

Investing in Students



Building our Future

5 Year Strategic Plan

2020-2025

Unicoi County Schools Guiding Tenets

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

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

Motto: Investing in Students...Building Our Future

Core Values: (What we believe)

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

Goals: (What we strive to achieve)

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

Core Competencies: (Who we are)

- UCS will actively sustain a culture of high expectations for ALL.
- UCS will provide a respectful environment that is responsive to the needs of each student.
- UCS will foster a mindset of growth and resiliency for our staff, students, and community.
- UCS will sustain high-quality professional development opportunities that are both ongoing and personalized.
- UCS understands and values the importance of the role of the family in the growth and well-being of the child.
- UCS recognizes the needs and opportunities of our community and values our role in producing prepared citizens who will advance Unicoi County.

Key Practices: (What we do)

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

Guiding Questions: (How we plan for learning)

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

GOAL 1: EFFECTIVE LITERACY K-12

Unicoi County Schools seeks to improve student literacy by providing every student with an effective teacher. Unicoi County has been engaged in a journey to refine and deepen existing educator practices and support structures in order to support the implementation of a high-quality curriculum in the classroom. Beginning with the study and adoption of effective literacy practices and analysis of student tasks and student work, we have developed a focus upon standards-aligned instruction and work to support teachers as they implement the following strategies in the classroom.

STRATEGY 1: Literacy Instruction and Assessment Support Structures to Foster High-Quality, Standards-Aligned Curriculum, Instruction, and Assessment in Order to Accelerate Learning and Reduce/Recover Learning Loss.

BENCHMARK INDICATORS:

- Synthesis of Literacy Learning Walks
- Synthesis of Task and Student Work Analysis
- Synthesis of Curriculum, Instruction, and Assessment Plan/Chats
- Synthesis of Teacher Survey/Listening
- Principal Perception Survey/Interview

ACTION STEPS:

- Teacher Leader/District Collaborative Model to Serve as a Support Structure Promoting Cohesion, Learning, Sharing Best Practice, Mentoring/Coaching
- Deepen Existing Structures to Include District Level Synthesis to Analyze Trends and Commitments
- K-12: School/District Level Literacy Learning Walks To Use Data-driven Understanding of Current Strengths and Areas of Support As Well as Give Specific Feedback
- Continue to Spread Improvement Science Efforts to Study and Measure the Impact of Instructional Decisions
- Foundational Skills Literacy Plans
- K-12- Student work analysis processes will deepen to intentionally analyze subgroups including SWD in order to investigate a range of factors impacting student success on strong, standards-aligned, grade level tasks.

STRATEGY 2: Access to Additional Opportunities to Support Student Acceleration and Learning Loss

BENCHMARK INDICATORS:

- Summer Learning/State-Adopted Benchmark Tests
- Pre/Post Summer Literacy Outcome Measures/ GELF
- ASPIRE Outcome Measures

ACTION STEPS:

- Partner with Governor's Early Literacy Foundation to Promote Early Literacy / Caregiver Engagement Program
- ASPIRE Summer Book Bus
- Family Communication/Supports to Highlight Accelerated Learning, Learning Loss/Recovery Opportunities
- Tennessee Learning Loss Remediation and Student Acceleration Act
 - After-School Learning Mini-Camp
 - Learning Loss Bridge Camp
 - Summer Learning Camp

STRATEGY 3: Student Support Systems to Meet the Unique Needs of All Students/Access to Grade Level, Standards- Aligned Instruction**BENCHMARK INDICATORS:**

- CUIA Plans Including Supports and Scaffolds
- Journey Maps/ Empathy Mapping
- Improvement Science
- Huddles

ACTION STEPS:

- Refine/deepen effective systems for identifying and supporting struggling students to meet grade-level expectations and understand the holistic student needs

STRATEGY 4: Deepen, Refine and Communicate Systems, Structures, and Expectations for Data Analysis and Action to Accelerate Learning and Remediate/Recover Learning Loss**BENCHMARK INDICATOR:**

- School Level Data Analysis and Assessment Plans

ACTION STEPS:

