



# Maury County Public Schools

## Strategic Plan 2018-2023

### Reviews and Drafts Log

<b>Date updated:</b>	<b>Draft name/ number:</b>	<b>Summary of changes:</b>	<b>Signed off date:</b>
8/17/17	Draft v1	Initial draft following Aug 12/13 planning retreat with Principals, Exec Team and School Board	9/14/17
9/27/17	Draft v2	Feedback from Board and Exec Team incorporated	11/4/17
11/29/17	Final	Feedback from Board and public consultation included	
12/11/17	Final	Strategic Plan approved by the Board	

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## Forward – Dr. Chris Marczak, Maury County Public Schools Superintendent

Welcome to Maury County Public Schools!

A community is known by the schools that it keeps. Maury County Public Schools has a reputation for excellence and our students are celebrated for their achievements. We serve more than 12,000 kindergarten through twelfth grade students and operate 17 traditional elementary, middle and high schools; three K-12 unit schools, one non-traditional high school; and one alternative school in our county.



In an era of great global change, we face the challenge of preparing today's students for an unknown and uncertain future. Today's kindergarten students will pursue careers that have yet to be imagined. This is also a time of great financial challenges, both for our schools and our families. However, I know that if we commit to excellence, our children and young people will respond in kind. Our commitment to Professional Learning Communities (PLCs) guides teachers to collaborate, share best practices, review data and discuss strategies to help maximize student learning. In the end, student learning depends first, last and always on the quality of teachers, administrators, and support staff in our schools; our children deserve no less than our very best every single day.

As both a parent and educator, I know that we hold the future of our community for the next generation. Involved parents and community members are vital to the success of our schools, and I am proud to be a part of a school community where education is valued. I appreciate your support as we continue to secure a bright future for the children and communities that we serve.

I encourage you to please contact us if we can be of service in any way

Sincerely,

Chris Marczak, Ed.D.  
Superintendent of Schools

## Background

### *History*

Maury County is located in middle Tennessee and is the southernmost county within the Nashville Metropolitan Statistical Area (MSA). Rooted in a foundation of agriculture, but bustling with economic growth from Advanced Manufacturing, Maury County is currently the 5<sup>th</sup> fastest growing county in the Tennessee and ranked 3<sup>rd</sup> for incoming investment. Maury County is has three incorporated cities: Mount Pleasant, Spring Hill, and Columbia, which is the county seat.

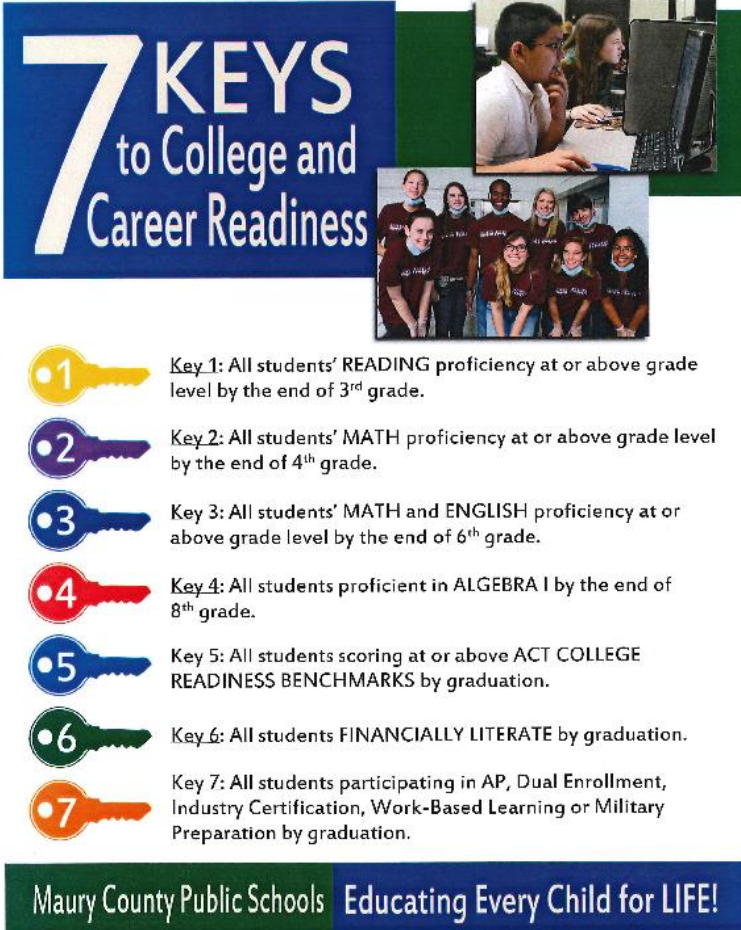
With a population of around 88,000 people (of which 20,000 are children) the county ranks 44<sup>th</sup> among Tennessee's 95 counties in terms of child welfare. (Source: [Annie E. Casey Kids Count Data, 2017](#).) Despite recent improvements in economic indicators, poverty remains a challenge for Maury County families. In 2016, 19.4% of the county's children were rated as living in poverty, and a further 6,800 students qualify as economically disadvantaged across the county.

The school district is comprised of 21 schools serving more than 12,000 kindergarten through twelfth grade students. It operates 17 traditional elementary, middle and high schools; three K-12 unit schools, one non-traditional high school; and one alternative school. A non-traditional high school was added in 2013 to offer a safety net for students struggling with completing high school. The district offers 11 grant funded Pre-K programs and five Special Education Pre-K programs. These schools serve a diverse population from schools with fewer than 35% students receiving free/reduced lunches in some schools to an excess of 80% of students in others. The teacher:student ratio in Maury County is 1:15, less than the state average of 1:16. (Source: [Public School Review](#), accessed 8/16/17.)

Maury County is considered a highly diverse school district with a diversity score of 0.41. (TN average is 0.27. More about Diversity Scores can be learned [here](#).) More than 30% of the student population is considered a minority, with most of these being black students. However, the Hispanic population is growing. English Language Learners make up approximately 2% of the student population.

Educationally, Maury County is currently ranked as number 64 in the state in reading and math proficiency and high school graduation rates. Chronic absenteeism is at very high levels, with 31.7% of students being chronically absent from school during the 2015-16 school year. Only 5 counties in Tennessee had worse rates for chronic absenteeism that year. (Source: [Annie E. Casey Kids Count Data, 2017](#).)

Despite the economic and educational challenges in the county, Maury County Public Schools has a reputation for excellence and its students are celebrated for their achievements. Initiated by the School Board, MCPS applied for [Baldrige Performance Excellence](#) award status in 2015. Training on the Baldrige process was conducted with representatives from the schools and the Central Office in the spring of 2015. In 2016, the district was moved up one level on the Baldrige scale, largely due to the development of its performance scorecard system – [The 7 Keys to College and Career Readiness](#).



The graphic features a large blue box on the left with the text "7 KEYS to College and Career Readiness" in white. To the right, there are two photographs: one showing a student working at a computer and another showing a group of students in maroon shirts. Below the main title, seven numbered keys are listed, each with a corresponding colored key icon. At the bottom, a dark blue banner contains the text "Maury County Public Schools Educating Every Child for LIFE!"

**1** Key 1: All students' **READING** proficiency at or above grade level by the end of 3<sup>rd</sup> grade.

**2** Key 2: All students' **MATH** proficiency at or above grade level by the end of 4<sup>th</sup> grade.

**3** Key 3: All students' **MATH** and **ENGLISH** proficiency at or above grade level by the end of 6<sup>th</sup> grade.

**4** Key 4: All students proficient in **ALGEBRA I** by the end of 8<sup>th</sup> grade.

**5** Key 5: All students scoring at or above **ACT COLLEGE READINESS BENCHMARKS** by graduation.

**6** Key 6: All students **FINANCIALLY LITERATE** by graduation.

**7** Key 7: All students participating in **AP, Dual Enrollment, Industry Certification, Work-Based Learning or Military Preparation** by graduation.

Maury County Public Schools Educating Every Child for LIFE!

### *Other Educational Options in the County*

In addition to the County Public Schools, Zion Christian Academy, Agathos Classical School and Columbia Academy serve as the county's private schools. There are 141 students being homeschooled in Maury County for the 2017-18 academic year. This is a decrease from the previous year.

Columbia State Community College is also located within Maury County.

### ***Role and Purpose***

Maury County Public Schools have a role to provide access to public school education to all school-aged children of residents of Maury County. Each student is prepared to succeed in *LIFE* as Lifelong learners, Independent thinkers, Fearless innovators, and Exemplary citizens. Maury County Public Schools aim to ensure each and every student is college and career ready upon graduating from high school.

### ***Funding and Structure***

The proposed revenue budget of Maury County Public Schools for the 2017-18 academic year is \$105 million. This represents revenue provided by the State of Tennessee, federal funding, as well as local funds that are allocated from the County Commissioners. Other funding is generated through donations and local fundraising projects within individual schools, but this funding generally does not filter up to the budgets managed by the School Board.

