

# *Trigg County Public Schools Strategic Plan 2016–2021*

*Empowering the Next Generation*



## *Vision*

Trigg County Public Schools will empower each student to thrive, compete and excel in an ever changing world.

## *Mission*

Empowering the Next Generation with world class knowledge, skills, and dispositions essential for success.

## *Core Values*

**Mastery Learning:** A commitment to support ALL students in mastering world class knowledge and skills; regular ongoing formative assessment by teachers, and high quality corrective instruction (interventions).

**Personalized Learning:** A commitment to be learner centered allowing for student voice; pacing is driven by individual student needs, tailored to learning preferences and customized to the specific interests of different learners.

**Authentic Learning:** A commitment to immerse students in authentic and meaningful applications of the world class knowledge and skills with a variety of assignments, projects, tasks, experiences, and assessments; connecting what students are taught in school to real-world issues and problems.

**Continuous Improvement:** A commitment to excellence which requires us to embrace a growth mindset that encompasses ongoing learning, reflection, risk taking, and innovation, for students and staff.

**Relationships:** A commitment to know and be known as demonstrated through trusting interactions, investing time, and taking a personal interest with and among students, teachers, and community members to ensure every individual feels valued.

## **Trigg County Public Schools Strategic Plan**

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*“Knowing your purpose in life, growing to reach your maximum potential,  
and sowing seeds that benefit others.” - John Maxwell*

*Johnmaxwell.com*

*Johnmaxwell.com,. (2016). The John Maxwell Company. Retrieved 25 February 2016, from  
<http://www.johnmaxwell.com/blog/what-i-believe-about-success>*

### **Slogan:**

Empowering the Next Generation

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## Focus Areas:

### A. Teaching and Learning (Deeper Learning)

#### *Competency Model*

Goal 1: By June 2021, Trigg County Public Schools will design and implement a competency system.

#### Objectives:

- A. By June 2018, Grading and Assessment “**for**” Mastery Learning will be implemented and 100% of students will systematically receive standards-based feedback through assessment and grading practices in all content areas.

#### Grading & Assessment

Component Manager- Beth Sumner

Action Steps	Who	When	Evidence	Status
Educate stakeholders regarding grading practices and types of learning goals using multiple methods of communication	Asst. Superintendent and Instructional Supervisors	July 2015	Parent meeting agendas, professional development agendas, advertising records, newsletters, emails and articles	
Review SBDM and Board of Education policies related to grading practices	Principals	Feb. 2016	List of policies impacted; minutes from Study Group meeting	
All teachers will examine practices that distort achievement (homework, zeros, bonus points, grading on a curve, group scores, and attendance).	Assistant Superintendent and Instructional Supervisors	July 2015	Professional development agendas	
With stakeholder input, district will identify the process goals (work habits, etc) that will be reported	Assistant Supt.	July 2016	Process goal list	

separately from product goals (academic) on report cards				
With stakeholder input, district will determine district-wide rubric(s) for process goals	Asst. Supt.	July 2016	Process goal rubric(s)	
With stakeholder input, district will identify the number of performance levels for product (academic) goals and basic description of performance at each level	Asst. Supt.	July 2016	Performance level descriptors	
ELA representatives (K-12) will determine the report standards for ELA and identify a learning progression of specific grade level reporting standards and begin implementation in Spring 2017	Asst. Supt. Teachers	Jan 2017	Reporting Standard listing by grade  Report Cards	
Determine (2) additional content area to determine the reporting standards and identify a learning progression of specific grade level reporting standards to begin implementation in Fall 2017	Asst. Supt. Teachers	August 2017	Reporting Standards listing by grade  Report Cards	
Determine reporting standards and identify learning progressions for specific grade level reporting standards in all remaining content areas to begin implementation in Fall 2018	Asst. Supt. Teachers	August 2018	Reporting Standards listing by grade  Report Cards	
Annually, new teachers orientation on formative assessment and standards based grading . . . .	Asst. Supt.	July of each year	Agendas	

B. By June 2021, identify and develop competencies, both content-area (cluster) and cross-curricular (graduation/transition) competencies that students will demonstrate annually.

