



District Strategic Plan 2020-2025

Dr. Jack Parton, Superintendent
Dr. Debra Cline, Assistant Superintendent Curriculum & Instruction

Beliefs:

We believe that the Sevier County School system should be a place where policies, procedures and practices are aligned to maximize student learning and promote the achievement of system goals. The Sevier County School System should be a place where all students have the following opportunities:

- * To be motivated by highly effective teachers to reach their full potential.
- * To receive quality data-driven instruction that facilitates the use of resources beyond the classroom.
- * To develop confidence and positive self-concepts through the collaboration of parents, staff, peers, and community members.
- * To be exposed to a variety of quality learning experiences, rich in their diversity, that promote the development of well-rounded individuals.
- * To develop skills necessary to enter the workforce or to be college or career ready.

Mission Statement:

The Sevier County School System will provide a safe, inclusive learning environment with diverse educational opportunities for all students as reflected through data-driven instruction to develop skills needed to be college and career ready.

Shared Vision Statement:

The Sevier County School System is a place where all stakeholders work collaboratively to provide an education where students value literacy, leave prepared to be productive individuals, and begin a journey for continued academic and social growth. Academic excellence is acquired through data-driven individualized instruction that promotes active engagement in an inclusive culture.

Acronym	Definition	Acronym	Definition
ETT	All Students	EL	English Learners
AMO	Annual Measurable Objective	SWD	Students with Disabilities
RTI	Response to Instruction and Intervention	BHN	Black/Hispanic/Native American
CSR	Class Size Reduction	ED	Economically Disadvantaged
FTE	Full Time Equivalent	CTE	Career Technical Education

GOAL 1 - English Language Arts					
Section 1 - Describe your goal and identify which need(s) it addresses. (Remember to link to identified strengths and challenges/needs.)					
Goal description		All students will reach grade level expectations with an increase in the percentage of students scoring on track/mastered in English language arts.			
Performance Measure(s)		The percentage of students in the aggregate and for each subgroup of students (BHN, ED, EL & SWD) and CTE scoring on track and mastered will increase by the AMO target annually in grades 2-8 English language arts, English I, and English II as measured by TNReady while the percentage scoring in the below category will decrease annually.			
How is this goal linked to the SCBOE Master Plan?		Ensure a transparent, rigorous process of promoting high academic expectations through students' access to effective teachers and leaders. Expand families' access to high quality schools. Ensure classrooms and schools are safe, secure, and conducive to high quality instruction. Expand public access to information and data. Set achievement targets and measure success.			
How is this goal lined to Tennessee's Strategic Plan, <i>Best for All</i> ?		Strategy 1 Academics: All students will have access to a high-quality education, no matter where they live. Strategy 2 Whole Child: Sevier County Schools will be equipped to serve the academic and non-academic needs of all students. Strategy 3 Educators: Sevier County Schools will set a path for the education profession to represent Tennessee as the top state to promote and retain teachers and leaders.			
ACTION STEPS -		IMPLEMENTATION PLAN -			
Section 2 - Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions, which should be scientifically based where possible, and include professional development, technology, communication, and parent and community involvement initiative within the action steps of each goal.		Section 3 - For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For evaluation strategy, define how you will evaluate the action step.)			
		Benchmark Indicator	Person(s) Responsible	Timeline	Actual Funding Sources
Strategy	1.1) Provide ongoing, high quality professional development at the school site for administrators, teachers, and other instructional staff to focus on changing instructional practices that result in improved student performance, as identified by teacher evaluation or State assessment results.				
Action Step	1.1.1) PD to address specific ELA needs The system will implement annual, ongoing professional development in research-based strategies,	The percentage of all students in the aggregate and for each subgroup of students (BHN, ED, EL and SWD) as well as students in CTE	Lori Hill Anna McCarter Stacia Lewis	Annually until 2025	Local/State Title 1-A Title II-A

	programs, processes, or materials that address identified language arts needs as determined by systematic data analysis, teacher evaluations, and collaborations, and other designated information available in order to increase the achievement test scores of all students in the aggregate and for each subgroup of students (BHN, ED, EL & SWD) and CTE students.	scoring on track and mastered will make progress toward AMO targets and decrease the percentage of students scoring in the below category.	Sandy Enloe Laura Turner Kimberly Robbins		Title III-A Title IV-A IDEA
Action Step	1.1.2) PD - Data Analysis In English language arts, the system will provide embedded professional development for administrators and teachers in data analysis and the effective use of formative and summative assessment practices that inform instruction.	Annually, the majority of teachers will respond sometimes or frequently in relation to the degree of professional learning that led to improvement in teaching. (Source: TN Educator Survey)	Lori Hill Anna McCarter Stacia Lewis Laura Turner John Robinette	Annually until 2025	Local/State Title 1-A Title I-D Title III-A Title IV-A IDEA
Strategy	Highly Effective Teachers- Employ teachers to provide high-quality instruction in support of class size reduction.				
Action Step	1.2.1) Class Size Reduction The system will maintain class sizes below state maximums in core academic courses through the provision of individual and small group instruction to support remediation and enrichment in English language arts (e.g. teachers and paraprofessionals).	On an annual basis, class size ratios will maintain an adult to student ratio below state maximums.	Tonya Berrier Stacia Lewis Sandy Enloe	Annually until 2025	Other Local/State Title I-A Title I-D IDEA, Part B
Action Step	1.2.2) Highly Effective The school system will enlist a process of annual monitoring by the Teacher Certification Coordinator to establish documentation of highly Effective status for teachers and paraprofessionals. Documentation will be used to communicate with colleges and universities concerning needs for teacher applicants in identified areas. Highly effective status will be continually improved through provision of targeted staff development directly aligned to the needs of individual teachers as identified through aligned processes.	All teachers and paraprofessionals will attain highly effective status and a records will be maintained to verify current status.	Whit Helton	Annually until 2025	Other Local/State
Strategy	Technology that impacts teaching and learning- Use technology to effectively impact the quality, content, and structure of teaching and learning.				
Action Step	1.3.1) Technology Integration to Increase Motivation and Knowledge Capital Through rigorous instruction and high-quality teaching, the system will improve reading success by focusing on the integration of technology to increase student motivation and content knowledge utilizing high-	The majority of teachers whose overall self-assessment of skill in implementing blended learning strategies in the classroom on the district's Blended Learning Needs Assessment will increase.	Stacia Lewis Anna McCarter Lori Hill Nikki Hensley	Annually until 2025	Other Local/State Title I-A Title II-A Title IV-A