The district employs 1,600 people in professional and support positions across 21 schools and a Central Office. Of these, 92% of employees reside within Maury County, making the school district a major employer in the area. Turnover rates for the district are low, at 6% for licensed staff and 2% for support staff in 2016-17. At Aug 2017, there are currently 13 teacher positions unfilled and 3 support positions unfilled, including that of Chief Financial Officer role that is expected to be filled by end Sept 2017. Maury County Public schools is led by an Executive Leadership Team based in Central Office, which is headed by the Superintendent of Schools. The Superintendent is hired by and reports to the Maury County School Board. This role serves on a 4 year contract.

The Maury County School Board is an elected body comprised of 11 community representatives, each serving four-year terms staggered with the odd districts being elected in one batch and the even 2 years later. The School Board hired Dr. Chris Marczak as Superintendent of Schools in 2015 on a four-year contract; the contract was extended at the end of the 2015-16 year and three years remain. Some of the main responsibilities of the School Board is to set priorities, define strategic direction and allocate funding and budgets each year. More about the make-up of the School Board, it's roles and responsibilities, and how it works can be found [here](#).

The Maury County Public School structure chart can be found in Appendix A.

### *Programs and Activities*

Maury County Public Schools has a number of initiatives and programs it is currently engaged in which are focused on preparing students to be college and career ready upon graduating from high school. Several of these are:

- **Project Based Learning** - adjusting instruction in the classroom to be more holistic, digital, and real-world with reduced lecture, textbooks, and worksheets.
- **School-based Professional Development Coaches** – each school has at least three of these to help influence Professional Learning Communities, implementing Project Based Learning, and using data to inform instruction.
- **Professional Learning Communities** – adults working together to benefit student learning; guides teachers to collaborate, share best practices, review data and discuss strategies to help maximize student learning
- **Data Informatics** – teachers/principals using real time data to make the best decisions for students; this includes performance “[scorecards](#)” at both the district and school level reporting metrics related to [7 keys](#) to College and Career Readiness which were identified in 2015 through consultation with students, parents, educators and the community.
- **Digital Integration Plan for Learning on Mobile and Accessibility ([DIPLOMA](#))** – The district is implementing a laptop based 1:1 program where ALL students in grades 3 -12 will take district purchased technology back and forth between home and school. K-2 students will use technology in the classroom. This plan is to be fully completed and operational by 2026.
- **Implementing Wi-Fi in all schools** – 100% of schools enabled with wifi with about 50% of the schools currently upgraded to 10gb; the remaining 50% of schools should be finished on/before November 2017.

### *The need for services*

In an era of great global change, public school districts face the challenge of preparing today’s students for an unknown and uncertain future. Today’s kindergarten students will pursue careers that have yet to be imagined. This is also a time of great financial challenges, both for schools and for families. In Maury County, 85% of children attend public schools.

Without a quality, innovative and preparatory education, it is unlikely that these children will be able to compete in the job market as adults. This would likely lead to a severe economic downturn in Maury County, as the industries that require little or no education are ceasing to exist and are increasingly difficult to sustain. Without leaders to attract industry to the county, successful students will leave the county and take their skills elsewhere. Loss of these skills and community members would be a major threat to the overall success of Maury County.

*Key Successes in the last year*

- Development and adoption of the [7 Keys to College and Career Readiness](#) at the school and district levels, and improvements across the district at all levels.
- Initial implementation of DIPLOMA 1:1 services for 30% of students in grades 3-12.
- Kickoff of Year 2 of #growmaury campaign, bringing schools and the business community together.
- Several schools received state, national and global awards and recognitions. (See Appendix 5.)
- Several faculty and staff members were also recognized and awarded for their achievements. (See Appendix 5.)
- Designation of Maury County by Gov. Haslam as a Health TN Community, a result of efforts led by our Coordinated School Health staff.
- Exceptional results from the annual TellMCPS survey, completed by 88% of faculty and staff in 2016-17. Highlights included:
  - 83% of teachers feel they have time to collaborate with colleagues
  - 93% feel that the community is supportive of the school
  - 95% of them responded that they school environment is safe
  - 92% of teachers say they are trusted to make professional decisions about instruction
  - 92% feel professional development has enhanced their ability to improve student learning
  - 97% of teachers say they are encouraged to try new things to improve instruction
  - 88% of respondents said that their school is a good place to work and learn
- Increases in General Purpose Fund allocation from the County Commission for the 2<sup>nd</sup> year in a row which will allow the district to continue offer insurance for free to all staff and faculty, as well as a 3% pay raise for all employees.
- Arts teachers are now in all MCPS elementary schools.
- Increase in nurses within schools across the district.
- Allocation of \$350 plus another \$200 in State BEP money provides a \$550 classroom supply stimulus for each classroom teacher for 2017-18.
- Approval by the County Commission of a \$65.5million Building Plan for a new elementary and middle school, anticipated to open by the start of school 2019
- Occupied the first and second phase of the replacement of Central High School.
- Planned, constructed, and opened a 10-classroom addition/renovation at MWES.
- Completed over \$12M of capital repairs.



### *Key Challenges in the years ahead*

**The key challenge for Maury County Public Schools over the next 3-5 years will be to prepare students for LIFE** as Lifelong learners, Independent thinkers, Fearless innovators, and Exemplary citizens within the constraints of budget and resources.

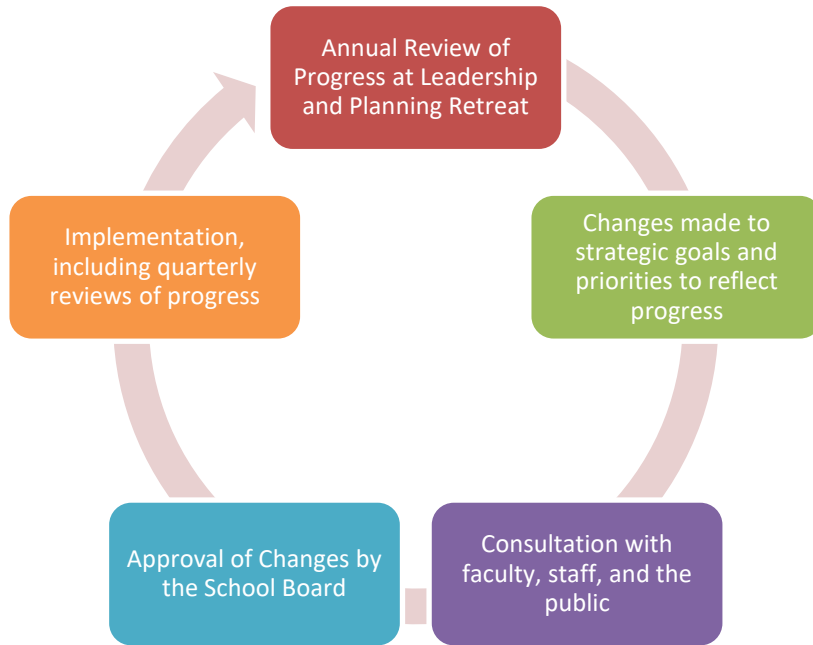
To do this, the following challenges will need to be addressed:

- **Communicating consistently and strategically** with students, parents, faculty, staff and the community with the challenge of social media and increasing expectations for transparency.
- **Being accountable** in terms of leadership and governance, delivery of educational services, and application of this strategic plan across the district.
- **Bringing creativity** to the classroom and to the district through project based learning, use of technology by all, and developing leaders among faculty, staff, and students.
- **Providing safe, nurturing student and family-centered environments** conducive to learning and growing for staff, faculty, students and families. This includes making sure our environments are safe and nurturing for special needs students and their families.
- **Developing resiliency** among staff, faculty, students and their families so that the community of Maury County is strong and prepared for the future.
- **Providing adequate facilities** to accommodate a growing county population while addressing the aging infrastructure of existing schools

### *Strategic Planning Process*

This strategic planning process began with several retreats and planning sessions with the School Board over the past three years. It culminated with a Leadership and Planning Retreat held on Aug 12 and 13, 2017 with Principals, the Executive Leadership Team, and School Board members. Once drafted, the Strategic Plan went through a consultation process which included discussion at School Board WorkSessions, discussion at three public “Town Halls,” and an open online consultation available to the public as well as faculty and staff.

The following chart outlines how the strategic plan will be developed as an ongoing activity.



## Vision

**Our Vision is that students attending MCPS will be successful upon graduation from high school, able to translate success at school to success in LIFE (Lifelong learners, Independent thinkers, Fearless innovators, and Exemplary citizens).**

Achieving this Vision will mean that our community will change. It will become more successful, with more people able to contribute to the economy through jobs, industry, and community engagement. Everyone in Maury County will make a living wage, and the workforce will be highly skilled, capable and well-educated.

The county will be revitalized economically and socially by an influx of industry across all emerging areas of business including agriculture, healthcare, technology, etc. There will be abundant opportunities for all. Poverty and hunger will be stamped out. Our students will walk out of our school system 100% ready for college and careers. They will come back to raise the future generations to be the same. Families will be strong and resilient. The population will increase, and families will again become the backbone of the community.