- School Level Assessment, Data Analysis, Action Planning, and Sharing
- Increased Coordination and Communication Between the Tiers to Leverage the Expertise of a Team to Support Students
- Provide all Educators with Toolkits and Resources to Support Accelerated/Recovering Learning

GOAL 2: EFFECTIVE MATH INSTRUCTION K-12

As the state of Tennessee continues to revise the standards for math instruction and roll out new, aligned materials, Unicoi County seeks to replicate the process began in 2020 with our literacy efforts. Unicoi County is preparing for a new curriculum adoption aligned with state standards with teachers and administrators collectively analyzing and evaluating textbook offerings and support materials. Improving instructional practices within the classroom will also be a focus of examination as we reflect on what we are asking our students to know and do as compared with state expectations of performance. Using the lessons learned from our literacy implementation, we will improve mathematics instruction for all students.

STRATEGY 1: Math Instruction and Assessment Support Structures to Foster High-Quality, Standards Aligned Curriculum, Instruction and Assessment in Order to Accelerate Learning and Reduce/Recover Learning Loss

BENCHMARK INDICATORS:

- Synthesis of Math Learning Walks
- Synthesis of Task and Student Work Analysis
- Synthesis of Curriculum, Instruction, and Assessment Plans
- Teacher Survey/Listening
- Principal Perception Survey/Interview

ACTION STEPS:

- Teacher Leader/District Collaborative Model to Serve as a Support Structure Promoting Cohesion, Learning around Best Practice, Mentoring/Coaching
- Deepen Existing Structures to Include District Level Synthesis to Analyze Trends and Commitments
- K-12: School/District Level Math Walks To Use Data-driven Understanding of Current Strengths and Areas of Support
- Plan and communicate district-level and school-level systems, structures, and expectations for data analysis and action.
- Refine/deepen effective systems for identifying and supporting struggling students to meet grade-level expectations and understand the holistic student needs.

STRATEGY 2: Access for All Students to Grade Level, Standards- Aligned Instruction

BENCHMARK INDICATORS:

- Synthesis of Task and Student Work Analysis
- Synthesis of Curriculum, Instruction, and Assessment Plans
- Benchmark/Progress Monitoring
- Support Teacher Survey/Listening

ACTION STEP:

- K-8- Student work analysis processes will deepen to intentionally analyze subgroups including SWD in order to investigate a range of factors impacting student success on strong, standards-aligned, grade level tasks

STRATEGY 3: Access to Additional Opportunities for Learning Loss Remediation and Student Acceleration**BENCHMARK INDICATORS:**

- Pre/Post assessment
- End of Program Follow Up Empathy/Journey Maps- Students, Parents, Community
- School Level Math Communication/Family Engagement Plans

ACTION STEPS:

- Tennessee Learning Loss Remediation and Student Acceleration Act
 - After-School Learning Mini-Camp
 - Learning Loss Bridge Camp
 - Summer Learning Camp
- Partner/engage families to ensure student access and opportunity to interventions and learning loss recovery

STRATEGY 4: Deepen, Refine and Communicate Systems, Structures, and Expectations for Data Analysis and Action to Accelerate Learning and Remediate/Recover Learning Loss**BENCHMARK INDICATOR:**

- School Level Data Analysis and Assessment Plans

ACTION STEPS:

- School Level Assessment, Data Analysis, Action Planning, and Sharing
- Increased Coordination and Communication Between the Tiers to Leverage the Expertise of a Team to Support Students
- Provide all Educators with Toolkits and Resources to Support Accelerated/Recovering Learning

GOAL 3: COLLEGE & CAREER READINESS

Unicoi County Schools recognizes that a high school diploma is a stepping stone towards a better future for our students. Instead of thinking of the high school diploma as an end to formal education, Unicoi County Schools encourages students to pursue further, post-secondary educational opportunities such as work force development through Tennessee's College of Applied Technology, Associate Degrees from local Community Colleges, traditional four-year degree programs, or military service. With this in mind, we encourage our students to explore the options before them by enrolling in Career and Technical Education courses, state-wide dual credit courses, Advanced Placement Courses, and online courses available in partnership with local universities. All of our efforts to prepare our students for the future are focused upon an end goal of being confident and well prepared as lifelong learners.