	quality texts that emphasize the development of life skills and exposure to cultural context.				
Strategy	1.4) Expanded Learning Time-Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.				
Action Step	1.4.1) Before/After/Summer School Activities The system will expand the availability of student learning activities before school, after school, and during summer school in English language arts and ACT prep in the aggregate and for each subgroup of students (BHN, ED, EL, SWD) and CTE.	Maximize the opportunities for students to participate in before school, after school, and summer school as measured by participation.	Tonya Berrier Anna McCarter Sandy Enloe Jennifer Younger Tony Stinnett	Annually until 2025	Other Local/State Title I-D Title I-A Title III-A IDEA, Part B
Strategy	1.5) Standard-Based Instruction Align research-based curriculum and instructional strategies with the State's academic content standards.				
Action Step	1.5.1) Formative Instructional Practices The system will implement research-based formative instructional practices to include common benchmark assessment processes to increase the number of students scoring on track and mastered in English language arts in the aggregate and for each subgroup of students (BHN, ED, EL & SWD) and CTE students.	Incremental program evaluation will be conducted through benchmark assessment review to predict the percentage of all students in the aggregate and for each subgroup of students (BHN, ED, EL and SWD) as well as students in CTE scoring on track and mastered will make progress toward AMO targets and decrease the percentage of students scoring in the below category.	Kimberly Robbins Anna McCarter Laura Turner Lori Hill Stacia Lewis Tony Stinnett Sandy Enloe	Annually until 2025	Local/State
Action Step	1.5.2 Correlation and Pacing Documents Cyclically, the system will review and/or revise correlation/pacing documents in alignment with English language arts state content standards through the adoption and implementation of an instructional framework that sets baseline expectations for effective instruction utilizing research based practices across all classrooms.	The majority of teachers on the Needs Assessment Survey will Agree/Strongly Agree to the extent to which the correlation and pacing documents are helpful in guiding instructional preparation.	Lori Hill Anna McCarter Stacia Lewis	Annually until 2025	Local/State
Strategy	1.6) Tiered-Based Instruction and Intervention (ELA)- Provide academic interventions and other focused supplemental supports to close gaps in English language arts.				
Action Step	1.6.1) Academic Support With the goal of intervention in literacy, the system will implement structures in alignment with the district's RTI2 plan to support research-based instructional strategies in a data-based framework which are correlated to students' individual learning needs. The structures will provide remediation and enrichment opportunities in English language arts and for students K through 12 in the aggregate and for each subgroup of students (BHN, ED, EL and SWD).	The percentage of all students in the aggregate and for each subgroup of students (BHN, ED, EL and SWD) as well as students in CTE scoring on track and mastered will make progress toward AMO targets and decrease the percentage of students scoring in the below category. Increase the percentage of students scoring in the average or above category on the early literacy composite in grades K-2.	Kimberly Robbins Lori Hill Anna McCarter Stacia Lewis	Annually until 2025	Local/State Title I-A Title III-A
Strategy	1.7) High-Quality Literacy Instruction-Implement a variety of delivery systems to support literacy skills				

Action Step	1.7.1) Essential Elements of Reading The system will implement research-based instructional strategies to address the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) to increase students' ability to read, write, and comprehend.	percent of students scoring on track and mastered percentage of students scoring in the average or	Kimberly Robbins Anna McCarter Stacia Lewis	Annually until 2025	Local/State Title IV-A
Action Step	1.7.2) Pre-K The system will continue the existing preschool program for potential high-risk four-year-olds.	The students will maintain or increase individual achievement levels based on program benchmark scores at multiple points during each school year (fall, winter, spring).	Randy Kincaid Sandy Enloe	Annually until 2025	Local/State/Federal IDEA Preschool

GOAL 2 - Mathematics	
Section 1 - Describe your goal and identify which need(s) it addresses. (Remember to link to identified strengths and challenges/needs.)	
Goal description	All students will reach grade level expectations, with an increase in the percentage of students scoring on track or mastered.
Performance Measure(s)	The percentage of all students in the aggregate and for each subgroup of students (BHN, ED, EL & SWD) and CTE scoring on track and mastered will increase by the AMO target annually in grades 2-8 mathematics, Algebra I, Algebra II, and Geometry as measured by TNReady while the percentage scoring in the below category will decrease annually.
How is this goal linked to the SCBOE Master Plan?	Ensure a transparent, rigorous process of promoting high academic expectations through students' access to effective teachers and leaders. Expand families' access to high quality schools. Ensure classrooms and schools are safe, secure, and conducive to high quality instruction. Expand public access to information and data. Set achievement targets and measure success.
How is this goal lined to Tennessee's Strategic Plan, <i>Best for All</i> ?	Strategy 1 Academics: All students will have access to a high-quality education, no matter where they live. Strategy 2 Whole Child: Sevier County Schools will be equipped to serve the academic and non-academic needs of all students. Strategy 3 Educators: Sevier County Schools will set a path for the education profession to represent Tennessee as the top state to promote and retain teachers and leaders.
ACTION STEPS -	IMPLEMENTATION PLAN -
Section 2 - Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and	Section 3 - For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For evaluation strategy, define how you will evaluate the action step.)

	community involvement initiative within the action steps of each goal.	Benchmark Indicator	Person(s) Responsible	Timeline	Actual Funding Sources
Strategy	2.1) Provide ongoing, high quality professional development at the school site for administrators, teachers, and other instructional staff to focus on changing instructional practices that result in improved student performance, as identified by teacher evaluation or State assessment results				
Action Step	2.1.1) PD to address specific math deficiencies The system will implement annual, ongoing professional development in research-based strategies, programs, processes, or materials that address identified mathematics needs as determined by systematic data analysis, teacher evaluations, and collaborations, and other designated information available in order to increase the achievement test scores of all students in the aggregate and for each subgroup of students (BHN, ED, EL & SWD) and CTE students	The percentage of all students in the aggregate and for each subgroup of students (BHN, ED, EL and SWD) as well as students in CTE scoring on track and mastered will make progress toward AMO targets and decrease the percentage of students scoring in the below category.	Lori Hill Tony Stinnett Stacia Lewis Perry Schrandt Sandy Enloe Jennifer Younger Kimberly Robbins	Annually until 2025	Local/State Title 1-A Title II-A Title III-A Title IV-A IDEA
Action Step	2.1.2) PD - Data Analysis In mathematics, the system will provide embedded professional development for administrators and teachers in data analysis and the effective use of formative and summative assessment practices that inform instruction.	The majority of teachers will respond sometimes or frequently in relation to the degree of professional learning that led to improvement in teaching. (Source: TN Educator Survey)	Lori Hill Tony Stinnett Jennifer Younger Stacia Lewis John Robinette	Annually until 2025	Local/State Title 1-A Title I-D Title III-A Title IV-A IDEA
Strategy	2.2.) Highly Effective Teachers- Employ teachers to provide high quality instruction in support of class size reduction.				
Action Step	2.2.1) Class Size Reduction The system will maintain class sizes below state maximums in core academic courses through the provision of individual and small group instruction to support remediation and enrichment in mathematics (e.g. teachers and paraprofessionals).	On an annual basis, class size ratios will maintain an adult to student ratio below state maximums.	Tonya Berrier Stacia Lewis Sandy Enloe	Annually until 2025	Other Local/State Title 1-A Title I-D IDEA, Part B
Action Step	2.2.2) Highly Effective The school system will enlist a process of annual monitoring by the Teacher Certification Coordinator to establish documentation of highly Effective status for teachers and paraprofessionals. Documentation will be used to communicate with colleges and universities concerning needs for teacher applicants in identified areas. Highly effective status will be continually improved through provision of targeted staff	All teachers and paraprofessionals will attain highly effective status and a records will be maintained to verify current status.	Whit Helton	Annually until 2025	Other Local/State

