

**Tennessee School Improvement Planning Process
2014-2015
206 East Davidson Drive
Fayetteville, TN 37334
931-433-3565
System Number 0520**

Lincoln County Board of Education

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Lincoln County Schools Mission Statement

**Parents, teacher, and community will collaborate to provide a safe, secure, and
Engaged academic journey
E.D.G.E.
(Engaged, Determined Growth Everyday)**

Lincoln County Schools Beliefs Statement

**Quality instruction with challenging learning experiences will allow our students to
maximize their full potential.**

Lincoln County Schools Vision Statement

**Students will have the skills, confidence, and determination to excel in the global
society.**

Objectives, Strategies, Goals:

Area #1 Early Childhood Education

Goal: **All children will begin school ready to learn**

Current Status:

The schools in Lincoln County represent a wide variety of cultural, socio-economic, and environmental variations. It is important for our school system to provide all children with an even playing field as they begin their educational experience. All five of our elementary schools currently provide early childhood educational services. We have a total of nine pre-school classrooms in operation for 2014-2015. Because of state department changes in enrollment age for pre-kindergarten and kindergarten students, we have seen declines in our enrollments in these areas for the past two years. We begin pre-registration in January each year and are expecting increased enrollment in all programs for the 2015-2016 school year.

Strategies:

1. We had been considering expanding our Pre-K program before the changes the state made that delayed mandatory enrollment age took effect. We have not begun to study and plan for any future growth after these enrollment changes and will not expand until the impact on enrollment is fully realized.
2. A Pre-K coordinator is located at SBALC. We monitor enrollment annually. The local system will evaluate the early childhood programs at the four current sites and consider additional classrooms as funds become available. We currently have rooms at Unity, Flintville Elementary, Blanche and SBALC.
3. The Pre-K advisory council will meet bi-annually to evaluate the county's pre-school population needs. The Pre-K coordinator meets with principals and staff monthly to be fully informed.
4. The system will collaborate with Head Start to help all families be better prepared to help the students of Lincoln County become successful.
5. The system will maintain communications with all agencies to foster a strong pre-school education program for the county.

Measures:

- Improved Brigance, DIBELS, or ESGI (Educational Software for Guiding Instruction) scores in pre-kindergarten and improved Brigance screening scores at all schools with pre-kindergarten programs
- Decreased retention rate in kindergarten and first grade
- Pre-test/Post-test data on Pre-K students will show a measurable gain
- Improved SAT10 in 2015 and other data as needed to show growth over time

Area #2**Primary and Middle Grades Education**

Goal: **All primary and middle grade students will achieve world-class standards and will enter high school ready for rigorous study**

Current Status:

The system currently analyzes three areas of reported test data to determine student success, TCAP, TVAAS, and AMO's. On the 2014 report card, Lincoln County students' TCAP Achievement scores were above state average in all subjects in grades 3-8. In Criterion Referenced Academic Achievement, students received a grade of "A" in all subjects. In order to meet state benchmarks, the Board also studies AMO data. As a system, Lincoln County Schools met the majority of the AMO achievement goals. The system did not meet the majority of GAP Closure goals, but did test at least 95% of students for all individual subgroups. Lincoln County students reported gains by the TVAAS data of an 'A' rating in Mathematics, 'C' rating in Reading/Language Arts and Science, and Social Studies was a 'B.' A 'C' rating represents one year's growth. Our system received a rating of "In Need of Subgroup Improvement." This designation means that our highest performing students are out-performing some of our subgroups. Since RTTT began, we have at times had Focus Schools designated due to gaps between small subgroups and all other students. Every effort is made annually to decrease these gaps.

Attendance rate for K-8 students was 95.5% for 2014, with the 9-12 rate at 94.5%. The graduation rate was 95.4% in 2014. We have 100% of our teachers currently Highly Qualified. We are below the state per pupil expenditure of \$9346.30 with a local per pupil expenditure of \$8,465.50.