C. By June 2021, develop an assessment system that provides 100% of students multiple opportunities for the demonstration of competencies (content-area and cross-curricular) through a collection of evidence

## Competency Development & Assessment

Component Manager: Beth Sumner

Action Steps	Who	When	Evidence	Status
Establish Leadership Team of teachers and administrators to explore resources and deepen their understanding of Competency-based education and conduct regular meetings	Supt.	March 2016	Leadership Team membership	
Leadership Team to attend Deeper Learning Conference	Supt.	March 2016	Travel requests	
Leadership Team will review a variety of performance based assessments	Supt. & Asst. Supt.	Aug. 2016	Minutes of meetings	
Utilize consultants to assist the Leadership Team to design/prototype competencies	Supt.	Aug 2016	meeting minutes	
To provide ongoing support for all staff with implementation of competencies, district will hire a staff person to support PBL, Blended Learning, and demonstrations of student learning	Supt.	August 2016	Employment records; PLC minutes	
Educate all staff on Celebrations of Learning Key Strategy and how these are forms of assessment	Asst. Supt. Principals	August 2016	PD agendas; PLC minutes; staff resource materials	
Develop content competencies for one content area	Asst. Supt. District Consultant	August 2017	Minutes of content area meetings; competencies listing; rubrics	
Develop cross-curricular competencies for 21st century skills	Asst. Supt. District Consultant	August 2019	Minutes; Cross-Curricular competencies listing; rubrics	
Develop content competencies for additional content areas	Asst. Supt. District Consultant	August 2018	Minutes; competencies listing; rubrics	

Identify core competencies for transition presentations of learning and Senior Capstone graduation requirement	Asst. Supt. Principals District Consultant	June 2020	Core Competencies Listing by transition grades	
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### *Personalized Learning*

Goal 2: By 2021, 75% of students will be engaged through a personalized learning design model with their own personalized learning plan (PLP).

#### Objectives:

- A. By June 2017, double the number of teachers effectively implementing a personalized learning model, as determined by the Personalized Learning Key Strategy Sheet.

#### Personalized Learning

Component Manager: Beth Sumner

Action Steps	Who	When	Evidence	Status
Explore models and technology platforms that may support the PL model (i.e., Summit BaseCamp, Schoology, KM Explore).	District and school administrators PL teachers	June 2017	Agendas and Minutes	
Share key strategy sheet as vision for personalized learning.	District and School Administrators ; NxG Coach	August 2016	Agendas and Minutes	
As new cohorts begin, they will establish a PLC, specifically to support the implementation of personalized learning.	Principals	August 2016 and annually thereafter	PLC agendas and minutes	
Provide entry points for those not ready for full implementation to help prepare for full commitment to model.	Principals	July 2016	Entry point plan, PD for specific elements of PL	
Conduct a Book Study on Personalized Learning.	Next Gen. Instructional Coach	March 2017	Meeting Agenda	
Revisit and revise Key Strategy Sheet on Personalized Learning.	Asst. Supt	June 2017	PL Key Strategy Sheet	

Provide Professional Development to teachers related to the model being implemented.	Asst. Supt.; Next Gen. Instructional Coach	June/July 2016	PD Plan/Sched ule	
Establish metrics for accountability and continuous improvement.	PL Leadership and Teachers	August 2017	Evaluation Metrics	
Evaluate progress toward goals on a quarterly basis.	Principals	Beginnin g Oct. 2016	Meeting Agenda and Evaluation Results	
Evaluate classroom set up to support Personalized Learning Environment and develop plans to address identified needs.	Principals and Director of Operations	May 2016	Plans to improve classroom design	
Develop/revise master schedule to support Personalized Learning	Principals	May 2016	Master Schedules	

b. By June 2018, 100% of students will have multiple experiences/exposure to rigorous project based learning experiences that meet the Project Elements as identified by the Project Based Learning Key Strategy