	development directly aligned to the needs of individual teachers as identified through aligned processes.				
Strategy	2.3.) Technology that impacts teaching and learning- Use technology to effectively impact the quality, content, and structure of teaching and learning.				
Action Step	2.3.1) Technology Integration to Increase Motivation and Knowledge Capital Through rigorous instruction and high-quality teaching, the system will improve students' mathematical success by focusing on the integration of technology to increase student motivation and knowledge capital to emphasize the development of life skills and exposure to cultural context.	The majority of teachers whose overall self-assessment of skill in implementing blended learning strategies in the classroom on the district's Blended Learning Needs Assessment will increase.	Stacia Lewis Jennifer Younger Nikki Hensley	Annually until 2025	Other Local/State Title I-A Title II-A Title IV-A
Strategy	2.4) Expanded Learning Time Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.				
Action Step	2.4.1) Before/After/Summer School Activities The system will expand the availability of student learning activities before school, after school, and during summer school in mathematics, basic operations with fluency, and ACT prep in the aggregate and for each subgroup of students (BHN, ED, EL, SWD) and CTE.	Maximize the opportunities for students to participate in before school, after school, and summer school as measured by participation.	Tonya Berrier Stacia Lewis Sandy Enloe Jennifer Younger Lori Hill Tony Stinnett	Annually until 2025	Other Local/State Title I-D Title I-A Title III-A IDEA, Part B
Strategy	2.5) Standard-Based Instruction Align research-based curriculum and instructional strategies with the State's academic content standards.				
Action Step	2.5.1) Formative Instructional Practices The system will expand implementation of research-based formative instructional practices to include common benchmark assessment processes to increase the number of students scoring on track and mastered in mathematics in the aggregate and for each subgroup of students (BHN, ED, EL & SWD) and CTE students.	Incremental program evaluation will be conducted through benchmark assessment review to predict the percentage of all students in the aggregate and for each subgroup of students (BHN, ED, EL and SWD) as well as students in CTE scoring on track and mastered will make progress toward AMO targets and decrease the percentage of students scoring in the below category.	Kimberly Robbins Stacia Lewis Lori Hill Tony Stinnett Sandy Enloe Jennifer Younger	Annually until 2025	Local/State
Action Step	2.5.2 Correlation and Pacing Documents Cyclically, the system will review and/or revise correlation/pacing documents in alignment with mathematics state content standards through the adoption and implementation of an instructional framework that sets baseline expectations for effective instruction utilizing evidence-based practices across all classrooms. A focus of basic operations with fluency and ACT prep is included as part of the mathematics state content standards.	The majority of teachers on the Needs Assessment Survey will Agree/Strongly Agree to the extent to which the correlation and pacing documents are helpful in guiding instructional preparation.	Lori Hill Tony Stinnett Jennifer Younger	Annually until 2025	Local/State
Action Step	2.5.3) STEM The system will identify and implement curricular strategies that effectively integrate STEM	The percentage of all students in the aggregate and for each subgroup of students (BHN, ED, EL	Lori Hill	6/30/2025	Local/State

	concepts and strategies, including technology, into mathematics instruction.	and SWD) as well as students in CTE scoring on track and mastered will make progress toward AMO targets and decrease the percentage of students scoring in the below category.	Perry Schrandt Jennifer Younger Susan Howard Tony Stinnett		
Strategy	2.6) Tiered-Based Instruction and Intervention (Mathematics) Provide academic interventions and other focused supplemental supports to close gaps in mathematics.				
Action Step	2.6.1) Academic Support With the goal of intervention in numeracy, the system will implement structures in alignment with the district's RTI2 plan to support research-based instructional strategies in a data-based framework which are correlated to students' individual learning needs, such as basic operations with fluency and ACT strategies. The structures will provide intervention and enrichment opportunities in mathematics for students K through 12 in the aggregate and for each subgroup of students (BHN, ED, EL and SWD).	The percentage of all students in the aggregate and for each subgroup of students (BHN, ED, EL and SWD) as well as students in CTE scoring on track and mastered will make progress toward AMO targets and decrease the percentage of students scoring in the below category.	Kimberly Robbins Stacia Lewis Lori Hill Jennifer Younger Perry Schrandt Tony Stinnett	Annually until 2025	Local/State Title I-A Title III-A Title IV-A
Strategy	2.7) Numeracy Implement a variety of delivery systems to support foundational skills with students in grades Pre-K to second grade.				
Action Step	2.7.2) Pre-K The system will continue the existing preschool program for potential high-risk four-year-olds.	The students will maintain or increase individual achievement levels based on program benchmark scores at multiple points during each school year (fall, winter, spring).	Randy Kincaid Sandy Enloe	Annually until 2025	Local/State IDEA Preschool
Action Step	2.7.3) Develop mathematical understanding through professional learning (e.g. growth mindset, pedagogical math content knowledge) and engage in PLCs in mathematics	The majority of teachers will respond sometimes or frequently in relation to the degree of professional learning that led to improvement in teaching. (Source: TN Educator Survey)	Jennifer Younger	Annually until 2025	Local/State

GOAL 3 - Science/Social Studies

Section 1 - Describe your goal and identify which need(s) it addresses. (Remember to link to identified strengths and challenges/needs.)

Goal description	All students will achieve on track or mastery in science and social studies.
Performance Measure(s)	In grades 4-8, the system's growth scores will meet or exceed the state's growth measure in science and social studies. For End of Course Biology I and Chemistry, the system effect will demonstrate progress at or above the state standard.
How is this goal linked to the SCBOE Master Plan?	Ensure a transparent, rigorous process of promoting high academic expectations through students' access to effective teachers and leaders. Expand families' access to high quality schools. Ensure classrooms and schools are safe, secure, and conducive to high quality instruction. Expand public access to information and data. Set achievement targets and measure success.