Due to continued growth in the southern part of Lincoln County and the redistribution of K-8 students from Stone Bridge Academy to existing county schools, the Board has worked on long-range plans for a new school in the county. The study has included assessment of projected student enrollment, building location sites, and cost estimates. We have also conducted a student-by-student zone analysis to help determine growth needs. The Board selected a site near the Providence Road and Highway 64 area in the northeast quadrant of our county. The County Commission did not allow this purchase. Because the state changed the enrollment age for children entering school and staggered the dates over several years, our system had been placed in a category called 'Stability' for funding. We received \$13,000 additional funds this year, but with our current enrollment, we could see major cuts to our BEP allocations in the 2015-2016 school year. State-wide, more than 50 additional systems have entered 'Stability' since the enrollment ages changed and many of those systems will not catch up to previous levels for 3-5 years.

Strategies:

1. Use the K-8 curriculum standards provided online by the state department to help teachers see the linkage between the state framework, the TCAP test objectives, and TNReady State Standards and to use intervention strategies to address individual student performance by subject and by grade.
2. Conduct staff development to strengthen the current 6-8 grade program. Incorporate new communication opportunities for all subject and grade level teachers to interact and plan together. Continue vertical planning at the school level, Professional Learning Communities, and vertical planning county-wide. Work with teachers on content and standards implementation. Continue working with monthly PLC's.
3. Provide materials, support, and staff development to enable teachers to meet the needs of middle school students and to improve these students' achievements as measured by the TCAP scores and by AMO reports (i.e., Springboard, RTI, etc.). Hold regular monthly meetings to improve student-engaged learning (i.e., Teacher Time).
4. Continue to fully utilize the county-wide vertical teams to improve reading instruction and to incorporate research-based reading strategies at all grade levels and continue similar work with mathematics. Conduct both Mathematics and ELA county-wide meetings to strengthen student- engaged learning.
5. Continue preparation for End-of-Course exams (9-12 grades) and ACT assessments (8-12). All students will be ready for Algebra I by the time they enter ninth grade.
6. Provide counseling for at-risk students and continue programs to improve attendance and decrease the drop-out rate. Our system will continue to fully utilize our Family Resource Center (FRC) to provide intervention for our at-risk students. We will consider the continuation of our "special need" behavioral classroom, the STAR, CRISIS, and At-Risk committees.
7. Continue to incorporate a variety of reading instruction/ELA strategies county-wide in all Pre-K through 5th grade classrooms. Begin tracking student performance using RT12 manual guidelines and interventions. Work with students to create online writing opportunities and to improve reading foundation skills.
8. Continue joint planning (Curriculum, Special Education, Federal Projects) to ensure that all special needs are receiving the most challenging, standards-driven curriculum appropriate for their performance level. Reorganization of the Central Office into PLC teams will continue to be supported through group meetings and group planning so that all supervisors and all principals are aware of county-wide programs to help "All Children Learn." At all levels, student outcomes will be the focus of all discussions that involve the distribution of funds and the

organization of schedules and time. Use of the e-Plan will require all programs to plan funding around outcomes based instructional needs.

9. The local board is committed to having art and music education with art and music specialist in the classrooms when possible.

10. Our public relations plan was created to help involve the community more fully in the goals for student outcome in Lincoln County. Parents were surveyed in the fall of 2014 to determine need. These survey results were analyzed by the central office staff and parent survey results were used in goal setting for the 2015-2016 school year. The survey results found that parents surveyed scored our system a 4.12 on a 5 point scale, our staff scored our system at 4.30 on a 5 point scale, and our students scored us at 3.95 on a 5 point scale. The district team is looking at each survey item and creating an improvement plan for all items that appear to need our attention to improve our performance and public perception of our system. The Board and the central office staff meets with the Parent Advisory Board annually as needed.

Measures:

- Improved TCAP, TVAAS, ACT, and AMO scores and improved student engaged learning opportunities such as the CTE Rock Crawler Project/STEM programs/technological skills on multiple devices
- Decreased dropout rates, increased attendance and graduation rates, improved student engagement
- Improved performance for all students at all achievement levels as evidenced by STAR math scores, STAR reading scores, DIBELS, Common Formative Assessments, Discovery Ed, TCAP scale score gains, formative assessments, acknowledgement of individual student success in awards programs, data walls, and data charts, state competitions, etc.
- Maintain the number of Highly Qualified teachers at the beginning of each school year at 100%
- Maintain Average Daily Attendance and Average Daily Membership to state or national goals
- Improved parental and community involvement in all schools and at the district level
- Improved web page
- Continued use of all-call/robo-call notification program