Project Based Learning  
Component Manager- Beth Sumner

Action Steps	Who	When	Evidence	Status
Explore models that will enable scaling of PBL (i.e., Summit BaseCamp).	District and school administrators PL teachers	June 2017	Agendas and Minutes	
Train a minimum of two teachers in each building, school level administrators, instructional supervisors, and District NxG Instructional Coach as Coaches (Magnify Learning)	Asst. Supt. of Instruction	July 2016	PBL PD agenda, My Learning Plan	
Coaches will form a PLC to celebrate success and share common challenges among schools.	NxG Instructional Coach	August 2016	PLC agenda and minutes	
Host training for administrators on how to effectively support teachers working to implement PBL experiences	Asst. Supt. of Instruction	July 2016	Training Agenda	
Coaches will co-lead Level 2 (advanced) PBL training in	PBL Coaches	July 2016 July 2017	PBL PD agenda, My	

summer 2016 and 2017			Learning Plan, PBL plans	
Support schools in identifying the criteria for and displaying high quality work through an emphasis on critique and revision and the display of such work.	Superintendent	Beginning March 2016	Curation of High Quality Student work	

C. By June 2019, School leadership will collaborate with teachers to identify and implement a Blended Learning model(s) that meets the criteria of that particular model (i.e., lab rotation, flex, flipped) being utilized in their school to facilitate personalized learning so that 100% of students will have a blended learning experience.

### Blended Learning

Component Manager: Beth Sumner

Action Steps	Who	When	Evidence	Status
Conduct a Book Study on Blended.	Next Generation Instructional Coach	June 2017	Meeting Agenda	
Review/revise Key Strategy Sheet on Blended Learning.	Asst. Supt	Jan. 2017	BL Key Strategy Sheet	
Determine Measurable Goals for Blended Learning and data that will be collected	Principals	March 2018	Goals Established	
Identify programs and content that will be utilized in the Blended Model and ensure it is aligned to the core standards.	Principals	April 2018	Program List by school	
Provide Professional Development to teachers related to the model being implemented.	Asst. Supt.	June/July 2017	PD Plan/Schedule	
Evaluate Progress toward goals on a quarterly basis.	Principals	October 2018	Meeting Agenda and Minutes	
Determine technology needs and develop a plan to ensure equipment is maintained/updated.	Principals	July 2016	Technology Plan	
Develop/revise master schedule to support Blended Learning	Principals	May 2017	Master Schedules	



Evaluate Classroom set up to support Blended Learning Environment and develop plans to address identified needs.	Principals and Director of Operations	May 2017	Plans to improve classroom design	
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## A. Facilities and Operations

Goal: By 2021, the Trigg County School District will maximize operational management to ensure efficient, effective, and economical internal operational processes in order to devote more resources to teaching and learning.

- A. Streamline Work Processes – By 2019, the district will identify key work processes (i.e., hiring, finance, technology, transportation, etc.), determine performance measures, develop a process for systematic (perpetual) review, and actively engage in improving/innovating those processes.

Work Processes

Component Manager: Travis Hamby

Action Steps	Who	When	Evidence	Status
Work with department directors to identify the key work processes related to their area through individual meetings (Human Resources, Food Service, Technology, Transportation, Maintenance, Custodial Services, Finance).	Supt.	October 2016	Agendas and Minutes; Documented Key Work Processes; Finalized Action Plan	
Through collaboration between directors and his/her leadership team identify the performance measures.	Directors	Jan. 2017	Agendas and Minutes; Documented Performance Measures; Finalized Action Plan	
Each department will develop 100 day plans to improve each performance measure.	Directors	March 2017	100 Day Action Plans	
Each director will provide a written report to the Board of Education on a monthly basis.	Supt.	August 2017	Board Agenda	
Each director will actively participate in a PLC (see Development section) where the group will discuss successes and challenges related to innovating and improving practice to exceed performance goals.	Supt.	August 2017	PLC Agendas and Minutes	