How is this goal lined to Tennessee's Strategic Plan, <i>Best for All</i> ?		<p>Strategy 1 Academics: All students will have access to a high-quality education, no matter where they live.</p> <p>Strategy 2 Whole Child: Sevier County Schools will be equipped to serve the academic and non-academic needs of all students.</p> <p>Strategy 3 Educators: Sevier County Schools will set a path for the education profession to represent Tennessee as the top state to promote and retain teachers and leaders.</p>			
ACTION STEPS -		IMPLEMENTATION PLAN -			
Section 2 - Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiative within the action steps of each goal.		Section 3 - For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For evaluation strategy, define how you will evaluate the action step.)			
		Benchmark Indicator	Person(s) Responsible	Timeline	Actual Funding Sources
Strategy	3.1) PD Address job embedded professional development needs of the instructional staff, as identified by teacher evaluation for State assessment results.				
Action Step	3.1.1) PD to address specific science/social studies deficiencies The system will implement annual, ongoing professional development in research-based strategies, programs, processes, or materials that address identified social studies and science needs as determined by systematic data analysis, teacher evaluations, and collaborations, and other designated information available in order to increase the achievement test scores of all students in the aggregate and for each subgroup of students (BHN, ED, EL & SWD) and CTE students.	The percentage of all students in the aggregate and for each subgroup of students (BHN, ED, EL and SWD) as well as students in CTE scoring on track and mastered will make progress toward AMO targets and decrease the percentage of students scoring in the below category.	Susan Howard Tony Stinnett	Annually until 2025	Local/State Title I-A Title I-D Title VI
Action Step	3.1.2) PD-Data Analysis In science and social studies, the system will provide embedded professional development for administrators and teachers in data analysis and the effective use of formative and summative assessment practices that inform instruction.	The majority of teachers will respond sometimes or frequently in relation to the degree of professional learning that led to improvement in teaching. (Source: TN Educator Survey)	Susan Howard Tony Stinnett	Annually until 2025	Local/State Title I-A Title II-A III IV
Strategy	3.2) Highly Effective Teachers Employ teachers to provide high quality instruction in support of class size reduction.				

Action Step	3.2.1) Class Size Reduction The system will maintain class sizes below state maximums in core academic courses through the provision of individual and small group instruction to support remediation and enrichment in science and social studies (e.g. teachers and paraprofessionals).	On an annual basis, class size ratios will maintain an adult to student ratio below state maximums.	Stacia Lewis Tonya Berrier	Annually until 2025	Local/State Title I-A Title I-D
Action Step	3.2.2) Highly Effective The school system will enlist a process of annual monitoring by the Teacher Certification Coordinator to establish documentation of highly Effective status for teachers and paraprofessionals. Documentation will be used to communicate with colleges and universities concerning needs for teacher applicants in identified areas. Highly effective status will be continually improved through provision of targeted staff development directly aligned to the needs of individual teachers as identified through aligned processes.	All teachers and paraprofessionals will attain highly effective status and a records will be maintained to verify current status.	Whit Helton	Annually until 2025	Local/State
Strategy	3.3) Expanded Learning Time Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.				
Action Step	3.3.1) Before/After/Summer School Activities The system will expand the availability of student learning activities before school, after school, and during summer school in science, social studies, and ACT prep in the aggregate and for each subgroup of students (BHN, ED, EL, SWD) and CTE.	Maximize the opportunities for students to participate in before school, after school, and summer school as measured by participation.	Stacia Lewis Tony Stinnett Susan Howard	Annually until 2025	Local/State Title I-D Title III
Strategy	3.4) Standards Based Instruction Align research based curriculum and instructional strategies with the State's academic content standards.				
Action Step	3.4.1) Formative Instructional Practices The system will assess student needs and expand implementation of research-based formative instructional practices and question types designed to meet identified needs with aligned programs designed to increase the number of all students scoring on track or mastered in science and social studies.	The percentage of all students in the aggregate and for each subgroup of students (BHN, ED, EL and SWD) as well as students in CTE scoring on track and mastered will make progress toward AMO targets and decrease the percentage of students scoring in the below category.	Stacia Lewis Susan Howard Stacia Lewis Tony Stinnett	Annually until 2025	Local/State
Action Step	3.4.2) STEM The system will identify and implement curricular strategies that effectively integrate STEM concepts and strategies, including technology, into science instruction.	The percent of teachers who Agree/Strongly Agree will increase by 2% annually on the extent to which the correlation and pacing documents are supportive in instructional programming (Source: District's Instructional Support Survey)	Susan Howard Tony Stinnett	Annually until 2025	Local/State

Action Step	3.4.3) Correlation and Pacing Documents Cyclically, the system will review and/or revise correlation/pacing documents in alignment with science/social studies state content standards through the adoption and implementation of an instructional framework that sets baseline expectations for effective instruction utilizing research based practices across all classrooms.	The percent of teachers who Agree/Strongly Agree will increase by 2% annually on the extent to which the correlation and pacing documents are supportive in instructional programming	Susan Howard Tony Stinnett	Annually until 2025	Local/State
Strategy	3.5) Tiered Based Instruction and Intervention (Integration of Writing) Provide academic interventions and other focused supplemental supports to close gaps in mathematics.				
Action Step	3.5.1) Academic Support With the goal of intervention in literacy, the system will implement structures in alignment with the district's RTI2 plan to support research-based instructional strategies in a data-based framework which are correlated to student's individual learning needs. The structures will provide remediation and enrichment opportunities in science and social studies for students Pre-K through 12, in the aggregate, for each subgroup of students (BHN, ED, SWD, LEP), and CTE.	The percentage of all students in the aggregate and for each subgroup of students (BHN, ED, EL and SWD) as well as students in CTE scoring on track and mastered will make progress toward AMO targets and decrease the percentage of students scoring in the below category.	Stacia Lewis Susan Howard Stacia Lewis Kimberly Robbins Tony Stinnett	Annually until 2025	Local/State Title I-A Title III Title VI

GOAL 4 - College and Career Readiness

Section 1 - Describe your goal and identify which need(s) it addresses. (Remember to link to identified strengths and challenges/needs.)