Our Community will be ignited by greatness, and will invest in and protect its most valuable resource – the next generation of Maury County citizens. Life-long learning will become the standard for our community and we will be beacon of excellence to other counties across Tennessee, and across the country.

MCPS students will become “game changers” and global leaders who choose to make Maury County their home for the long term. Mentors will be available to help grow the next “batch” of greatness. Maury County will be identified as the best county in Middle Tennessee to live and work in.

MCPS will be the catalyst for this transformational change by putting students and families first in everything we do. We will achieve a 100% graduation and success rate in the future. ALL students will be given what they need to succeed and be productive, responsible citizens. MCPS will be caring, sharing visionaries. We will be a leader in technology integration, professional development and leadership development. We will take steps to become a district full of world-class schools, achieving accolades for performing at the top 10% of schools across the state.

Every school will implement innovative practices that appeal to both students and families. We will develop more rowers, less riders. We will believe we can do this, and remind each other of this regularly. Our community will support us because we will communicate our vision and include them in this work. Our County Commission and School Board will work as one, and schools will share resources, community partners, etc., centered around project based learning. We will embrace change and make changes faster than in the past.

***Our creed will be the southern call of: “Hey, ya’ll! Watch this!”***

## **Mission**

Our Mission is to provide the educational instruction, tools, and environment for every child to succeed in LIFE as Lifelong Learners, Independent Thinkers, Fearless Innovators, and Exemplary Citizens.

## **Values**

The following values were developed throughout the strategic planning process. These values will be used to hold ourselves accountable for the way we deliver this plan, and how we behave and treat each other, students, their families, and our community as we deliver it.

### **Child and family-focused**

At the heart of all that we do, we will ensure that every decision we make will help students succeed, and will ensure families in our community are strengthened. Our buildings will be welcoming, our curriculum focused on helping students succeed in Life, and our engagement with families will meet them where they are.

### **Data-driven**

We will use technology to give us the data we need in real time to help us make decisions and to evaluate progress of students, staff, and faculty. We will make decisions on the basis of the

information data gives us. Decisions will not be based on politics, relationships, or social standing.

### Transparent

We will make information about progress, performance, decisions and our activities available to the community, including to students, parents, staff, faculty, etc.

### Collaboration

We will sustain a collaborative culture, encouraging students to work across schools boundaries, and encouraging faculty and staff to work across the community, and across our own structural lines in a way that maximizes resources and delivers greatness to our students and the community.

### Great Leadership

We will strive to develop our students as leaders and will provide professional development to grow qualified leadership from within our staff and faculty at every level. We will develop a culture of leading people, because you can't manage people. You can only manage "stuff." People must be led.

### Passion

We will work to infect our schools with passion for the kids and community we serve! We will make sure that it is rekindled and reignited when needed, with humility. There will be an internal sense of joy about the work we do. We will help people find their "why" so that they are inspired to figure out the "how."

### Discipline and Responsibility

We will be professional and take responsibility for not only what we do, but how we do it. We will not make excuses. We will make change happen.

## Priorities, Goals and Strategies

Our priorities for 2017-2023 are to:

1. Develop a planned, measurable path or framework to achieve **academic excellence**.
2. Create more **accountability** across all aspects of the work we do, at all levels.
3. Be **creative** in how we deliver education to students, and how we develop leaders for the future.
4. Develop **safe, nurturing environments** for students, their families, and staff and faculty.
5. Build **resiliency** among our staff and faculty, as well as with our students, their families, and the community.
6. **Communicate** with each other, students and the community in a clear, consistent way, shifting from an emphasis on acquiring knowledge to an emphasis on building skills.

To support the delivery of these priorities, the following goals have been identified as a focus for our activities, resources, and decision making for 2017-2023. Specific strategies and measures of progress for each of these goals are outlined in a later section of this plan.

**Table 1: MCPS 2017-2023 Goals and Strategies**

<b>Goals</b>	<b>Strategies</b>	<b>Accountable for Success</b>
<p><b>Goal 1 – ACADEMIC EXCELLENCE</b></p> <p><b>All students will be prepared for LIFE, as measured by achievement of our 7 Keys, standardized test scores, and feedback from graduating students.</b></p>	<p>Each year of this plan, students across Maury County Public Schools will make significant, measured improvements against academic measures within the 7 Keys Scorecard, and against standardized state testing scores.</p> <p>By the end of the 2022-23 academic year all schools will meet the 7 Keys targets, and <u>all</u> students graduating MCPS will be college and career ready.</p>	<p><b>Superintendent Assistant Superintendent of Instruction</b></p>
<p><b>Goal 2 – ACCOUNTABILITY</b></p> <p><b>Students, faculty and staff will be clear about what is expected of them and will be accountable to one another and the community.</b></p>	<p>By the end of Fall 2018, and reviewed annually thereafter.</p> <p>100% of staff and faculty will have clearly defined job descriptions, roles and responsibilities, and personal objectives (set by principals, in response to previous year’s TELLMCPS Survey) which will be monitored against efficiencies made and the school or department’s 7 Keys Scorecard.</p>	<p><b>Superintendent Assistant Superintendent of Instruction</b></p>
<p><b>Goal 3 – CREATIVITY</b></p> <p><b>Students will see the value we place on creativity and will develop their creativity. Learning will improve due to new ideas being implemented.</b></p>	<p>Implement a system to submit, incubate, trace and reward organic ideas for improvement or development from students, their families, faculty, staff, and the community by Aug 2018.</p> <p>Increase number of organic ideas generated through this system by 20% each year.</p>	<p><b>School Board</b></p>
<p><b>Goal 4 – SAFE AND NURTURING ENVIRONMENTS</b></p>	<p>Develop and implement a plan which provides a safe, secure environment for</p>	<p><b>Superintendent</b></p>

<b>Goals</b>	<b>Strategies</b>	<b>Accountable for Success</b>
<b>Buildings and environments will be conducive to learning/teaching and will be welcoming to students, their families and faculty/staff.</b>	all students, their families, as well as faculty and staff by 2023, as measured annually by parent, student and faculty/staff surveys. This includes ensuring special needs students and their families, and creating environments conducive to their learning.	<b>Assistant Superintendent of Operations</b>
<b>Goal 5 – RESILIENCY</b>  <b>Use technology to ensure that students are building resiliency that will prepare them for L.I.F.E.</b>	Develop a resilient student body, faculty and staff through use of technology which is in synch with the environment in which we live, encouraging and rewarding overcoming difficulties.  Implement policies and changes to curriculum and innovative teaching methods that help students, faculty and staff adapt to a changing, progressive world, with both technological and interpersonal skills.	<b>Superintendent</b>  <b>Assistant Superintendent for Instruction</b>
<b>Goal 6 – COMMUNICATION</b>  <b>Clear communication will be delivered in a way that meets students and parents where they are, facilitating learning, accountability and community involvement with MCPS.</b>	Develop clear, concise, strategic branding and communication guidelines for all principals, staff, and faculty which helps us meet parents and students where they are, in ways they want us to communicate, by Aug 2019.  Implement branding guidelines across the district by Aug 2020.	<b>Superintendent</b>  <b>School Board</b>

## People Development

As we invest in the future through the education of students in the community, we recognize that the people we employ are the life-blood of our organization. Without them, we cannot deliver our Vision or Mission. It is critical to ensure they are well trained and supported to carry out their responsibilities and rise to the challenge of delivering the Goals in this plan.

The key areas of development we will focus on in the coming years are:

- **Leadership skills** – We will invest in leadership at all levels, in a variety of creative and empowering ways. We will grow our schools from within as much as possible, giving our

staff and faculty opportunities to learn and to practice leadership, practicing equity and respect for a variety of learning styles and opportunities. However, we will also be careful to bring in external voices, viewpoints and backgrounds when this is best for the district. Our Professional Learning Communities will continue to be important to the development of leadership among our faculty and staff. We will ensure there is support and leadership coaching for new and emerging leaders as needed.

- **Communication** – Communications and messaging need to be more consistent and impactful across the district. Our Communication Department is one person, with limited budget. It will be important to help leaders in each school, on the School Board, and staff within Central Office understand their role communicating with the public as well as with each other. Social media skills, branding expertise, and general communication skills will be needed across the district. This will also be critical for our collaboration activities, as we want to ensure to engage the community in our work as much as possible.
- **Innovation and using technology** – We want to lead the state in our creative and innovative use of technology both within the classroom and as a mechanism for transparent performance management. We will need to invest in the exploration of new ideas, and support people as they embrace new technologies through training and development. We will also ensure that principals and other leaders are given the time to develop new ideas, and space to communicate these new ideas beyond their own schools.

Investing time, energy and resources into the development of our people will help us meet the challenges that the future is likely to bring. This investment will also directly impact on our ability to deliver our Goals, Vision and Mission and are directly tied to our Priorities for 2017-2023.

## Operating Budget

The budget for the current academic year (2017-18) has been finalized by the School Board and has been included as Appendix 6. Currently, the General Program fund, Capital and Food Budgets have been approved. A separate budget focused on the achievement of the 7 Keys is currently being developed and will be included in this plan once approved by the School Board, no later than January 2018. Annual budgets will be developed in line with this strategic plan every year thereafter.