- Continued partnership with Elk Valley Times to send text message alerts
- Continued use of data walls, data notebooks, and data discussions with student lead conferences

Area #3**High School Education**

Goal: All high school students will achieve world-class standards and leave school prepared for post-secondary education, work, and citizenship

Current Status:

Lincoln County operates a high school program housed in two schools – a transitional 9th grade facility (Lincoln County Ninth Grade Academy (NGA)) and a 10-12 grade facility (Lincoln County High School (LCHS)). The 9th grade facility was created to help bridge the gap between our five K-8 elementary schools and the senior high school. Programs at NGA include counseling and advisory programs to help students better adjust to developmental changes, and to make choices that are necessary to complete high school. The ninth graders work toward proficiencies in all academic and social areas so that they are ready to successfully complete the high school years at LCHS. Extracurricular programs focus on age appropriate activities, and sports run both at NGA and in cooperation with LCHS

LCHS is a comprehensive high school that offers a wide variety of both academic and vocational classes. Students are taught using a block schedule model and students may pursue an honors or regular diploma. Lincoln County's 10-12 grade students' three-year average TCAP reports show our students to be performing slightly below state average on the ACT, and at state average on the EOC Exams and Writing Assessments, and above state average on the AMO report. High school attendance was slightly above the state average with the graduation rate exceeding state average. Grades 9-12 TVAAS scores improved in the areas of English I and II as well as US History. Scores for Algebra I and II, Biology and English III were at or slightly below expected gains. TVAAS scores need to be improved, especially for ACT. A full EOC (End of Course) RTI program is in place and ACT scores are expected to be up in next year's report since they are reported on a one year delay. Our system goal is to reach a school average score of 21 this year.

Strategies:

1. Goals will be set by the system and each school to ensure that all students have the opportunity to complete a rigorous core curriculum as provided in the High School policy. All students are expected to do their best and to be college and career ready by graduation.
2. Students at all performance levels must be challenged academically. Uniform standards will be developed to ensure quality instruction at all levels (K-12). Special attention will be given to student placement, scheduling, and to vocational offerings both at the 9th grade level and in the 10-12 program.

3. P-16 Council initiatives, vocational planning, and career counseling programs will be utilized to provide guidance for those students seeking to work directly after completing high school. TNAchieve programs will focus on student college readiness.
4. A staff development plan is funded and updated annually to ensure quality instruction in all grades. TIF grant funds are available and used to help teachers be fully informed and prepared.
5. Programs will be researched and implemented to improve attendance and reduce the dropout rate. These programs will include, but are not limited to, the continued support of the Family Resource Center, Credit Recovery Programs, and the Lincoln County Truancy Board.
6. Planning sessions will be conducted to allow teachers at all grade levels to continue to discuss the needs of the student population as they progress to the next level (i.e., 6th grade teachers will meet with the 7th grade teachers, 9th grade teachers will meet with 10th grade teachers, etc.).
7. Lincoln County High School created small learning communities at that location. This shift required travel to four other school systems during the 2012-2013 school year to look at the use of PLCs (Professional Learning Communities), RTI (Responsiveness to Intervention), and scheduling options. This program is now being utilized at the Ninth Grade Academy as well.
8. Increase the teachers' utilization of technology in the classroom. All teachers will have access to technology, Shmoop, and Cambridge to help improve students' ACT scores.
9. In repurposing Stone Bridge Academy, all alternative school programs have been moved to SBALC and additional intensive intervention programs for 9-12 have been added. This is a place where our most "at risk" children in grades 6-12 can receive interventions to help them gain academic and social skills necessary to graduate on time and on task. The Challenge Program has proven to improve both graduation rate and decrease discipline problems in our 9-12 programs.
10. CTE Program development and strategies are implemented for continued high school success.
11. All students in grades 9-12 have been given a laptop computer to improve and engage student learning.