Goal description	The graduation rate, percentage of Ready Graduates, and the ACT Composite will increase.
Performance Measure(s)	The percentage of students in the aggregate and for each subgroup of students (BHN, ED, EL & SWD) and CTE scoring on track and mastered will increase by the AMO target annually for each of the following categories: Graduation Rate, Ready Graduate, and ACT Composite. Additionally, the percentage of students scoring in the below category for ACT Composite will decrease annually.
How is this goal linked to the SCBOE Master Plan?	Ensure a transparent, rigorous process of promoting high academic expectations through students' access to effective teachers and leaders. Expand families' access to high quality schools. Ensure classrooms and schools are safe, secure, and conducive to high quality instruction. Expand public access to information and data. Set achievement targets and measure success.

How is this goal lined to Tennessee's Strategic Plan, <i>Best for All</i> ?		<p>Strategy 1 Academics: All students will have access to a high-quality education, no matter where they live.</p> <p>Strategy 2 Whole Child: Sevier County Schools will be equipped to serve the academic and non-academic needs of all students.</p> <p>Strategy 3 Educators: Sevier County Schools will set a path for the education profession to represent Tennessee as the top state to promote and retain teachers and leaders.</p>			
ACTION STEPS -		IMPLEMENTATION PLAN -			
Section 2 - Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiative within the action steps of each goal.		Section 3 - For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For evaluation strategy, define how you will evaluate the action step.)			
		Benchmark Indicator	Person(s) Responsible	Timeline	Actual Funding Sources
Strategy	4.1) System of Accountability Design effective measures to monitor the success of programs toward goals.				
Action Step	4.1.1) Junior High School The system will continue transitioning to the junior high concept to provide additional academic, social, and emotional support to adolescents as they transition into senior high schools. Each new school will complete a comprehensive needs assessment which will facilitate the attainment of AMOs and establish priorities for programming.	Continue a comprehensive data gathering process that presents key performance indicators for the junior high concept.	Tony Stinnett Lori Hill	Annually until 2025	Local/State
Action Step	4.1.2) Freshman Academy The system will continue to implement components of the freshman academy in schools that remain 9-12 schools until full implementation of the junior and senior highs district wide. Transition processes will support students as they progress from the freshman academy concepts to senior high school.	The system will make progress towards AMO targets related to graduation rates.	Stacia Lewis Tony Stinnett Lori Hill	Annually until 2025	Local/State

Action Step	4.1.3) Post-Secondary The system will provide counseling services to support access to post-secondary college and technical training.	The system will provide opportunities for post-secondary programs.	Tony Stinnett Lori Hill	Annually until 2025	Local/State
Action Step	4.1.4) Test Preparation Secondary schools will expand instructional strategies to increase performance on ACT/SAT to include test preparation programs at each school.	The system will make progress towards meeting the Ready Graduate indicator.	Tony Stinnett Lori Hill	Annually until 2025	Local/State
Strategy	4.2) Prevention/Intervention Provide academic interventions and other focused supplemental supports to close gaps in core academic areas.				
Action Step	4.2.1) Individualized Secondary Programming The system will continue to implement individualized secondary programming through Gary Hardin Academy, 10th Grade Academy, and Gary Hardin Annex which includes credit recovery, the development of new credits through both actual and virtual programming, and a counseling format with a community based mentoring component to support school-to-work transitions.	The system will make progress towards meeting graduation rates.	Tony Stinnett Lori Hill	Annually until 2025	Local/State
Action Step	4.2.2) Targeted Intervention The system will continue and expand intervention strategies/programs to target students (including CTE students) identified as at-risk for dropping out of school. Such academic support programs may include additional intervention courses for English I, English II, and the expansion of an additional semester of the traditional two credit algebra program for targeted, at-risk students. Targeted interventions will be supported by professional development, parent orientation/involvement processes, and the use of technology where appropriate. High school scheduling will be adjusted according to student needs for Tier II and Tier III instruction.	The system will make progress towards meeting graduation rates.	Tony Stinnett Lori Hill	Annually until 2025	Local/State Title III Title VI
Action Step	4.2.3) GAP Program The system will continue implementation of Graduation Achievement Path (GAP) at each high school to provide direct support and program redesign for students at-risk for dropping out of school.	The system will make progress towards meeting graduation rates.	Tony Stinnett Lori Hill	Annually until 2025	Local/State

Action Step	4.2.4) Credit Recovery The system will continue to implement credit recovery programs at each high school to meet individualized student needs across discipline areas.	The system will make progress towards meeting graduation rates.	Tony Stinnett Lori Hill	Annually until 2025	Local/State
Action Step	4.2.5) CTE Programs The system will continue to offer CTE programs to meet student needs.	The system will make progress towards meeting the requirements for CTE Concentrators.	Perry Schrandt	Annually until 2025	Local/State
Action Step	4.2.6) EPSOs The system will support academic success for students through EPSOs including individualized programming for dual enrollment, dual credit, and industry certificate opportunities through local and state approved programs.	The system will make progress towards meeting the Ready Graduate indicator.	Tony Stinnett Lori Hill	Annually until 2025	Local/State
Action Step	4.2.7) Alternative Secondary Programming The system will continue to implement alternative secondary programming through Parkway Academy and Greenbriar Alternative Learning Center which includes credit recovery, the development of new credits through both actual and virtual programming, and a counseling format with a community based mentoring component to support school-to-work transitions.	The system will make progress towards meeting graduation rates.	Tony Stinnett Lori Hill	Annually until 2025	Local/State
Strategy	4.3) Targeted Additional Resources Description: Target additional resources and attention on interventions to impact all students in low performing / high poverty schools (i.e. classroom coaches, special consultants, etc.) and network with successful schools about how to improve performance.				
Action Step	4.3.1) Support for At-Risk Students The system will continue to provide intervention counseling for students at-risk for dropping out of school due to behavioral and/or other social and academic issues. The school system's website will be used to provide information to parents about available resources (School-Community Resource Guide). Materials will also be available for distribution in hard-copy at each school. Community businesses and resources will be enlisted to support rewards and incentives for high-risk students.	The system will make progress towards meeting graduation rates.	Rebekah Atchison	Annually until 2025	Local/State Title I-A
Action Step	4.3.2) Individualized Programming The system will support academic success for all students (advanced, at-risk, incarcerated, homebound, CTE) by providing individualized programming to support college and career readiness.	The system will make progress towards meeting graduation rates.	Rebekah Atchison/Jeff Moore	Annually until 2025	Local/State Title I-A Title I-D

Strategy	4.4) Expanded Learning Time Description: Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.				
Action Step	4.4.1) Before/After/Summer School Activities The system will expand the availability of student learning activities before school, after school, and during summer school in core academic areas to include Credit Recovery options as well as traditional programming, CTE courses, ACT/SAT preparation, and distance learning.	The system will provide opportunities for participation in extended learning.	Tony Stinnett Lori Hill	Annually until 2025	Local/State Title I-D Title III

GOAL 5 - School Libraries

Section 1 - Describe your goal and identify which need(s) it addresses. (Remember to link to identified strengths and challenges/needs.)