## Risks and Opportunities

A strategic analysis (SWOT Analysis) was undertaken by the Executive Team and School Board on Aug 13, 2017, and has been used to inform the Goals, Measures, and Risk Register within this plan. The details of this can be found in Appendix 2.

The key risks for the organization over the period of this Strategic Plan are:

- **Sustaining rapid growth and pace of change**
- **Potential funding shortfalls and competition for funds at the state and local level**
- **Lack of accountability**
- **No clear direction; no clear communications about priorities**
- **Culture of burnout and mistrust**

These risks, and others identified by the Executive Team and School Board throughout the year, will be monitored through a Risk Register (see Appendix 3). To ensure good governance, controls and named owners will be assigned to each risk identified. The School Board will be responsible for ensuring the Risk Register is reviewed at least each semester.

## Success Measures

Each of our Goals will have specific measures attached to them to help us monitor our progress towards their achievement. These will be reviewed and reported on quarterly to the School Board, and progress reported annually to the public. Measures may be adjusted to reflect budgets, changes in priorities, or changes in the environment or community in which we work.

**Table 2: MCPS Goals and Measures of Success**

<b>Goal 1 – Academic Excellence</b>		
<b><u>Strategy:</u></b> Each year of this plan, students across Maury County Public Schools will make significant, measured improvements against academic measures within the 7 Keys Scorecard, and against standardized state testing scores so that by the end of the 2022-23 academic year all schools will meet the 7 Keys targets, and <u>all</u> students graduating MCPS will be college and career ready.		
<b>No.</b>	<b>Measures of Success:</b>	<b>When this will be measured:</b>
1.1	<i>Develop a budget to support the measured, planned improvements against the 7 Keys Scorecard.</i>	<i>November 2017</i>
1.2	<i>Develop a supporting strategic plan for Athletics and Band which supports the achievement of academic excellence and shows how Athletics and Band contributes to this goal.</i>	<i>December 2017</i>
1.3	<i>Develop a framework or improvement plan which outlines the initiatives, programs and activities that will achieve year-on-year improvements against the 7 Keys Scorecard and standardized testing scores.</i>	<i>January 2018</i>



1.4	<i>Develop school-level improvement plans, professional development, and budgets to achieve district-wide academic goals.</i>	<i>August 2018</i>
1.5	<i>Set personal objectives for all leaders which reflect the goals, targets and measures within the 7 Keys Framework.</i>	<i>September 2018</i>
1.6	<i>Review and revision of plans, budgets, and measures of academic excellence.</i>	<i>Quarterly, beginning November 2018</i>
1.7	<i>Include specific targets, measures and strategies within the strategic plan, and monitor these at school, head office and School Board levels regularly.</i>	<i>November 2018, then annually thereafter</i>
1.8	<i>By end of May 2019, accountability measures for achievement of academic excellence and the 7 Keys Scorecard measures will be reassessed and further planning to develop accountability across the district will be identified.</i>	<i>May 2019</i>
1.9	<i>Clear progress will be made against all 7 Keys, and MCPS will be in the top 10% of reading, math and science scoring compared to other TN public schools by August 2023.</i>	<i>Reviewed annually, but measured August 2023</i>

*Note: Once the 7 Keys Framework is developed, specific measures of success and timescales for achieving the goals in the 7 Keys Scorecard and improving test scores will be included in this plan.*

## Goal 2 – ACCOUNTABILITY

**Strategy:** By the end of Fall 2018, and reviewed annually thereafter, 100% of staff and faculty will have clearly defined job descriptions, roles and responsibilities, and personal objectives (set by principals, in response to previous year’s TELLMCPS Survey) which will be monitored against efficiencies made and the school or department’s 7 Keys Scorecard.

2.1	<i>By January 2018, Allovue will be fully implemented to track and monitor spending that is aligned to the 7 Keys.</i>	<i>January 2018</i>
2.2	<i>By Fall 2018, 100% of staff will have defined roles and responsibilities and job descriptions.</i>	<i>October 2018</i>
2.3	<i>By Fall 2018, all Central Office departments will have scorecards fully implemented.</i>	<i>October 2018</i>
2.4	<i>Beginning in Fall 2018, and reviewed annually thereafter, Principals will develop SMART (Specific, Measurable, Achievable, Realistic, and Timebound) goals to address efficiencies as identified by Tell Survey results from the previous year.</i>	<i>October 2018</i>
2.5	<i>Identify and implement a transparent, best-practice based system of evaluation of the School Board by Superintendent, faculty/staff, as well as the community.</i>	<i>March 2018</i>

2.6	<i>Keys of success identified to reflect the development and learning of the whole child, including Arts, Sports, and extracurricular achievements, and these measures to be included in scorecards by January 2019.</i>	January 2019
2.7	<i>By Fall 2019, vendor performance will be reviewed to ensure high standard of accountability for service levels are included and monitored.</i>	October 2019
2.8	<i>By Fall 2020, a system for determining, communicating and monitoring student academic accountability will be implemented.</i>	October 2020

**Goal 3 – CREATIVITY**

**Strategy:** Implement a system to submit, incubate, trace and reward organic ideas for improvement or development from students, their families, faculty, staff, and the community by Aug 2018, and increase number of organic ideas generated through this system by 20% each year.

<b>No.</b>	<b>Measures of Success:</b>	<b>When this will be measured:</b>
3.1	<i>Identify and develop a system, process and procedures that encourages improvement ideas from students, faculty, staff and the community by January 2018.</i>	January 2018
3.2	<i>Identify a way to evaluate effectiveness of Project Based Learning, and continue to implement this across the district, encouraging Principals to work across school boundaries when appropriate.</i>	January 2018
3.3	<i>Review meetings, training, and other events that are taking Principals away from their schools by January 2018.</i>	January 2018
3.4	<i>Establish a baseline for how much time principals are spending out of their buildings in meetings, events, etc. in 2018, and set out a plan to reduce this by 50% in 2019.</i>	March 2018, March 2019
3.5	<i>Implement system to capture and reward ideas from faculty and staff by May 2018.</i>	May 2018
3.6	<i>First round of ideas proposed to School Board and Superintendent, or Principals meetings by Aug 2018.</i>	August 2018
3.7	<i>Identify budget for 2018-19 school year for implementation of new ideas from faculty and staff.</i>	September 2018
3.8	<i>Revise policies, procedures, and job descriptions for principals so that creativity is given time and focus, and appropriate risk-taking is rewarded by Oct 2018. (See Goal 1, Measure 1.2 and 1.4)</i>	October 2018
3.9	<i>Identify and implement a system to capture and reward student, family and community ideas for improvement.</i>	January 2019
3.10	<i>First round of ideas proposed to School Board and Superintendent from students, families, and community for consideration.</i>	April 2019

3.11	<i>Increase number of ideas for improvement from faculty and staff by 20% annually</i>	<i>August 2019, then annually thereafter</i>
3.12	<i>Budget identified to implement ideas from students, families, and community</i>	<i>September 2019</i>
3.13	<i>Establish a “fear-free, fail-forward” culture, and measure faculty/staff buy-in to this concept through including feedback on views on this in annual surveys. (Qualitative measure)</i>	<i>April 2020 when TELLMCPs survey is administered with additionally created questions</i>
3.14	<i>Increase number of ideas for improvement from students, families and community by 20% annually</i>	<i>January 2020, then annually thereafter</i>
3.15	<i>Increase number of ideas from faculty/staff, students, families and the community implemented each year by 10%</i>	<i>August 2021 and annually thereafter</i>

**Goal 4 – SAFE AND NURTURING ENVIRONMENTS**

**Strategy:** By August 2023, MCPS will provide a safe secure environment for all students, their families, as well as faculty and staff, as measured annually by parent, student and faculty/staff surveys. This includes ensuring special needs students and their families, and creating environments conducive to their learning.

<b>No.</b>	<b>Measures of Success:</b>	<b>When this will be measured:</b>
4.1	<i>By March 1, 2018, students, staff and families survey will be developed to report safety at a minimum standard, including feedback on disciplinary actions such as suspensions, etc., to establish a baseline of students and family perspective.</i>	<i>March 2018</i>
4.2	<i>Annual Tell Surveys will be collected, and these results will feed into improvement plans annually.</i>  <i>(Note: Improvements will be based on meeting standards set by the State, as well as improvements that will help make buildings and school premises more child- and family-focused.)</i>	<i>May 2018 and annually thereafter</i>
4.3	<i>Physical condition of each building within the MCPS district will be examined and reported against minimum codes and standards, and Disc. Data.</i>	<i>August 2021</i>
4.5	<i>Parent and student surveys will be collected, analyzed and reports made public by Aug 2018, and annually thereafter</i>	<i>August 2018 and annually thereafter</i>

4.6	<i>Safety Improvement Plans will be developed and published for each school in the district by Central Office, in collaboration with Principals beginning in August 2019, and annually thereafter.</i>	<i>August 2019 and annually thereafter</i>
4.6	<i>Annual surveys for staff/faculty, as well as students/ families will report a 10% annual increase in vies that buildings are safe, child/family-focused, and nurturing environments for learning and working. (Qualitative measure)</i>	<i>August 2020 and annually thereafter</i>

**Goal 5 – RESILIENCY**

**Strategy:** Develop a resilient student body, faculty and staff by 2023, which reflects:

- Teachers teaching more with technology, in synch with the world in which we live.
- Students with both technological and interpersonal skills able to change and adapt what they learn to be successful in a progressive world.