B. Improve Safety – By 2018, reduce the number of employee accidents (workers compensation claims) by 50%.

Safety

Component Manager: Matt Ladd

Action Steps	Who	When	Evidence	Status
District safety committee will meet on a quarterly basis to review safety concerns and workers compensation claims	Director of Operations	Sept. 2016	Agenda and Meeting Minutes	
Analyze workers compensation claims for patterns (i.e., location, types, etc).	Director of Operations; Safety Team	Sept. 2016	Agenda and Meeting Minutes	
Supt., Dir. of Operations, and benefits coordinators, will meet with insurance agent to evaluate claims, specifically those with lost wages as result of injury.	Benefits Coordinator	October 2016	Agenda and Meeting Minutes	
Develop a Claim Investigation Form	Benefits Coordinator and Director of Operations	July 2016	Claim Investigation Form	
School based team to review each wk. comp. claim to determine if the root cause and determine if it was preventable.	Principal; school chairperson	August 2016	Investigation Form	
Create a school safety checklist to be utilized by each school safety team	Director of Operations	July 2016	Safety Checklist	
Safety walkthroughs conducted by school team on a monthly basis.	Principal; School chairperson	August 2016	Completed Safety Checklist	
Recognition of days accident free; utilize Monday message to communicate.	Superintendent	August 2016	Monday e-newsletter	

C. Increase Student Attendance – By 2019, increase the district attendance percentage to 96%.

Student Attendance

Component Manager: James Mangels

Action Steps	Who	When	Evidence	Status
Educate stakeholders about chronic absenteeism and the effects on student achievement  Pre-Holiday letters encouraging parents to utilize Breaks on calendar and not add additional days for holiday visits	Director of Student Services, Attendance Specialist, Principals DPP generates principals place in PAWS folders	October 2016  Prior to Thanksgiving and Christmas of 2016	Brochures, radio announcements, Pizza fliers	
Develop a process by which the district will reduce the number of chronically absent students by 50 %	DPP, FRYSC Principals, teachers and Attendance Clerks, Attendance Specialist  Attendance Clerks	July 2017	Students Identified , calls made to parents, home visits conducted	
Post attendance goals in lobbies with goal, day's attendance and those classes with perfect attendance	DPP Attendance Specialist create ; attendance clerk maintain at each school	July 2016	Attendance Displays created and displayed	
HS-connections class with truant students work on issues of truancy- MS Synergy class with chronic truant students to work on truancy issues	Guidance Counselors and principals	July 2016	Creation of classes enrollment of students	
Recognize quarterly the increase in improved attendance	School based leadership, community partners	October 2016	awards presented to students for improved attendance	
Examine all attendance policies and procedures to ensure student and parent accountability for increase attendance	DPP Attendance Committee	October 2016	review and discussion of attendance policies and procedures	

## A. Employee Engagement and Development

### *Employee Engagement*

Goal: By 2021, the Trigg County School District will implement practices that will increase employee engagement and improve student learning.

Objectives:

- A. Climate and Culture- By 2021, increase the percent of staff “strongly agree” Trigg County “My school is a good place to work and learn” to 60%

Climate & Culture

Component Manager: James Mangels

Action Steps	Who	When	Evidence	Status
Survey staff to determine what makes TCPS “..a good place to work and learn”	DPP	October 2016	Survey created and distributed to staff	
Implement a differentiated Professional Development Model with an emphasis on collaboration, feedback and reflection	Assistant Superintendent of Instruction	July 2017	MyLearning Plan PD Agendas	
Ensure availability of instructional resources for implementation of instructional practices	Principal Finance Department	July 2016	SBDM minutes and budgets	
Promote employee recognition program...quarterly/semester/end of year luncheon	Superintendent, DPP, Principals	October 2017	Luncheon and awards	

- B. Improved staff attendance- By 2021, All staff attendance rate will increase to 96%

Staff Attendance

Component Manager: Travis Hamby

Action Steps	Who	When	Evidence	Status
By 2016 all staff will use an electronic attendance tracking system; data will be collected and analyzed to search for trends in absences	All staff	October 2016	All attendance tracked in software	
By 2016 an attendance letter notification system will be developed and implemented for all staff	Superintendent, DPP	August 2016	Letters addressing absences and Board minutes	
Implement attendance incentive	Superintendent	August	Board	

program for staff who attain and maintain 96% attendance	t DPP and Principals	2017	minutes and incentives earned	
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C. Improve staff (recruitment)/retention to 98%- Recruit support and retain highly qualified and diverse staff