Measures:

- Improved ACT scores at all levels "core and less than core." Goal of 21 has been set and communicated

- Improved percentage of students performing at or above the proficient level on all exams
- Increased percentage of students performing at or above the competent level on the writing assessment
- Improved attendance rate (9-12)
- Decreased drop-out rate (9-12)
- Increase the percentage of students who graduate with a regular diploma
- Increased percentage of students completing upper level mathematics courses successfully
- Increased number of students completing advanced placement courses and meeting college credit requirements on AP examinations
- Improved graduation rate

Area #4 **Technology**

Goal: **Technology will be used to improve student learning and analyze data**

Current Status:

Lincoln County has made a major commitment to increase the availability and training to Lincoln County teachers and students. All classrooms now have at least one computer with Internet access. All schools have computer labs and all K-8 schools have dual labs, one for the K-5 students and one for the middle grades. Students in all K-8 schools have access to multiple digital learning devices including iPads, iPods, laptops, calculators, and computers. These devices are used regularly to support student learning. Students in grades 9-12 are participating in a one-to-one digital laptop initiative. Through this initiative, each high school student is provided access to a Lenovo laptop computer for home and classroom use. This access to technology is provided to meet the individual needs of learners, engage students in authentic learning experiences, and develop the technological skills students require to be college and/or career ready. Teachers are offered training to help them fully integrate technology into the classroom. Follow-up training is offered during summer in-service and is available on an as needed basis during the school year. Department supervisors, school administrators, faculty and staff work together to align with the goals of the National Education Technology Plan.

Strategies:

Teaching: Prepare and Connect

1. Develop and implement professional learning opportunities for training that emphasizes integration of technology into the instructional process.

2. Focus on training that will encourage students and teachers to create, manage, and assess using available technology. Additionally, individual schools offer job embedded technology training at the school level for all teachers and for students in all grades.

3. Implement technologies including iPods, iPads, laptops, presentation devices, video conferencing as funding allows.

4. Structure the Information Systems Department to provide increased support for instructional and technical needs.

5. Provide opportunities for collaboration and learning through online and video services.

Learning: Engage and Empower

1. Increase student access to technological devices.
2. Expand access to technology applications including email, file storage, web based applications, and cloud based technologies to engage and empower students and faculty, and community partners.
3. Support expanding STEM experiences into student learning experiences.
4. Strengthen middle grade computer literacy curriculum that aligns with state standards.
5. Develop plans for allowing use of personal devices in the teaching and learning process.

Assessment: Measure what Matters

1. Provide opportunities for teachers and students to prepare for technology based assessments.
2. Use technology to provide access to student assessment data.

Infrastructure: Access and Enable

1. Maintain a stable and secure wireless network at each school.
2. Continue to update existing infrastructure to support teaching and learning and move toward the new Tennessee online assessments expected to begin in 2015-2016. This year, we will administer the TCAP achievement exams for the final year.
3. Provide maintenance for computer equipment.
4. Expand the LCDOE network abilities and features to support increased demands for technology services.

Measures:

- Maintain positive in-service evaluations
- Increase student use of classroom computers and computer lab facilities measured by increase in sign-up for use of facilities
- Increase integration of technology into the classroom measured through increased occurrence in teacher lesson plans and witnessed in classroom observations
- Improve student learning as measured by assessments

Area #5 **Teacher Education and Professional Growth**

Goal: **The Lincoln County School System will provide quality staff development programs for all teachers and administrators and will strive to recruit quality professionals to become a part of the staff of this school system.**

Current Status:

Because Lincoln County Schools believe professional learning for teachers is crucial to the academic growth of all students, we insisted on an outcomes-based professional learning component as part of the Teacher Incentive Fund (TIF4) federal grant. The grant requires teachers attend two professional development sessions monthly to be eligible for compensation from the grant. These learning opportunities are conducted by district and school level staff. Teachers continue to participate in three days of in-service and two days of staff development required by the state. Additionally, Teacher Time professional development sessions are offered monthly to new teachers and other teachers across the district. New teachers participate in a three day county-wide new teacher in-service conducted at the central office level. All professional learning activities are researched based, tied to needs identified by teacher evaluations, school and district needs assessments, assessment data, and district and school strategic plans. Programs are available during the summer and throughout the school year as needed for both teachers and administrators. Mentoring programs for new teachers are in place to support our most recently hired professionals.

Strategies:

1. Improve first year teaching experience by:

A. A structured new teacher induction program. The induction program will include three days of new teacher in-service, monthly school year workshops, and mentoring programs. All new teachers will be required to participate in the induction program and document completion for the board.

B. Utilizing all administrators to do drop-in visits and evaluations of new teachers to ensure a good beginning experience.