<b>No.</b>	<b>Measures of Success:</b>	<b>When this will be measured:</b>
5.1	<i>Develop procedures and implement changes to encourage innovative teaching methods that help students adapt to a changing, progressive world</i>	<i>May 2018</i>
5.2	<i>Identify and reward/celebrate teachers and students for exceptional resiliency – overcoming difficulties, etc. annually</i>	<i>May 2018</i>
5.3	<i>Develop communication practices and systems to help teachers and staff stay aware and up to date on internal and external changes.</i>	<i>August 2018</i>
5.4	<i>Deliver DIPLOMA 1:1 to all students in grades 3-12 by 2026, or sooner so that all students in these grades have an opportunity to have technology-enabled learning.</i>	<i>2026 or sooner</i>
5.5	<i>Identify goals for individual teachers annually to encourage them to develop their own use of technology and to support them in embracing these new techniques. (See Goal 1, Measure 1.4)</i>	<i>October 2018 and annually thereafter</i>
5.6	<i>Identify resource and develop training and development plans that allow teachers and staff the opportunity to develop new skills around using technology.</i>	<i>October 2018 and annually thereafter</i>
5.7	<i>Identify how teaching will look in 2023, and develop a plan to encourage, support, and measure the progress against this plan.</i>	<i>January 2019</i>
5.8	<i>Survey local employers, colleges and others as appropriate to measure satisfaction with MCPS graduates’ abilities to adapt and perform in the workforce.</i>	<i>August 2021 and annually thereafter</i>

**Goal 6 – COMMUNICATION**

**Strategy:** Develop clear, concise, strategic branding and communication guidelines for all principals, staff, and faculty which will help us meet parents and students where they are, in ways they want us to communicate, by Aug 2019, and implement these across the district by Aug 2020.

No.	Measures of Success:	When this will be measured:
6.1	<i>Develop branding and communication guidelines for principals, staff and faculty which include ways to meet parents where they are (multi-lingual, preference in communication methods, literacy, etc.)</i>	January 2018
6.2	<i>Deliver 10GB wi-fi to all buildings to enable communications by January 2018</i>	January 2018
6.3	<i>Roll out communication guidelines to all faculty/staff across the district by August 2018</i>	August 2018
6.4	<i>Identify resources to support the priority of improving communication in the 2018-19 budget, and budgets annually thereafter.</i>	September 2018 and annually thereafter
6.5	<i>Internal review of impact and use of communication guidelines by December 2019.</i>	December 2019
6.6	<i>Make improvements to communication guidelines by May 2019.</i>	May 2019
6.7	<i>External review of impact and use of communications guidelines included in staff/faculty, and student and parent surveys by August 2020</i>	August 2020

**Management Plan**

This Strategic Plan will be monitored and reviewed by the Superintendent and the Executive Leadership Team regularly. Overall progress will be reported to the full Board at least quarterly, and progress reported to the public annually. The plan will be considered “live” and as such will be adjusted and amended as appropriate. A Strategic Planning Retreat will be undertaken by the Principals, Executive Team, and School Board annually to update priorities, and to develop a detailed Action Plan each August for the upcoming school year.



		<b>Jan '18</b>	<b>Feb</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>
<b>Goal 2 – ACCOUNTABILITY</b>													
By the end of Fall 2018, and reviewed annually thereafter, 100% of staff and faculty will have clearly defined job descriptions, roles and responsibilities, and personal objectives (set by principals, in response to previous year’s Tell Survey) which will be monitored against efficiencies made and the school or department’s 7 Keys Scorecard.													
2.1	<i>By January 2018, Allovue will be fully implemented to track and monitor spending that is aligned to the 7 Keys.</i>		X	X	X	X	X						
2.2	<i>By Fall 2018, 100% of staff will have defined roles and responsibilities and job descriptions.</i>						X	X	X	X	X	X	X
2.3	<i>By Fall 2018, all Central Office departments will have scorecards fully implemented.</i>						X	X	X	X	X	X	X
2.4	<i>Beginning in Fall 2018, and reviewed annually thereafter, Principals will develop SMART (Specific, Measurable, Achievable, Realistic, and Timebound) goals to address efficiencies as identified by TELLMCPS results from the previous year.</i>											X	X
2.5	<i>Identify and implement a transparent, best-practice based system of evaluation of the School Board by Superintendent, faculty/staff, as well as the community.</i>						X	X	X				
2.6	<i>Keys of success identified to reflect the development and learning of the whole child, including Arts, Sports, and extracurricular achievements, and these measures to be included in scorecards by January 2019.</i>	X	X	X	X	X	X						
2.7	<i>By end of May 2019, accountability measures for achievement of academic excellence and the 7 Keys Scorecard measures will be reassessed and further planning to develop accountability across the district will be identified.</i>	X	X	X	X	X	X	X	X	X	X		
2.8	<i>By Fall 2019, vendor performance will be reviewed to ensure high standard of</i>								X	X	X	X	X

		Jan '18	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
	<i>accountability for service levels are included and monitored.</i>												
2.9	<i>By Fall 2020, a system for determining, communicating and monitoring student academic accountability will be implemented.</i>												
2.10	<i>Clear progress will be made against all 7 Keys, and MCPS will be in the top 10% of reading, math and science scoring compared to other TN public schools by August 2023.</i>												
<b>Goal 3 – CREATIVITY</b>													
Implement a system to submit, incubate, trace and reward organic ideas for improvement or development from students, their families, faculty, staff, and the community by Aug 2018, and increase number of organic ideas generated through this system by 20% each year.													
3.1	<i>Identify and develop a system, process and procedures that encourages improvement ideas from students, faculty, staff and the community by January 2018.</i>		X	X	X	X	X						
3.2	<i>Identify a way to evaluate effectiveness of Project Based Learning, and continue to implement this across the district, encouraging Principals to work across school boundaries when appropriate.</i>	X	X	X	X	X	X	X	X	X	X	X	X
3.3	<i>Review meetings, training, and other events that are taking Principals away from their schools by January 2018.</i>			X	X	X	X						
3.4	<i>Establish a baseline for how much time principals are spending out of their buildings in meetings, events, etc. in 2018, and set out a plan to reduce this by 50% in 2019.</i>					X	X	X	X				
3.5	<i>Implement system to capture and reward ideas from faculty and staff by May 2018.</i>								X	X	X		
3.6	<i>First round of ideas proposed to School Board and Superintendent, or Principals meetings by Aug 2018.</i>							X	X	X	X	X	X