Recruitment/Retention

Component Manager: James Mangels

Action Steps	Who	When	Evidence	Status
Update and enhance recruitment materials to focus on 21C movement	DPP	December 2016	recruitment materials that reflect 21C movement	
Establish a teacher recruitment open house; campus school tours and dinner/luncheon	DPP	April 2017	Open house sign in , tours conducted by candidates	
Analyze data and effectiveness of job fair participation	DPP	November 2016	resumes, hiring of candidates	
Improve the capacity of school-level administrators to identify and select highly qualified instructional personnel	DPP Principals	July 2018	Hiring of HQ teachers for vacancies	
Develop, administer, and analyze exit surveys	DPP	March 2017	Data from surveys	
Increase the percentage of highly qualified teachers who remain in the district by creating a fully functional Teacher induction	Assistant Superintendent, DPP, Instructional Supervisors	November 2017	Agendas and retention statistics	
Increase the percentage of highly qualified teachers who enter the district by creating a fully functional teacher mentoring program	Assistant Superintendent, DPP, Instructional Supervisors	August 2018	Agendas and recruitment statistics	
Strengthen our relationship with MSU by creating a brochure promoting TCPS as an innovative district for training student teachers	DPP	April 2017	Brochure number student teachers number of	

## *Employee Development*

Goal 1: By 2021, 100% of staff will actively participate in a Professional Learning Community that engages in collective inquiry, action orientation and experimentation, continuous improvement, and is unequivocally results oriented.

### Objectives:

- A. By 2017, 100% of PLCs will implement the use of protocols to analyze instructional practices, provide professional feedback, and guide plans for continuous improvement.

### Professional Learning Community Protocols

Component Manager: Beth Sumner

Action Steps	Who	When	Evidence	Status
Consult with those who have been trained in protocols by the National School Reform Faculty to identify other protocols that may be useful for PLC's.	Staff trained as Critical Friends/Coaches	July 2016	Meeting Minutes	
Identify protocols (menu of options) to be utilized in PLCs.	Staff trained as Critical Friends/Coaches	July 2016	Protocol link on district website	
Train administration and PLC leaders in selection and use of protocol	Staff trained as Critical Friends/Coaches	October 2016	Agenda	
Provide professional development on feedback (peer to peer, staff to student)	Asst. Supt. and Instructional Supervisors	March 2017	Growth Day Agenda	

- B. By 2017, 100% of PLCs will develop and implement 100 day plans.

### 100 Day Plans

Component Manager: Mary Jones

Action Steps	Who	When	Evidence	Status
Common google doc template will be utilized by all PLC's.	Principals	October 2016	PLC Template	
Train PLC leaders in development of 100 Day Plans.	Principals	March 2017	Agenda	

All PLCs will develop and implement 100 Day Plans.	PLC	October 2017	100 Day Plans	
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- C. By 2018, the district will develop and implement a plan for identifying and evaluating PLC structures and practices to ensure the effective implementation of PLCs.

#### PLC Structures

Component Manager- Beth Sumner

Action Steps	Who	When	Evidence	Status
District will review Learning by Doing Book to assist in the development of a plan/guide to be utilized by each school/principal/plc.	District and school administration	March 2017	PLC plan	
Develop a plan for identifying and evaluating PLC structures and practices to ensure the effective implementation of PLCs.	District and school administration	March 2017	PLC Plan	
Principals will review 100 day plans of each PLC with the PLC leader at least on a monthly basis to determine progress and support that may be needed.	Principals; guiding coalitions	October 2017; ongoing	Guiding coalition agendas	
Principals will evaluate structures and practices with each PLC biannually.	Principals and PLCs.	January 2018	PLC agendas, minutes	

Goal 2: By 2021, 100% of certified staff will demonstrate progress toward exemplary performance as defined in PGES.