C. Providing opportunities for new teachers to be trained in all local programs.

D. Promoting mentoring in each building.

E. Hiring highly qualified, certified employees

F. All new 10-12 teachers complete “Block Schedule” training immediately following their hire date.

2. Promote professional development as an on-going process at the school and system level by:

A. Funding and conducting summer workshops linked to the school improvement plan.

B. Linking all professional development to student learning.

C. Conducting system-wide staff development to improve student performance.

D. Fully utilizing all 5 days of in-service to improve student learning by preparing staff development programs that seek to increase student performance.

E. Utilizing the “staff development” stockpiled days to create individual learning plans to aid all students in performance standards.

F. Continuing with a “marginal teacher” intervention program to work with teachers in the areas of increased performance, implementation of a positive discipline plan, classroom management, etc.

G. Utilizing grade level or departmental meeting for staff development. Each school has developed Professional Learning Communities (PLCs) to fully connect teachers and administrators to the use of data to improve student engaged learning. These groups meet at the grade level, school level, and county level over the course of a year.

H. Continue to maintain 100% highly qualified status.

I. Train all 10-12 teachers annually in appropriate Block Schedule techniques, and on new initiatives such as RT12 (Responsiveness to Intervention), and PLCs.

J. Principals will chart and report their classroom visits to the central office through uploads into the TDOE Code program and will be monitored by the TIF Evaluation Specialist.

K. An “Administrator’s Preparation Class” for Lincoln County school employees who may have an interest in becoming an administrator in the future has been added to our staff development program. This program is offered as needed.

L. Recruit and develop highly qualified school leadership.

M. Conduct mandatory principal’s in-service which is planned and implemented annually.

N. Teacher Time and school level professional development will be additional optional evening professional development opportunities.

O. Differentiated Professional Development is offered during the school year and during the summer for all staff.

Measures:

- Improved student learning as measured by assessments
- Fewer first year teachers will leave the system and/or profession
- Positive teacher evaluations of the local in-service program
- Improved instructional practices as indicated by evaluation scores
- Improved alignment between evaluations and TVAAS results over time

Area #6 **Accountability and Assessment**

Goal: **Assessment will be used to improve student learning and demonstrate accountability.**

Current Status:

The Tennessee State Department of Education has an accountability plan and goals are in place to monitor performance of all students. Lincoln County uses the State Curriculum Framework and TCAP as a guide in K-8 to help our students reach state and national performance standards. As research shows a need for changes in currently accepted teaching methods and strategies, new programs are introduced. Currently being evaluated as to their effectiveness are the RTI strategies and three tiered intervention techniques, Character Counts! (K-12), Block Scheduling (10-12), STAR, Discovery Education Assessment, DIBELS, and DIBELS Math. At the 10-12 level, we allow students to apply for early admission and early degree programs in a partnership with Motlow State Community College. Tennessee adopted the Common Core State Standards (CCSS) and joined the PARCC Consortium. We are currently working to transition to new, more rigorous CCSS in grades K-12 and be prepared for online TNReady Testing in 2015-2016. Curriculum coordinators are available in all schools to evaluate curriculum programs that are being used in the classroom and “to help teachers teach and students learn.” Our motto, mission, belief, and vision for LCDOE all focus on engaged student learning.

Strategies:

1. The curriculum for the Pre-K-8 and 9-12 students will be linked, when possible, with the objectives for TCAP Achievement, State and National Standards, end-of-course exams and the ACT. In 2015-2016 we will have fully transitioned to the TNReady standards.
2. Staff development is provided for teachers to help them better prepare students for end of course assessments and for engaged learning experiences.
3. All schools will set student, classroom, grade level, and school-wide goals to improve student performance as measured by state assessment instruments.
4. The LEA will establish performance goals for principals and schools.
5. The LEA will provide assistance to each school needing additional help to reach these goals (i.e. focus schools, in need of subgroup improvement, etc.).
6. The administration will help teachers identify areas of strength and weakness and utilize that knowledge to improve student performance.

7. The administration will encourage student attendance, time-on-task, and commitment to learning for students at all performance levels.

8. The administration will prepare system and school goals, programs, and staff development to enable all students in Lincoln County to meet the state's performance goals for the Tennessee school system.

9. Strict attendance goals for all teachers will be used to help ensure a highly qualified teacher is present in each classroom each day. This will be written in the TIF grant guidelines. Family Medical Leave Act guidelines will be honored.