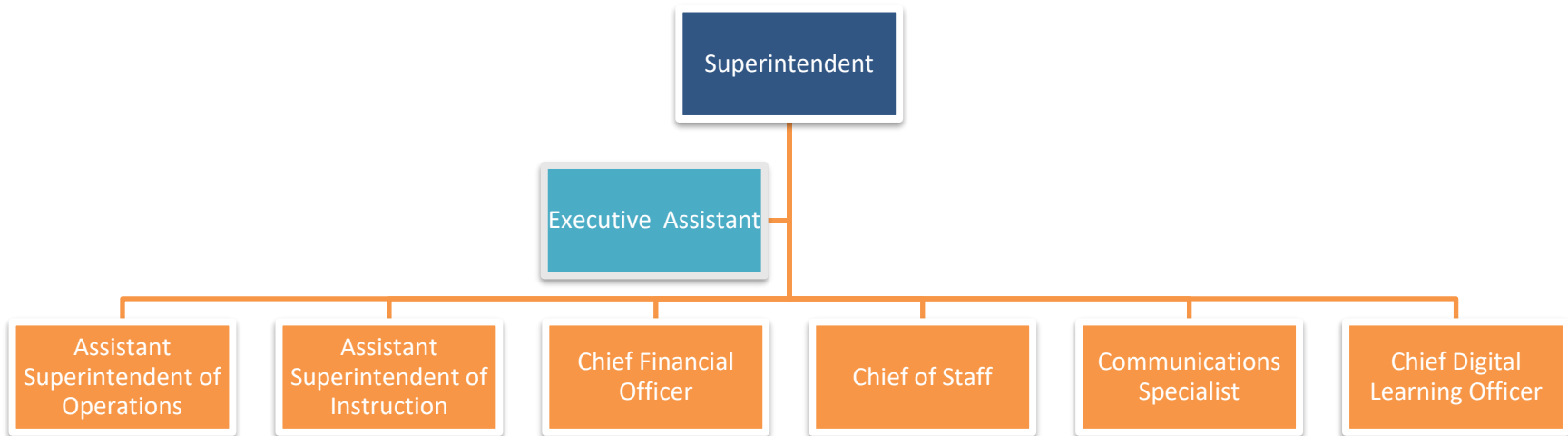


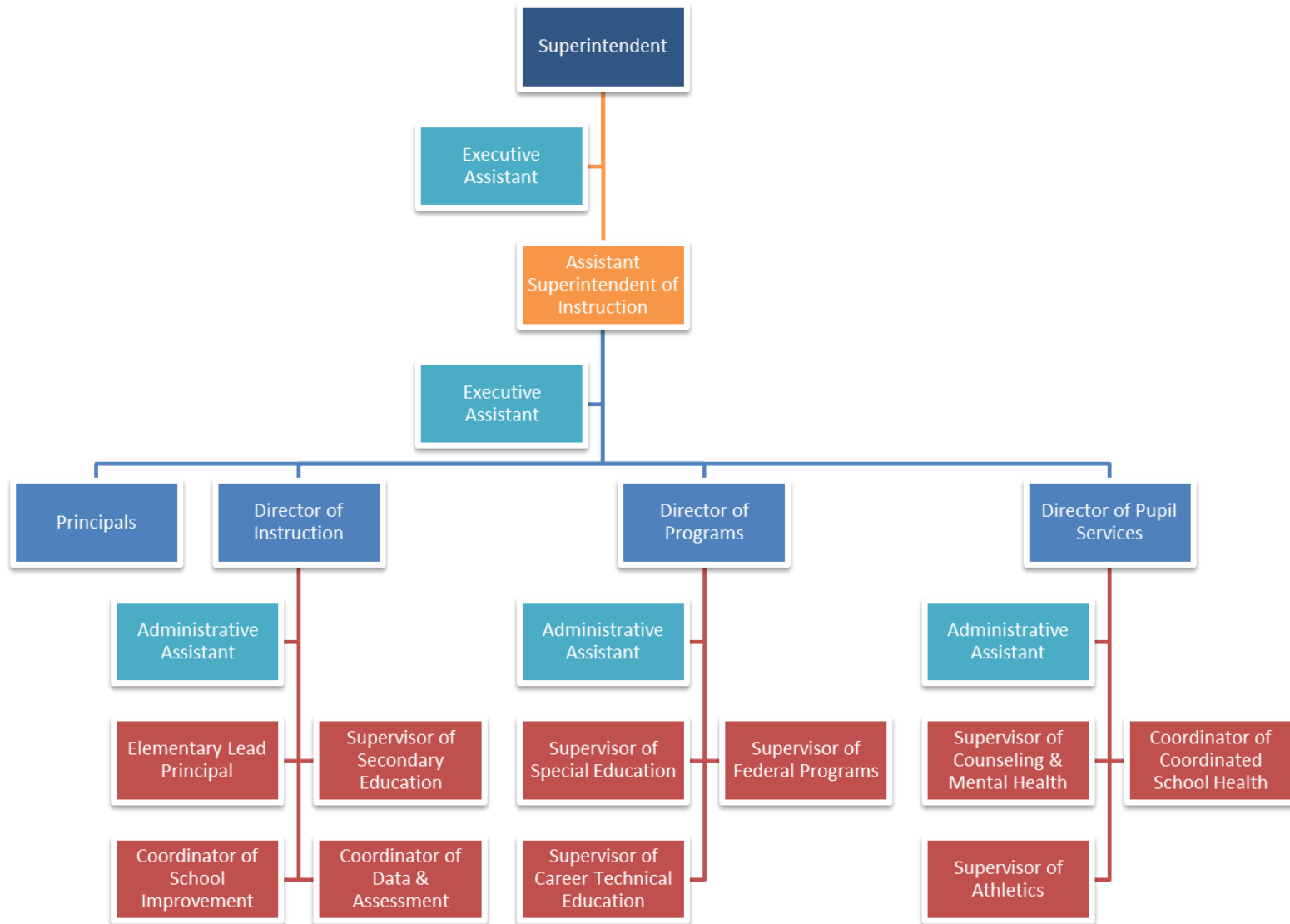




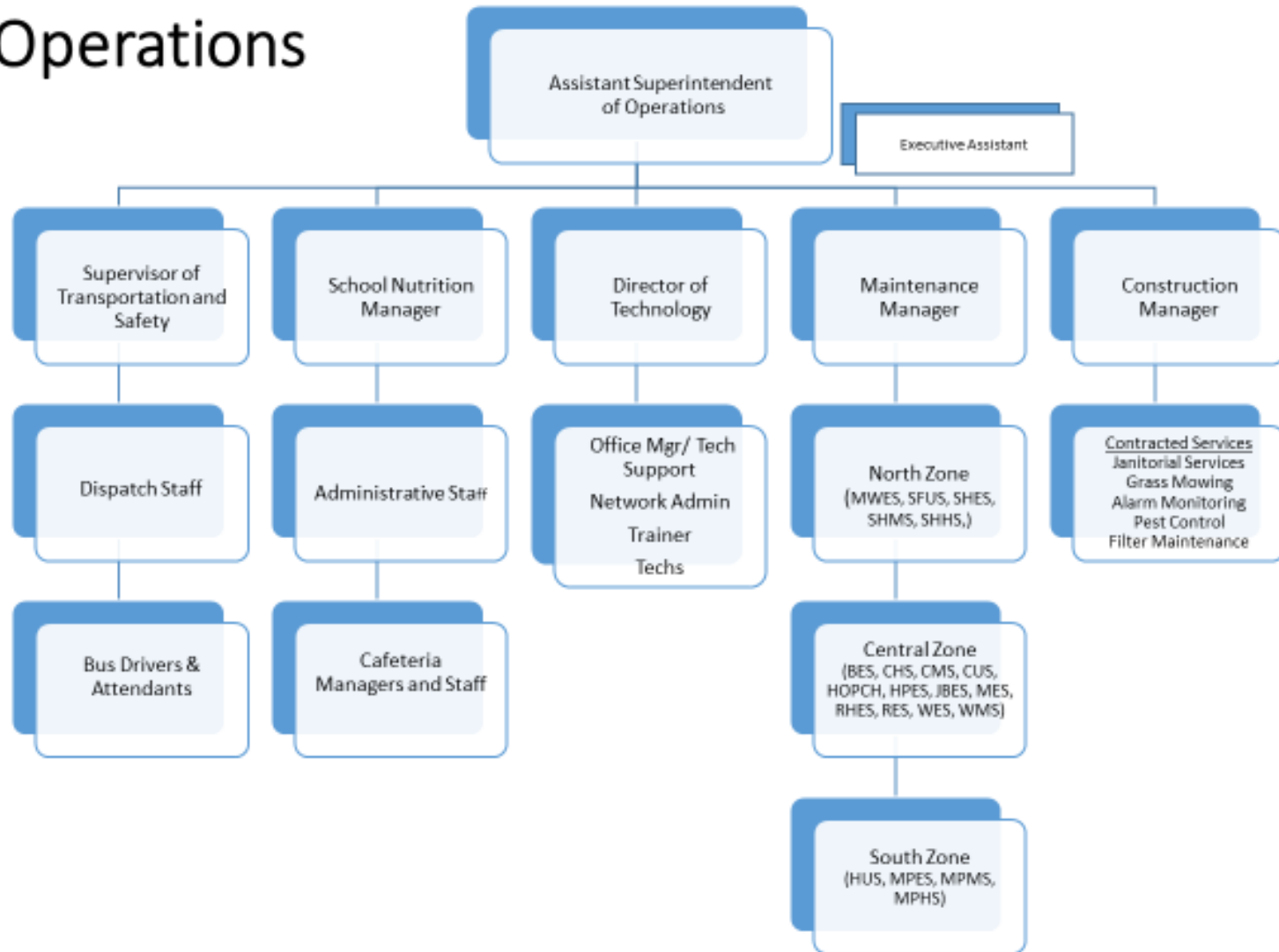
		<i>Jan '18</i>	<i>Feb</i>	<i>March</i>	<i>April</i>	<i>May</i>	<i>June</i>	<i>July</i>	<i>Aug</i>	<i>Sept</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>
6.4	<i>Identify resources to support the priority of improving communication in the 2018-19 budget, and budgets annually thereafter.</i>										X	X	X