STRATEGY 1: Strengthen existing processes around building educator capacity and supporting ACT awareness, skill-building, and preparation.

BENCHMARK INDICATORS:

- ACT Prep class enrollment rates and data trackers
- Analyze Ed practice rates and scores
- Educator Support Plans

ACTION STEPS:

- Refine and strengthen our school-wide ACT focus using existing professional development structure
- Strategic process for utilizing Analyze Ed and other ACT-specific data to inform school-wide culture and practices

STRATEGY 2:

- Continue to build an EPSO and industry certification portfolio that is accessible to all students and student groups

BENCHMARK INDICATORS:

- Enrollment in Early Post Secondary Opportunity (EPSO) courses
- Industry Certification Monitoring
- Enrollment in CTE courses

ACTION STEPS:

- Through a continued partnership with East Tennessee State University, increase both on-line EPSO enrollment rates and the diversity of courses taken by Unicoi County students
- Refine our portfolio of statewide dual enrollment course offerings

- Increase career path and industry certification awareness and preparation beginning in middle school

STRATEGY 3: Increase Graduation Rate

BENCHMARK INDICATORS:

- Early Warning System data
- Class failure and credit recovery enrollment rates
- Ayers Foundation College Access office data (FAFSA completion and post-secondary enrollment rates)
- Graduation Coach data tracker (Check and Connect)

ACTION STEPS:

- Administration Team weekly meetings
- SWD Graduation Coach
- Monitor post-secondary data via college access counseling

STRATEGY 4: Child Find

BENCHMARK INDICATOR:

- Continued implementation of child evaluation procedure checklist to insure compliance

ACTION STEP: Checklist Review

: Improve college and career readiness in Unicoi County by raising the ready graduate rate as evidenced by improvements in ACT scores, EPSO enrollment, and graduation rate.

GOAL 4: CHRONIC ABSENTEEISM AS A PRODUCT OF COMMUNITY PERCEPTIONS AND SCHOOL CLIMATE & CULTURE

Unicoi County Schools further realize that a child who is not present in school misses valuable opportunities to learn. Missing just one day per month in Kindergarten and 1st grade significantly reduces a student's ability to read on grade level in 3rd grade. By 6th grade, absenteeism is one of three signs that a teen may not complete high school. We also recognize that the causes of student absences are varied and require individualized solutions focused on sensitivity, consideration, and collaboration between the school and the home.

STRATEGY 1: Professional Development for Awareness/Improvement of School Climate, Student Attendance, and Structures of Support

BENCHMARK INDICATORS:

- Principal Perception Survey
- Teacher Survey/Listening
- Family Listening
- Student Data

ACTION STEPS:

- Positive Behavior Supports and Interventions (Trauma Informed Practices and RTI2B)
- District Wide and School Level Ongoing Professional Development

STRATEGY 2: Communication Systems To Educate and Raise Family and Community Awareness of Attendance Including the Impact of Chronic Absenteeism

BENCHMARK INDICATORS:

- Communication Plans
- Other School Level Data

ACTION STEP:

- Strong Relationships with Families Including Communication and Follow Up to Reduce Chronic Absenteeism and Promote Student Attendance

STRATEGY 3: Structures to Identify Student Attendance History and Monitor Absenteeism Patterns Regularly and Intervene Early to Support students

BENCHMARK INDICATORS:

- Principal Perception Survey
- Stakeholder Survey/Listening
- Student Focus Groups/Journey Maps/ Empathy Mapping

- School Climate Surveys

ACTION STEP:

Structures and dedicated teams to identify and support students at-risk for becoming chronically absent

Measurement of Progress

GOAL 1: Effective Literacy K-12

Key Measure 1: Grade 2

	LC	RC	TH	UES	UCMS	All
2020-21 Data (All Students)	23	30	23	24		25
2021-22 Data (All Students)						
2022-23 Data (All Students)						
2023-24 Data (All Students)						
2024-25 Data (All Students)						