Measure:

- Improved performance in all areas of the State Board's performance goals and improved engaged student learning to reflect our system's vision, mission, and beliefs
- Improved college/TCAT enrollment and completion

Area #7**School Leadership**

Goal: **School leaders will be well prepared and will be responsible for improved performance of the schools and students in Lincoln County**

Current Status:

Since 2000 all LCDOE principals have had performance contracts. Each school in the Lincoln County system developed a five-year plan that has been updated annually by a school improvement committee. These school goals reflect the system's desire to reach the performance goals set by the State Department of Education. In 2006 the system completed its first TCSPP planning process and that plan was updated annually through 2012. All Lincoln County Schools have also successfully completed the SACS/CASI accreditation process and the LEA was awarded a district-wide certification five years ago. We are looking at the commissioner's new strategic plan and working toward those goals as well. In 2012-2013, the state moved to an ePlan approach with a strategic plan at the district level. This strategic plan has data and goals that address student learning as measured by TCAP scores, TVAAS scores, and ACT scores. Each school writes a short data driven plan at the school level and then the system creates a plan that connects all federal and some grant funding. This helps all leaders make good decisions about our funds and their direct impact on student learning.

Strategies:

1. The local school board's five year plan addresses the State Board's policies in early childhood, elementary, middle grades, and high school performance. The county strategic plan addresses funding and learning goals and supports these plans.
2. Mentoring, evaluation, and in-service programs will be used to help "marginal" teachers reach their full potential.
3. The school system's strategic and the school improvement plans will all reflect the system's commitment to improve student performance as measured by state assessments. TIF funded professional development programs are data driven and are differentiated to meet teacher and student needs over the life of the grant.
4. State, local, and school policies will be clearly communicated to all faculty members to help facilitate our county's compliance in all policy areas.
5. School improvement committees will be on-going groups that evaluate the student performance yearly and adjust school programs to ensure continued growth. Lead teachers are available in all schools and funded through the TIF grant to help build leadership capacity in each school and in our system.

6. Administrative staff development programs will be conducted annually and a follow-up program will be developed to create in-service programs that are productive and allow for continuous improvement. These programs are overseen by the Curriculum Supervisor and by our Evaluation/TIF Specialist. They include programs for our new teachers, our lead teachers, all content level teachers, our administrators, and our EA's.
7. The establishment of school level teams to plan, evaluate, and implement programs will be encouraged. These PLC meetings will be supported by TIF and by system and school scheduling.
8. The Board will review the principal's performance contract annually. The Director will conduct full evaluations annually and at least 50% of each evaluation will be data driven. The system and state uses the state model, requires all principals to be trained annually and to pass an exam annually to remain certified in the evaluation model. The same model is used for Principals, Assistant Principals, and a very similar model is used for supervisors. These evaluations are based on multiple site visits and/or conversations over both semesters. The goal is to improve performance and to improve student learning over time. Respect for the school and program leaders as they are evaluated is vital for continued success.
9. The central office oversees the administration of the AdvancEd survey to determine needs as measured by internal review of curriculum, instruction, safety, etc., every 2 to 3 years as needed to meet the AdvancEd standards. The TELL survey is used when available.
10. The parent advisory committee will include board members, parents, and central office staff and will meet as needed. We have typically met annually and have even met more often in some years when changes impacted our students and staff.

Measures:

- Improved performance on all of the state's performance goals including Race to the Top AMO goals, TVAAS, TCAP, EOC, ACT, attendance and promotion rates
- Improved quality of each school's strategic plan and performance goals over time
- Growth in principal's performance as measured by the principal's performance contract
- Improved scores on the survey evaluations, TELL survey, and other examples of system performance as available

- “So You Want to be an Administrator Training” enrollment and completion numbers as they become available
- District AdvancEd accreditation re-evaluation 2015

Area #8**School Health and Safety**

Goal: All students and school personnel will have teaching and learning environments that are safe, disciplined, and healthy

Current Status:

The local school system strives to provide a safe environment for all Lincoln County students. Safe and well maintained buildings; strong community partnerships; zero tolerance to drugs; alcohol, and weapons; violent behavior prevention whenever possible; and effective response when violence does occur has helped Lincoln County to maintain as safe an environment as is possible in today's world. It is the system's belief that a strong academic program that actively engages all students and staff in healthy lifestyle knowledge and practice may be the most effective preventative measure for our at-risk youth. By utilizing the Olweus Program system-wide, it is our hope that incidents of bullying and victimization will decrease over time. The STAR Committee, Crisis Committee and our intent to offer high quality interventions for all students with emotional, academic, or behavioral needs has led our system to be both respected and modeled state-wide. One can never know when an act of violence will occur, but we have found our plan to be effective through several crisis situations in the last five years, including building fires, threats of violence and a direct hit by a tornado in 2014.