## Appendix 1 – MCPS Structure





# MCPS Operations



## Appendix 2 – SWOT Analysis

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Staff – good people who are passionate about students’ success</li> <li>• Training and professional development opportunities</li> <li>• Willingness to learn and change</li> <li>• Commitment of faculty and staff</li> <li>• Commitment to becoming Level 5 leaders; becoming Great and staying Great</li> <li>• Desire to work together; commitment to teamwork</li> <li>• Tech integration and 1:1</li> <li>• Growth</li> <li>• Increase in industry</li> <li>• Innovation</li> <li>• Executive staff and Board are very capable</li> <li>• A strong, capable leader in our Superintendent</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Unearned mistrust and lack of trust</li> <li>• Communication is not always clear and concise</li> <li>• No clear path or focus</li> <li>• Resource allocation is not equitable or is perceived as unfair</li> <li>• Not telling the whole truth</li> <li>• Personal agendas</li> <li>• Reading and Math readiness</li> <li>• Achievement gaps among students</li> <li>• Lack of accountability at all levels</li> <li>• Lack of parental involvement</li> <li>• Wifi access in all buildings (will be in place by November 2018)</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• GM and other business partners</li> <li>• Athletics and art becoming a great stabilizer in the fabric of student success</li> <li>• The pump is primed – overall the community is ready!</li> <li>• Untapped potential of kids and adults</li> <li>• DIPLOMA – expanding this</li> <li>• Driving vs being driven</li> <li>• Engaging parents more</li> <li>• Improvements in athletics and arts</li> <li>• Rapid growth</li> <li>• Shared opportunity</li> <li>• Community partnerships</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Legislation changes</li> <li>• Charter schools may change funding available</li> <li>• Fear of change</li> <li>• Double Vision</li> <li>• Love of the status quo</li> <li>• Funding shortfalls</li> <li>• Competition (internally and externally)</li> <li>• Lack of creativity in solving problems</li> <li>• Lack of accountability</li> <li>• Burnout</li> <li>• Legal environment</li> <li>• State accountability structure</li> <li>• Being inconsistent</li> <li>• Rapid growth – inability to sustain change</li> <li>• Negative sub-cultures</li> <li>• Intentionally quiet saboteurs that don’t want to change (20%)</li> <li>• Lack of student engagement</li> </ul>

### Appendix 3 - Risk Register

No.	Risks Identified	Controls in place	Who is responsible
1.	<p><b>Sustaining rapid growth and pace of change.</b></p> <p>There have been many change initiatives over the past several years. Faculty and staff are concerned about their ability to “keep up” and are not clear about where the organization is going.</p> <p><b>Potential Impact</b> – Turnover may increase. Burnout will increase leading to poor learning outcomes and/or change not being implemented.</p> <p><b>Risk Level: Medium    Impact Level: High</b></p>	<p>Strategic plan outlines goals and objectives to focus areas of change. Permission to say “no” to things that do not align.</p> <p>Leadership and resiliency initiatives will help recognize and reward faculty and staff members for overcoming difficulties.</p> <p>Progress will be communicated regularly on how the organization is doing against its plans.</p>	<p>School Board</p> <p>Superintendent</p> <p>Comms Specialist</p>
2.	<p><b>Potential funding shortfalls and competition for funds at the state and local level</b></p> <p>Charter schools, changes in legislation around funding for public schools, and economic changes could all have a negative impact on the revenue available to take forward the activities in this plan.</p> <p><b>Potential Impact</b> – Programs, initiatives and plans may be changed, delayed or cut due to lack of funding. Progress will not be made toward our goals and Vision.</p> <p><b>Risk Level: Low    Impact Level: Medium</b></p>	<p>School Board will work collaboratively with Executive Team to identify appropriate allocation of funds annually.</p> <p>Accountability initiatives will assist in ensuring that funds are making an impact where they are allocated.</p> <p>Success breeds success. By being able to show progress and make an impact in the community, alternative funding may become available through creative channels.</p>	<p>School Board</p> <p>Superintendent</p> <p>Superintendent</p>
3.	<p><b>Lack of accountability</b></p> <p>Students, staff, and faculty must be clear about what they are expected to achieve, and then given clear and regular information about how they are progressing and how this impacts on the higher goals and Vision we have set for MCPS.</p>	<p>7 Keys to Success Scorecard</p> <p>Plans to develop clear roles and responsibilities, job descriptions and objectives across the district.</p> <p>Publishing progress against this plan as well as the 7 Keys to the public regularly.</p>	<p>Superintendent</p> <p>Superintendent</p> <p>School Board</p>



No.	Risks Identified	Controls in place	Who is responsible
	<p><b>Potential Impact:</b> Without accountability, it is unlikely that we will make much progress in being the catalyst for change in the community. Lack of accountability will also impact on the development of leaders and will likely have create a culture of mistrust, both internally and externally.</p> <p><b>Risk Level:</b> Low      <b>Impact Level:</b> High</p>		
4.	<p><b>No clear direction; no clear communications about priorities</b></p> <p>Communication about direction and progress must be made clearly and regularly so that people can celebrate success and adjust plans when needed to rectify problems that may arise.</p> <p><b>Potential Impact</b> – Without clear direction and communication, there is a chance that everyone does their own thing. There is no focused action, and progress is limited to one or two pockets, or stifled due to a sense of internal competition.</p> <p><b>Risk Level:</b> Medium      <b>Impact Level:</b> Medium</p>	<p>Communication guidelines will be developed in 2018.</p> <p>Leadership and clear messaging from Principals, Executive Team and School Board</p> <p>Implementation of a system to reward and recognize progress that aligns to the strategic direction identified by leaders.</p>	<p>Comms Specialist</p> <p>All Leaders</p> <p>Superintendent</p>
5.	<p><b>Culture of burnout and mistrust</b></p> <p>People come to the education sector often because they are passionate about their work. But there has existed in the past a culture of authority and mistrust in MCPS. Teachers particularly need to have their passion reignited, and all staff and faculty must be inspired to trust one another as well as leaders again.</p> <p><b>Potential Impact:</b> Turnover will increase as the pace of change increases because faculty and staff will not have the internal drive to make these changes. Competition between schools will increase.</p> <p><b>Risk Level:</b> Medium      <b>Impact Level:</b> High</p>	<p>Leadership activities will be developed to encourage risk taking and sharing of new ideas.</p> <p>Communication initiatives will address fears about changing for change sake, instead helping people see the need for change and the Vision we are working towards.</p> <p>Project Based Learning will help break down barriers between schools to minimize a sense of competition.</p>	<p>Superintendent</p> <p>Comms Specialist</p> <p>Superintendent</p>

## Appendix 4: Outputs from Strategic Planning Retreat (Aug 2017)

### Messages from Principals to consider during planning:

- Balance internal resources so education is not infringed upon.
- Need to get schools involved and working as a team.
- What are we willing to STOP doing?
- Principals want clear direction, but also need autonomy so they can get on with their jobs.
- What’s best for kids must be number 1.
- Clear and consistent communication is needed.
- Identify the “end game” – what does it mean to have kids that succeed? (Maybe productive, responsible citizens?)
- Principals must be allowed to make mistakes.
- Keep the whole child in mind. Arts, athletics and extracurriculars are important, too.
- Want to be in the building more with staff.
- Keeping and growing the right people will be critical.
- Need more recognition.
- There is some fear and mistrust.
- Some feel insecure about their ability to keep up, or being judged for not having a Ph.D.
- Equity is not the same as equality.

### What we need more of and less of to achieve our Vision

We need more:	We need less:
<ul style="list-style-type: none"> <li>• Resources and time</li> <li>• Project Based Learning opportunities across school boundaries</li> <li>• Clear expectations and</li> <li>• Coordination of resource allocation</li> <li>• Confidence to ask for needs</li> <li>• Building tech capacity</li> <li>• Parent involvement</li> <li>• Wise management of funds</li> </ul>	<ul style="list-style-type: none"> <li>• Jealousy</li> <li>• Time out of the building</li> <li>• Technology gaps</li> <li>• Meetings</li> <li>• Old traditions; old terms</li> <li>• Ambiguity</li> <li>• Wasting time and resource (conference structure)</li> <li>• Blame, less negativity in the culture</li> </ul>

We need more:	We need less:
<ul style="list-style-type: none"> <li>• Working smarter, not harder</li> <li>• Baseline provisions for buildings – even is not equity!</li> <li>• Efficient use of instructional time</li> <li>• Flexibility</li> <li>• Clear, consistent communication</li> <li>• Common sense</li> <li>• Welcoming school communities</li> <li>• Adapt policy</li> <li>• Protecting instruction</li> <li>• Driving vs. being driven</li> <li>• Celebration – letting people tell their stories, showcasing people</li> <li>• Blinders/focus on the 60,000ft view</li> <li>• Board, staff, students and teachers taking trips to learn and bring back info</li> <li>• Advocacy</li> <li>• People making a difference</li> <li>• Recognizing student’s achievements, both academic and nonacademic</li> <li>• Branding and selling</li> <li>• Finding the good and praising it, tooting our horn</li> <li>• Positive role models and mentors for students</li> <li>• Truth</li> </ul>	<ul style="list-style-type: none"> <li>• Excuses – these are a means to not having to do anything different</li> <li>• Of the status quo</li> <li>• Sticking to our comfort zones</li> <li>• Expecting people to dig a big hole with the wrong tools (we give them spoons!), in the wrong places (no direction, misplaced effort) and without the right resources (no money for a backhoe).</li> <li>• Accepting mediocrity</li> <li>• Living in the past (but context is okay)</li> </ul>

**Things we want to STOP DOING to achieve our Vision:**

- Living in the past and dwelling on what used to be. (Although context is okay!)
- Pretending there is no competition to public schools
- Good ‘ol boy culture
- Setting the bar too low
- Stop playing communities against each other.
- Defining equity as “the same”
- Protecting the past and the status quo; doing what has always been done

### **Parking Lot – Things we touched upon but couldn't discuss in depth**

- Idea – Hampshire farm school (model in Memphis for this)
- Diversity in hiring – hiring of outsiders vs. Maury County folks; do we want the best or not?
- Equity
- School to prison pipeline is real! (Discipline)
- Communicate roles of Board to principals and community
- Structure needs to be looked at
- Facilities, SOC, SpEd/Gifted, Athletics/Arts, ELL – All important to success!