Goal description	Each of the district's school library collections will meet state and national standards in the areas of size, balanced scope, average age, technology access, and flexibility in scheduling.
Performance Measure(s)	Every year each school library collection will be expected to show significant improvement toward meeting state and national standards with movement from one collection level to the next expected within a three-year period of time. The amount of open access to the library and librarians is to increase each year.
How is this goal linked to the SCBOE Master Plan?	Ensure a transparent, rigorous process of promoting high academic expectations through students' access to effective teachers and leaders. Expand families' access to high quality schools. Ensure classrooms and schools are safe, secure, and conducive to high quality instruction. Expand public access to information and data. Set achievement targets and measure success.
How is this goal lined to Tennessee's Strategic Plan, <i>Best for All</i> ?	Strategy 1 Academics: All students will have access to a high-quality education, no matter where they live. Strategy 2 Whole Child: Sevier County Schools will be equipped to serve the academic and non-academic needs of all students. Strategy 3 Educators: Sevier County Schools will set a path for the education profession to represent Tennessee as the top state to promote and retain teachers and leaders.

ACTION STEPS -	IMPLEMENTATION PLAN -
Section 2 - Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiative within the action steps of each goal.	Section 3 - For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For evaluation strategy, define how you will evaluate the action step.)

		Benchmark Indicator	Person(s) Responsible	Timeline	Actual Funding Sources
Strategy	Develop library collections, programs and policies that will support schools and classrooms to effectively impact the quality, content, and structure of teaching and learning.				
Action Step	5.1.1) Collection Review: Each library collection will be annually analyzed and inventoried to determine the growth in items per student, balance of collection, and average age toward meeting and/or exceeding state and national standards.	The school library collection from each school will meet or exceed state and national standards.	Carrie Clabo	Annually until 2025	Time Requirement Only
Action Step	5.1.2) Program Review: Library schedules and programs will be annually examined to determine the amount of progress toward both flexible open access and accessibility for use in community events.	The school library program from each school will meet or exceed state and national standards.	Carrie Clabo	Annually until 2025	Time Requirement Only
Action Step	5.1.3) Collection Analysis: Collection analysis will be charted to show improvement over time in the individual school collections.	Data will be maintained which will represent growth and collection changes on a yearly basis.	Carrie Clabo	Annually until 2025	Time Requirement Only
Action Step	5.1.4) Quality and Currency: Provide the funding needed to acquire library and school resources to meet the size standard of twenty items per student, balance of scope, an average age of no more than ten years, a minimum of one unabridged dictionary per school, and a foreign language dictionary in the native language of ESL students at each school. Provide funding, as needed, to maintain separate computers for both the library management system/circulation and for library personnel.	Quantity and currency of collection will meet and/or exceed state and national standards.	Carrie Clabo	Annually until 2025	Local/State Funding
Action Step	5.1.5) Digital Resources: A system-wide library plan will be developed to support increased access to digital resources, including online eBooks, needed to meet each library's instructional and digital needs based on the needs of teachers and students.	Access to digital content will be evaluated for usage and program effectiveness.	Carrie Clabo	Annually until 2025	Local/State Funding
Strategy	Provide ongoing, high quality professional development to librarians and library assistant to meet the changing instructional and library management needs, as identified in surveys completed by librarians and library assistants.				

Action Step	5.1.6) Professional Development: Provide professional development for school librarians in the areas of collection development, digital integration instruction and collaborative practices to assist in integrating curriculum and information skills with the school's academic priorities. Professional development will be provided to school library assistants on an as needed basis.	Professional development activities will result in recorded growth toward meeting national standards.	Carrie Clabo	Annually until 2025	Local/State Funding
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GOAL 6 - Technology

Section 1 - Describe your goal and identify which need(s) it addresses. (Remember to link to identified strengths and challenges/needs.)

Goal description	Promote curricular and teaching strategies that integrate technology effectively into curriculum and instruction to support students' 21st century skills.
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Performance Measure(s)	Technology will become a more integral part of the teaching and learning process with increased infrastructure and professional development designed to foster improved academic performance of all subgroups of students within the instructional program.
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How is this goal linked to the SCBOE Master Plan?	<p>Ensure a transparent, rigorous process of promoting high academic expectations through students' access to effective teachers and leaders.</p> <p>Expand families' access to high quality schools.</p> <p>Ensure classrooms and schools are safe, secure, and conducive to high quality instruction.</p> <p>Expand public access to information and data.</p> <p>Set achievement targets and measure success.</p>
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How is this goal lined to Tennessee's Strategic Plan, <i>Best for All</i> ?	<p>Strategy 1 Academics: All students will have access to a high-quality education, no matter where they live.</p> <p>Strategy 2 Whole Child: Sevier County Schools will be equipped to serve the academic and non-academic needs of all students.</p> <p>Strategy 3 Educators: Sevier County Schools will set a path for the education profession to represent Tennessee as the top state to promote and retain teachers and leaders.</p>
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ACTION STEPS -	IMPLEMENTATION PLAN -
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Section 2 - Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiative within the action steps of each goal.	Section 3 - For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For evaluation strategy, define how you will evaluate the action step.)
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		Benchmark Indicator	Person(s) Responsible	Timeline	Actual Funding Sources
Strategy	6.1) Technology That Impacts Teaching & Learning Use technology to impact the quality, content and structure of teaching and learning in a school that is focused on results.				
Action Step	6.1.1) Infrastructure The district will upgrade the existing wide-area fiber network to provide for the continued usage and access of information technology and streaming video to all schools and school libraries. The district will extend the installation of wireless access points on the WAN.	Thresholds for bandwidth utilization will not be exceeded and the district's networks and Internet will be more accessible to meet the demand of the district-wide 1:1 digital initiative.	Jerry Huskey	Annually until 2025	Local/State
Action Step	6.1.2) Distance Learning The district will investigate the implementation of distance learning for secondary courses and other innovative strategies for unique curricula.	There will be an increased number of course offerings in all high schools.	Jerry Huskey	Annually until 2025	Local/State
Action Step	6.1.3) Network Integrity The district will extend the installation of manageable switches to ensure the integrity and manageability of the network.	The district's network "down-time" will be decreased.	Jerry Huskey	Annually until 2025	Local/State
Action Step	6.1.4) Standards Implementation and Resources/Programs The district will implement relevant technology standards using a comprehensive cycle of planning, staff development, implementation, evaluation, and revision. Resources/programs will be provided that help ensure student success.	The percentage of students in grades 3 - 12 meeting the state education technology standards will increase.	Jerry Huskey	Annually until 2025	Local/State
Action Step	6.1.5) Web Presence The district and all schools will continue to publish, maintain, and update websites and social media outlets with communication avenues for all stakeholders, major school activities and instructional information to help bridge the home and school connection.	The district and school websites as well as social media outlets will convey current and relevant information.	Jerry Huskey	Annually until 2025	Local/State