Strategies:

1. A crisis management team was established and a crisis management plan implemented that includes a zero tolerance policy to threats and is updated annually. The central office safety committee meets regularly to evaluate our system's needs and programs. All of our crisis policies are reviewed and updated annually. The district works closely with the Family Resource Center and with our Consolidated Health Program which provides support and interventions to at-risk students and their families to keep the students in school.
2. Integration of school safety and local school health planning into local and school level planning process is encouraged and is coordinated by our Coordinated School Health Supervisor.
3. Teachers and administrators are trained in anti-bullying research/programs including a county-wide anti-bullying program and all schools (except SBALC) and staff have implemented the Olweus Bullying Prevention Program.
4. Continued support for the "Safe Schools" youth worker that has been employed and trained in conflict management and in conducting peer mediation programs for 7-12 students.

5. Full utilization of all counselors who are trained and can implement peer mediation programs to all 6-12 students and comprehensive counseling programs for all Pre-K-8 classrooms.
6. Promotion of community dialogue and strategic planning regarding the prevention of youth crime.
7. Continued maintenance of a strong alternative school program.
8. Continued support for a school nurse in each of the eight schools.
9. All schools will be encouraged to implement programs that will provide help for the at-risk student population.
10. CPR and AED training is available for faculty and staff during in-service and staff development.
11. Cameras have been placed in all schools. These cameras are repaired and inspected annually. New cameras are installed as needed. Buses all have cameras.
12. Central office staff shall conduct random and periodic checks on building security including locked doors, crisis drill documentation, check in/out procedures. These checks are made by more than one person and more than once per year.
13. Every effort is made to use a team approach, working with counselors, administrators, teachers and parents to prevent violence, limit bullying behaviors, and avoid student's dropping out prior to graduation. The Challenge Program was added to aid in this work.

Measures:

- Decrease in reports of violence in all schools
- Decrease in expulsion and suspension
- Decreased reports of student use of alcohol and drugs
- Decrease in drop-out rate and improved attendance in grades 6-12

Area #9

Funding

Goal: **The local board is committed to providing a quality educational program for all students, and with the county commission's approval of the budget, will provide adequate and equitable funding for all programs and expenses necessary to successfully operate the system's eight schools.**

Current Status:

The Lincoln County School Board strives to fund academic programs as needed to improve student achievement. Several new programs have been incorporated into the county's curriculum and both Federal and State Grants have provided additional programs in some schools. In addition to these curriculum changes, the board has funded technological advances in the county's schools and several building maintenance projects including an ongoing roofing program that provides repairs to all schools. The Lincoln County Department of Education was notified on January 30, 2013, that the system had been awarded a TIF (Teacher Incentive Fund) 4 grant. The award amount of \$115,000 for year one was for planning. A design team was organized consisting of teachers and principals. This committee of teachers met on a monthly basis and developed a strategic compensation model that aligns with the direction and focus of Lincoln County.

The first payout of our TIF grant was in October 2014 and we gave more than \$550,000 to our teachers in the form of pay increases or for funds earned for the completion of professional development hours as outlined by the teachers' differentiated professional development plan.

On October 25, 2013, the design team's leader appeared before the State Board of Education to submit Lincoln County's compensation model application which had been approved by the Lincoln County Board of Education at its September meeting. This application was approved by a unanimous vote.

An opportunity for teachers to "opt-in" to this model opened November 11, 2013 and remained open through December 20, 2013. Nearly 90% of the teachers of the system chose to accept the opportunity to increase their base pay based on their yearly TEAM evaluation score. The total allocation to Lincoln County for 2013-2014 was \$1,016,605. Besides rewarding teacher performance, administrators will be rewarded for building level growth based on TVAAS results and the percent of Gap Closure/AMO goals met.