Key Measure 2: Grade 3-8 English Language Arts

	LC	RC	TH	UES	UCMS	All
2020-21 Data (All Students)	29.2	29.8	19.4	23.1	22	24.4
2021-22 Data (All Students)						
2022-23 Data (All Students)						
2023-24 Data (All Students)						
2024-25 Data (All Students)						

Key Measure 3: English I & English II (Grades 9-12)

	English I	English II
2020-21 Data (All Students)	25.2	34.1
2021-22 Data (All Students)		

2022-23 Data (All Students)		
2023-24 Data (All Students)		
2024-25 Data (All Students)		

Measurement of Progress

GOAL 2: Effective Math Instruction K-12

Key Measure 4: Grade 2 Math

	LC	RC	TH	U		All
2020-21 Data (All Students)	25	50	8	22		28
2021-22 Data (All Students)						
2022-23 Data (All Students)						
2023-24 Data (All Students)						
2024-25 Data (All Students)						

Key Measure 5: Grade 3-8 Math

	LC	RC	TH	U	UCMS	All
2020-21 Data (All Students)	32.2	31.9	25	23.6	25.9	27.5
2021-22 Data (All Students)						
2022-23 Data (All Students)						
2023-24 Data (All Students)						
2024-25 Data (All Students)						

Key Measure 5: Algebra I, Algebra II, Geometry (Grades 9-12)

	Algebra I	Algebra II	Geometry
2020-21 Data (All Students)	7.1	15.8	19.6
2021-22 Data (All Students)			

2022-23 Data (All Students)			
2023-24 Data (All Students)			
2024-25 Data (All Students)			

Measurement of Progress

GOAL 3: College & Career Readiness

Key Measure 6: College/Career Readiness--ACT

	2020-21 (Class of 2020)	2021-2022 (Class of 2021)	2022-2023 (Class of 2022)	2023-2024 (Class of 2023)	2024-2025 (Class of 2024)
Composite	18.8				
English	18				
Math	18.1				
Reading	19.7				
Science	18.9				
Met English Benchmark (18)	46.6				
Met Math Benchmark (22)	21.8				
Met Reading Benchmark (22)	35.6				
Met Science Benchmark (23)	20.7				
Met All 4 Benchmarks	13.8				
Met ACT HOPE Scholarship Eligibility	35.1				

Key Measure 7: Graduation Rate

	2020-21 (Class of 2020)	2021-2022 (Class of 2021)	2022-2023 (Class of 2022)	2023-2024 (Class of 2023)	2024-2025 (Class of 2024)
UCHS	93.7%				

Key Measure 8: Post-Secondary Enrollment Rate (Does not include military, for-profit schools, or some out-of-state enrollees)

	2020-21 (Class of 2020)	2021-2022 (Class of 2021)	2022-2023 (Class of 2022)	2023-2024 (Class of 2023)	2024-2025 (Class of 2024)
UCHS	67.6%				

Key Measure 9: Ready Graduate Rate

	2020-21 (Class of 2020)	2021-2022 (Class of 2021)	2022-2023 (Class of 2022)	2023-2024 (Class of 2023)	2024-2025 (Class of 2024)
UCHS	37.2%				

**Ready Graduates meet one of the following requirements

- Earn a composite score of 21 or higher on the ACT (or 1060 or higher on the SAT); or
- Complete four Early Postsecondary Opportunities (EPSOs); or
- Complete two EPSOs + earn an industry credential; or
- Complete two EPSOs + earn a score of 31 on military readiness on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT).

Measurement of Progress

GOAL 4: Chronic Absenteeism as a Product of Community Perceptions and School Climate & Culture

	2020-21	2021-2022	2022-2023	2023-2024	2024-2025
Unicoi County	18.5%				
LC	9.8%				
RC	19.1%				
TH	2.8%				
UE	22.5%				
UCMS	20.7%				
UCHS	21.0%				

Key Stakeholders

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