive Learning Environments
Staff	 Clear , Ongoing Communication/Feedback to Support Student Learning and Professional Growth Collegial Environments that include Quality Personalized Professional Learning, Shared Leadership/Voice Tools and Resources
School Board	 Serving/ Meeting Student Needs Communication and Transparency Accountability and Goal Attainment including Fiscal Responsibilities
Post-Secondary and Employers	 Equip Students with Skills and Knowledge for Postsecondary Readiness Collaborative Partnerships
Taxpayers and Commissioners	 Fiscal Responsibility and Good Stewardship of Resources Productive Citizens who are Ready for Postsecondary and Career
State and Federal Authorities	 Compliance Meet or Exceed Performance Requirements Adherence to Standards