Action Step	6.1.6) CIPA The district will continue to implement programming compatible with and supportive of the Child Internet Protection Act (CIPA).	The school district's Internet access is appropriately filtered on a consistent basis.	Jerry Huskey	Annually until 2025	Time Requirement Only
Action Step	6.1.7) VoIP The district will the implementation of managed VoIP throughout the district.	The district's phone system will be more versatile and more interactive.	Jerry Huskey	Annually until 2025	Time Requirement Only
Action Step	6.1.8) 1:1 Digital Initiative The district will continue to implement a 1:1 digital initiative in grades 3-12.	The 1:1 digital initiative will continue to be fully implemented in grades 3-12. There will be an increase to the extent in which digital content and processes are utilized in the classroom.	Jerry Huskey	Annually until 2025	Local/State
Action Step	6.1.9) Digital Access The district will support access to digital content and processes in grades K-12.	Access to digital content will be evaluated for usage and program effectiveness with necessary adjustments to promote the viability of remote learning.	Jerry Huskey	Annually until 2025	Local/State
Action Step	6.1.10) Technology in New Classrooms The district will provide basic technology equipment for all new classrooms.	New classrooms will be equipped with basic technology equipment, including, but not limited to, a short throw projector and speakers.	Jerry Huskey	Annually until 2025	Local/State
Strategy	6.2 The majority of teachers whose overall self-assessment of skill in integration of technical tools, strategies on the district's Blended Learning Needs Assessment will increase.				
Action Step	6.2.1) Instructional Technology PD & Support The district will provide support personnel and opportunities for staff development designed to promote instructional strategies and best practices that support the implementation of personalized and blended learning.	The percent of teachers whose overall self-assessment of skill in the integration of technology tools and resources on the Blended Learning Needs Assessment will increase.	Jerry Huskey	Annually until 2025	Local/State Title I-A Training Teachers
Action Step	6.2.2) Support Staff PD Secretaries, paraprofessionals, cafeteria workers, and other support staff will be provided opportunities for technological staff development to improve job performance.	Staff development opportunities will be offered annually and attendance documented. Such staff development opportunities will be provided by blended learning coaches in embedded opportunities to develop growth and development in the areas of technology skills and competencies.	Jerry Huskey	Annually until 2025	Local/State

Action Step	6.2.3) Website Support The district will provide professional development opportunities to school level and district webmasters as needed.	Professional development opportunities will be offered, as necessary, and attendance documented.	Jerry Huskey	Annually until 2026	Local/State
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GOAL 7 - Parent and Family Engagement

Section 1 - Describe your goal and identify which need(s) it addresses. (Remember to link to identified strengths and challenges/needs.)

Goal description	The district will establish an environment where all stakeholders work together to support and improve the learning, development, and health of all students.
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Performance Measure(s)	
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How is this goal linked to the SCBOE Master Plan?	<p>Ensure a transparent, rigorous process of promoting high academic expectations through students' access to effective teachers and leaders. Expand families' access to high quality schools. Ensure classrooms and schools are safe, secure, and conducive to high quality instruction. Expand public access to information and data. Set achievement targets and measure success.</p>
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How is this goal lined to Tennessee's Strategic Plan, <i>Best for All</i> ?	<p>Strategy 1 Academics: All students will have access to a high-quality education, no matter where they live. Strategy 2 Whole Child: Sevier County Schools will be equipped to serve the academic and non-academic needs of all students. Strategy 3 Educators: Sevier County Schools will set a path for the education profession to represent Tennessee as the top state to promote and retain teachers and leaders.</p>
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ACTION STEPS -	IMPLEMENTATION PLAN -
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	Section 3 - For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For evaluation strategy, define how you will evaluate the action step.)
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Section 2 - Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiative within the action steps of each goal.	Benchmark Indicator	Person(s) Responsible	Timeline	Actual Funding Sources
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Strategy	7.1) Welcoming Families The district will foster a climate of care and support in which families are active participants, for the purpose of providing a welcoming atmosphere for students and their families as well as invite them to participate as equal partners in the education of their child.				
Action Step	7.1.1) Family Engagement Action Plans Schools will develop Family Engagement Action Plans which outline activities designed to welcome families, foster family partnerships to enhance student learning.	Monitor the implementation of individual school action plans.	Tonya Berrier	Annually until 2025	Local/State Title I
Action Step	7.1.2) Compliance The district will ensure compliance with local, State, and Federal requirements regarding parent and family engagement.	Monitor for fidelity and quality through an annual review of the InformTN response.	Tonya Berrier	Annually until 2025	Time Only
Strategy	7.2) Communicating Effectively The district will ensure regular, two-way, and meaningful communication with parents and families in a timely manner and in a language easy to understand.				
Action Step	7.2.1) Communicating to Inform The district will communicate with schools and families in a variety of formats and, to the extent practicable, in a language easily understood.	Evidence of various communications (newsletters, social media, parent guides, translation services, website, text/voice, email, etc.) will be maintained.	Tonya Berrier	Annually until 2025	Local/State Title I
Strategy	7.3) Supporting Student Success The district ensures that strong strategies are in place to build capacity, engage stakeholders in an effective partnership with schools, and to share and support high student academic achievement.				
Action Step	7.3.1) Building Capacity All teachers will participate in targeted professional development designed to provide information in planning and implementing effective parent and family engagement activities to improve student academic achievement.	All schools will sponsor a minimum of two activities specifically designed to support family engagement and student achievement.	Tonya Berrier	Annually until 2025	Local/State Title I
Action Step	7.3.2) School-Home Support The district will ensure families are provided with opportunities to acquire necessary information, knowledge, and skills to meet the diverse needs of all students.	All schools will sponsor activities specifically designed to support all subgroups of students.	Tonya Berrier	Annually until 2025	Local/State Title I