This model also provides for teachers to attend professional development activities each month (a minimum of three hours each month). Teachers were also afforded the opportunity to apply for a role of Lead Teacher in their school. Again, monetary compensation for each of these options is based on the yearly TEAM evaluation score.

The only group of professional educators not rewarded by this model was supervisors in the system. On March 3, 2014, the Lincoln County School Board voted to approve and fund a model from local funds that is like that of teachers and administrators.

Other funding issues currently being discussed include the purchase of additional land for overcrowded areas, re-working of the system's HVAC systems in many schools, the system's placement in the 'stability category' due to decreased enrollment over the last two years, continued roof repairs following the schedule approved by the board annually, and other maintenance needs such as paving, painting, etc. Also vital to our discussions are our technology needs, our one-to-one initiative, our textbooks vs. laptop shift, LEAPS grant continuation and expansion for after-school help and for community support of after-school programs, support for evaluations/evaluators in our schools, support for RT12 requirements and mandates in K-5, and continued use of system funds for K-8 technology programs. Efforts over time have been made to help our system be ready for all standardized assessments with Wi-Fi, hardware, and infrastructure improvements being made annually. BEP, local tax dollars, and funding sources are evaluated annually.

Strategies:

1. Continue to plan for building and maintenance programs in Lincoln County.
2. Continue to monitor curriculum needs to provide new and expanded programs as needed.
3. Continue to provide adequate maintenance to buildings, equipment, and materials as needed.
4. Use of TIF funds to compensate hard to staff areas as well as reward teachers for high student academic performance over time.
5. Continue to study ways to find improved salary/benefits packages to enable Lincoln County to recruit and retain the best and brightest teachers and administrators.
6. Continue to support the "beginning administrators" academy for the system's teachers who want to enter administration.
7. Investigate and implement a quality middle grade program that will improve student's readiness for rigorous high school curriculum and to promote college and career readiness.
8. Investigate recruitment and retention plans for all K-12 teachers/programs, e.g., changes to benefits packages, mentoring, staff development, etc.
9. When any school is near capacity, zoning rules will be enforced and the Board policy for transfer will be strictly enforced as needed.

10. Continue to evaluate school enrollment and core capacity.

11. Efforts will continue to improve teacher content knowledge at the middle grade level so that teachers and students are better prepared for the new and changing state standards.

Measures:

- Continued expansion of the use of technology in the classroom to support student engaged learning and our one-to-one initiative
- Increased performance of all schools measured by performance goals adopted by the State Board of Education
- Continued study of salary and benefit packages
- Continued use of alternative funding sources such as TIF, Child Care, etc., to improve student learning opportunities and teacher compensation

Area #10 Maintenance

Goal: **All children and staff have a comfortable, well maintained building which will enhance the learning environment. Our department goals are to maintain all buildings in a fashion conducive to the learning atmosphere and to continue to administer capital projects, new construction (existing buildings as well as new construction), and to be poised to answer any calls of an emergency/afterhours nature.**

Current Status:

The Maintenance Department strives to maintain all buildings in accordance with state, federal, and local regulations. The Department currently has seven employees responsible for some 747,000 square feet of building area. Each employee is therefore responsible for 106,714 square feet per day and approximately 650 persons a day. We are comprised of one supervisor, one employee responsible for our TDEC certified sewer plants (that must be checked daily) and sewer systems, one employee responsible for painting, and four general maintenance employees responsible for daily maintenance. All maintenance requests are processed by a ticketing system daily and tasks are assigned by importance and geographical (proximity of buildings) location of the work to be performed. All staff are on call 24 hours per day and respond to calls and emergencies that may arise after hours. During this school year, the maintenance staff was also (in addition to their normal duties) tasked with the rebuilding of one of our schools that was struck by an EF-3 tornado. This building was reopened in 103 days and school was only delayed one week.

Projects:

In addition to daily maintenance, the staff is responsible for new installations of infrastructure, power for new technology, roofing, land acquisition, window replacement, carpet and tile replacement, road building, paving, boiler repair and replacement, HVAC repair and replacement, additions and building renovations, signage, door replacement, door hardware replacement, additions and replacement of extensive sewer apparatus, and any other one time board and/or principal discretion projects.

Measures:

- Project completion records
- Ticket completion records
- Project schedules and implementation