#### Objectives:

- A. By 2017, develop a district plan to build capacity of 100% of instructional staff in creating learning environments that support personalized learning design models.

#### Professional Development

Component Manager- Beth Sumner

Action Steps	Who	When	Evidence	Status
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Provide professional development for teachers fully implementing personalized learning design models.	District and school administration	July 2016	PD agendas, My Learning Plan	
Provide professional learning sessions during growth days for individual elements of personalized learning for teachers interested in learning more.	Next Generation Instructional Coach	June 2017	Growth Day agendas	
Provide PLCs for teachers implementing personalized learning.	Principals and Instructional Supervisors	October 2016; ongoing	PLC agendas and minutes	
Create system for teachers to observe personalized learning classrooms.	Next Generation Instructional Coach	October 2016	My Learning Plan and AESOP	
Utilize protocols for reflection and continuous improvement of personalized learning models.	Personalized learning PLC	October 2016 and ongoing	Protocol reflection	

- B. By 2019, 100% of teachers on Self-Directed Professional Growth Plans ( Low SGG w/Accomplished or Exemplary Professional practice, Expected SGG with Developing Professional Practice, High SGG w/ Developing Professional Practice, and Expected or High SGG w/ Accomplished or Exemplary Professional Practice) will create a professional growth plan tailored to personal professional growth interests, needs, and implementation of personalized learning.

Personalized Professional Growth Plans  
Component Manager- James Mangels

Action Steps	Who	When	Evidence	Status
Develop a needs/interest inventory for teachers to utilize.	Asst. Supt.	March 2017	Needs and Interest Inventory	
Research Online PD offerings that support the development of PL environments.	Asst. Supt	March 2016	PD Listing	
Research feasibility of an online platform to track personalized learning of teachers and determine the best process for tracking PD.	Asst. Supt.	August 2018	Tracking System	
Development of a Badging System around Personalized Learning.	District Instructional Team	August 2018	Badging System	



Support teachers in the process of pursuing their individual professional learning goals.	NxG Instructional Coach	August 2016	NxG Instructional Coach Log	
Train evaluators in the writing and review of Self-directed Professional Growth Plans	District Instructional team	August 2017	PGP	
Train evaluators in the selection of Professional Growth Goals for teachers and other professionals on One-Year Directed Professional Growth Plans and 12-Month Improvement Plans	District Instructional Team	August 2017	PGP	

#### **D. Stakeholder Engagement**

Goal - By 2021, Trigg County Public Schools will identify, communicate and engage all stakeholders in order to collaboratively fulfill our mission.

Objectives:

- A. By June 2018, the mutual needs and expectations will be defined for each stakeholder group and the school. The ways in which each party can address these needs and expectations will be established.

Stakeholder Engagement  
Component Manager- Travis Hamby

Action Steps	Who	When	Evidence	Status
Conduct stakeholder focus groups to identify mutual needs and expectations of each group	Adm Team	Begin with 2 groups by Dec 2016	Meeting agenda; Stakeholder group needs/expectations list	
Continue to conduct stakeholder focus groups for all groups	Adm Team	Dec 2017	Meeting agenda; stakeholder group needs/expectations list	
Review stakeholder group needs and expectations listing annually	Adm Team	Dec 2018	Meeting agenda	

- B. By December 2017, a master communication plan will be implemented for internal and external communication that facilitates stakeholder engagement as measured by participation rates in activities, surveys, and social media view rates.

Communication Plan

Component Manager- Travis Hamby

Action Steps	Who	When	Evidence	Status
Develop a communication plan for internal communications (i.e., weekly email, Schoology, use of School Messenger, face to face meetings) for district wide communications and also for school/departmental communications	Supt, Principals, and Department Directors	Dec 2017	Communication plan	
Develop a communication plan for external communications that addresses various stakeholder groups (i.e., email, newsletters, website, Facebook, Twitter, face to face meetings) for district communications and school specific communications	Supt, Principals, and Department Directors	Dec 2017	Communication plan; Social Media view rates, Surveys	