Action Step	7.3.3) Building Strong Brains: Strategies for Families and Educators The district will implement the Building Strong Brains: Tennessee ACEs initiative to provide support to families and educators to recognize and address ACEs (Adverse Childhood Experiences) and to promote healing and resilience in order to help all students succeed in school and in life.	All educators will participate in ACEs training and implement strategies designed to address ACEs.	Tonya Berrier	Annually until 2025	Local/State Title I
Strategy	7.4) Speaking Up For Every Child The district will ensure families are empowered to be advocates for students, ensure they are treated fairly, and have access to learning opportunities that will support success.				
Action Step	7.4.1) Informed and Enabled Advocates Opportunities will be provided to help parents and families understand standards, assessments, and requirements to bridge student learning with parent support at home.	All Title I schools will develop and utilize Parent-Teacher-Student compacts.	Tonya Berrier	Annually until 2025	Local/State Title I
Strategy	7.5) Sharing Power The district ensures equal representation for all stakeholders as partners in decision-making and together inform, influence, and create programs which affect students.				
Action Step	7.5.1) Stakeholders Parents and other stakeholders will be actively and consistently engaged in the development, implementation, and revision of the district plan.	Agendas and sign-in sheets representing a variety of stakeholders will be maintained.	Stacia Lewis Tonya Berrier Tony Stinnett	Annually until 2025	Local/State Title I
Strategy	7.6) Collaborating with Community The district will collaborate with school and community members to connect students, families, and staff to expanded learning opportunities, community services, civic participation designed to meet the diverse needs of all students.				
Action Step	7.6.1) Partnerships Partnerships with community organizations designed to expand learning opportunities, community services, and civil participation will be established.	Evidence of partnerships will be maintained.	Stacia Lewis Tonya Berrier Tony Stinnett	Annually until 2025	Local/State Title I
Action Step	7.6.2) Family Resource Center The district will provide information and support to families through programs and services offered by the Family Resource Center.	Evidence of communications will be maintained.	Rebekah Kremer Atchison	Annually until 2025	Local/State

GOAL 8 - Whole Child

Section 1 - Describe your goal and identify which need(s) it addresses. (Remember to link to identified strengths and challenges/needs.)

Goal description		The Sevier County School System will provide the connection between health and academic success in relation to Whole Child.			
Performance Measure(s)		Annually review data related to the Coordinated School Health Program and related support services			
How is this goal linked to the SCBOE Master Plan?		Ensure a transparent, rigorous process of promoting high academic expectations through students' access to effective teachers and leaders. Expand families' access to high quality schools. Ensure classrooms and schools are safe, secure, and conducive to high quality instruction. Expand public access to information and data. Set achievement targets and measure success.			
How is this goal lined to Tennessee's Strategic Plan, <i>Best for All</i> ?		Strategy 1 Academics: All students will have access to a high-quality education, no matter where they live. Strategy 2 Whole Child: Sevier County Schools will be equipped to serve the academic and non-academic needs of all students. Strategy 3 Educators: Sevier County Schools will set a path for the education profession to represent Tennessee as the top state to promote and retain teachers and leaders.			
ACTION STEPS -		IMPLEMENTATION PLAN -			
Section 2 - Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and include professional development, technology, communication, and parent and community involvement initiative within the action steps of each goal.		Section 3 - For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For evaluation strategy, define how you will evaluate the action step.)			
		Benchmark Indicator	Person(s) Responsible	Timeline	Actual Funding Sources
Strategy	8.1.1) Obesity Rates				
Action Step	Through CSH initiatives, the system will promote healthier school environments and encourage adoption of healthy behaviors such as activity and proper nutrition.	Student overweight/obese rates will be reduced annually.	Steve Branton	Annually until 2025	Local/State
Strategy	8.1.2) Cherokee Health Systems				
Action Step	The system will expand the acute health service options by developing a mental health component through a local partnership with Cherokee Health Systems in all PreK-12 schools	Provide a mental health component to the existing Telemedicine program for all PreK-12 students and staff.	Steve Branton	Annually until 2025	Local/State/Private Partnerships

Strategy	8.1.3) Health Education Curriculum				
Action Step	The system will introduce a comprehensive health education curriculum based on the Botvin Life Skills Series in each of the district's elementary, middle and high schools.	The curriculum will be taught through the school's guidance department of each individual school. Classes will include the necessary skills to make correct decisions in order to be successful in life.	Steve Branton	Annually until 2025	Federal/Local/State/Private Partnerships
Strategy	8.1.4) Partnerships				
Action Step	The system's Coordinated School Health Program will expand partnerships to promote joint projects designed to benefit students and their families and system employees.	Evidence of expanded partnership agreements will be noted and maintained. An expanded partnership with the Department of Health will continue with current programs and add health education presentations on the dangers of drugs/opioids, tobacco, and vaping/e-cigarette usage.	Steve Branton	Annually until 2025	Local/State
Strategy	8.1.5) School Safety and Security				
Action Step	The Sevier County School System will provide support personnel and necessary tools, resources, and management systems as well as related professional development to ensure a safe environment for all students and staff. This will include school cameras, door cameras, photo check, student reporting app, and other necessary tools.	Usage and functionality of tools and resources will be monitored. Evaluations of all related professional development will be reviewed. Provide PD for school resource officer, school administration team, support staff, and teachers.	Steve Branton	Annually until 2025	Federal/Local/State
Strategy	8.1.6) Staff Wellness				
Action Step	The system will continue to increase staff participation in the Wellness Program	Participation in the Wellness Program will increase annually.	Steve Branton	Annually until 2025	Local/State
Strategy	8.1.7) Social Emotional Well-being- Provide equitable access to a high-quality well-rounded education.				
	The Sevier County School System will provide social emotional learning curricula and related supports, including restorative and trauma-informed practices to develop students' social awareness and relationship skills.	Student management data will be collected that includes individual and small group progress related to social emotional learning. Provide professional development in suicide prevention, emotional support, and partnerships with local and state agencies.	Susan Howard Tony Stinnett	Annually until 2025	Local/State
Action Step	The Sevier County School System will implement and monitor behavior management supports in order to improve disciplinary practices and provide related professional learning to support administrators and teachers.	The number of student disciplinary hearings will be monitored	Tony Ogle	Annually until 2025	Local/State

Strategy	8.1.8) Chronic absenteeism- Improved student attendance rates				
Action Step	The system will support schools in addressing student absenteeism with a focus on those who are chronically absent and will implement a plan of action for improvement.	The number of students reported as chronically absent will decrease annually.	Scott Hensley	Annually until 2025	Local/State
Strategy	8.1.9) Nutrition				
Action Step	The system will provide nutritional alternatives in addition to the traditional breakfast and lunch menu items.	Students will be given other breakfast options such as the Grab and Go, Breakfast in the classroom, and Second Chance Breakfast. Each school will choose which alternative works best for them. Both breakfast and lunch menu's will continuously be updated and improved while still meeting the USDA guidelines.	Lisa McMahan	Annually until 2025	Local/State