## Appendix 5: 2016/17 State and National Recognitions for MCPS

### Individuals

- Superintendent Dr. Chris Marczak was recognized by the National School Boards Association as one of their “20 to Watch.”
- Assistant Superintendent for Instruction Dr. Ron Woodard honored by National Public Television as an American Graduate Champion
- Santa Fe Unit School Principal Leigh Ann Willey selected as a mentor for the Governor’s Academy for School Leadership
- Cox Middle School Assistant Principal Dr. Shavoncia Watts selected for Governor’s Academy for School Leadership (only 25 across the state)
- MCEA and TEA awards:
- McDowell Elementary music teacher Nicole Stimmel honored by the Tennessee Educators Association with the Pre-K Distinguished New Teacher Award
- Central High School Principal Roger White honored by MCEA as Distinguished Administrator of the Year
- Spring Hill Elementary teacher Kristen Hood honored by MCEA as Distinguished Classroom Teacher of the Year
- Spring Hill Elementary teacher Elaina Khoury honored by MCEA as Distinguished New Teacher of the Year
- Spring Hill Middle School’s Geri Sturges honored by MCEA as the Distinguished Education Support Professional of the Year
- Brown Elementary School Principal Dr. Tina Weatherford (retired June 2017) named one of only nine finalists as a Principal of the Year from the Tennessee Dept of Education. She was the Principal of the Year in the South Central Center of Regional Excellence.
- Whitthorne Middle School band director and music teacher Cord Martin Grand Division Winner at the Tennessee Teacher of the Year Awards
- Spring Hill Middle School social studies teacher and PBL Coach Mary-Owen Holmes honored with the Professional Educators of Tennessee Award
- Howell Elementary School Principal Michael Ford chosen to facilitate at Leading Schools Summit in Boston
- Hampshire Unit School Principal Sonya Cathey selected by Discovery Education to attend the Discovery Ed Network Summer Institute (fewer than 50 around the world)
- Woodard Elementary School fourth grade teacher Katherine Bush won the myONNews district-wide competition and spoke in the *Voices of Literacy World Tour* in Texas. She represented MCPS at the ISTE convention.
- Howell Elementary School second grade teacher Jessica Vasquez chosen to present at STEMmersion with Discovery Ed and DEN Summer Institute
- Woodard Elementary School gifted teacher LeAnn Simmerman chosen to attend Discovery Education STEMmersion in Charlotte, N.C.
- Cox Middle School science teacher Dr. Joe Cornelius chosen to attend Discovery Education STEMmersion in Charlotte, N.C.
- Highland Park Elementary School second grade teacher Carolyn Dawson chosen to attend Discovery Education STEMmersion in Charlotte, N.C.

- Spring Hill Middle School math and science teacher Stephanie Sparks-Newland chosen to attend Discovery Education STEMmersion in Charlotte, N.C.
- Mt. Pleasant High School Honors English and RTI instructor Nastasha McFall chosen to attend Discovery Education STEMmersion in Charlotte, N.C.
- Riverside Elementary School fourth grade teacher Michelle Walker and class invited to speak at myON Tennessee Personalized Literacy Summit with TOSS in Murfreesboro
- Spring Hill Middle School social studies teacher and PBL Coach Mary-Owens Holmes named a Hope Street Group Tennessee State Teacher Fellow
- Mt. Pleasant Middle School of the Visual & Performing Arts Speech Language Pathologist Kandysue Savage won the Tennessee Public Schools Incentive Award from the TN Association of Audiology and Speech-Language Pathology
- Spring Hill High School Principal Dr. Christine Potts awarded the A.F. Bridges Principal of the Year for the Mid-TN Athletic District 6 Region by TSSAA
- Mt. Pleasant High School coach Derek Boyd awarded the Boys Coach of the Year for the Mid-TN Athletic District 6 Region by TSSAA

### **Schools**

- Cox Middle School achieved Silver Level RTI2-B Model of Demonstration School
- Wright Elementary School achieved Bronze Level RTI2-B Model of Demonstration School
- Mt. Pleasant Middle School of the Visual & Performing Arts School's Destination Imagination teams (Noodle Flex and Noggin Shock) were Global Qualifiers; Noggin Shock won the Renaissance Award.
- Central High School's JROTC program received the Distinguished Unit Award (only 17 out of 73 schools honored with award).

### **Sports**

- Central High School – ladies' rugby conference championship qualifier
- Mt Pleasant High School – first year bass fishing team; team made it to state tournament Santa Fe Unit School – middle school girls cross country state runner-up and both boys & girls first in the district
- Santa Fe – qualifiers in state bowling tournament
- Santa Fe – Middle and high sharpshooting teams placed in TN Region 2 competition; in the National Competition, the high school sharpshooting team was 4<sup>th</sup> place in skeet and 3<sup>rd</sup> place in sporting clays.
- Spring Hill High School – baseball state runner-ups
- Spring Hill High School – football 3<sup>rd</sup> round state playoffs; TSSAA Playoff Quarterfinalists Spring Hill Middle School – football team is Big South Conference Champions and state runners-up
- Spring Hill Middle School – TMSAA state championships for track and field—4x400 win and 110 hurdles runner-up

## Appendix 6: MCPS 2017-18 Approved Budget

### FINAL VERSION

	2017/2018 GP Budget		Master Summary		
	2017/2018	2016/2017	Increase/Decrease		
	Approved Budget	Approved Budget	Amount	Percent	
40000 - Local Taxes	36,869,078	35,930,395	938,683	2.61%	
41000 - Licenses & Permits	6,156	5,400	756	14.00%	
43000 - Charges for Current Services	334,590	415,000	(80,410)	-19.38%	
44000 - Other Local Services	465,546	24,511	441,035	1799.34%	
46000 - State of Tennessee	58,550,402	54,820,618	3,729,784	6.80%	Adjusted for FY18 data from St of TN
47000 - Federal Government	357,764	120,000	237,764	198.14%	
49000 - Other Sources (Non-Revenue)	96,145	150,000	(53,855)	-35.90%	
<b>Total Revenue</b>	<b>96,679,682</b>	<b>91,465,924</b>	<b>5,213,758</b>	<b>5.70%</b>	
71100 - Regular Instruction Program	45,885,683	44,859,987	1,025,696	2.29%	
71150 - Alternative Instruction Program	646,535	617,896	28,639	4.63%	
71200 - Special Education Program	9,148,714	8,454,039	694,675	8.22%	
71300 - Vocational Education Program	3,963,151	3,877,218	85,934	2.22%	
71900 - Other - Non-Traditional School	352,407	282,887	69,520	24.57%	
72110 - Attendance	681,493	620,372	61,120	9.85%	
72120 - Health Services	826,666	682,300	144,366	21.16%	

	2017/2018	2016/2017	Increase/Decrease	
	Approved Budget	Approved Budget	Amount	Percent
72130- Other Student Support	1,921,664	1,897,621	24,043	1.27%
72210- Regular Instruction Program	4,524,589	2,759,347	1,765,242	63.97%
72215- Alternative Instruction Program	86,542	175,229	(88,687)	-50.61%
72220- Special Education Program	1,257,470	1,070,181	187,289	17.50%
72230- Vocational Education Program	189,565	164,667	24,898	15.12%
72250- Technology	1,329,353	2,152,546	(823,193)	-38.24%
72310- Board of Education	2,438,698	2,525,392	(86,693)	-3.43%
72320- Director of Schools	380,766	370,123	10,643	2.88%
72410- Office of the Principal	6,904,383	6,816,457	87,926	1.29%
72510- Fiscal Services	609,602	558,701	50,901	9.11%
72520- Human Resources	323,132	296,350	26,782	9.04%
72610- Operation of Plant	6,023,443	6,436,104	(412,661)	-6.41%
72620- Maintenance of Plant	2,590,596	1,837,992	752,604	40.95%
72710- Transportation	5,139,364	4,619,009	520,355	11.27%
72810- Digital Learning and Innovation	1,092,321	-	1,092,321	#DIV/0!
73300- Community Services	-	-	-	#DIV/0!
73400- Early Childhood Education	2,050	-	2,050	#DIV/0!
76100- Capital Outlay	-	-	-	#DIV/0!
82130- Principal on Debt - Education	-	-	-	#DIV/0!
82230- Interest on Debt - Education	-	-	-	#DIV/0!



	2017/2018	2016/2017	Increase/Decrease	
	Approved Budget	Approved Budget	Amount	Percent
82330- Other Debt Service - Education	361,494	359,994	1,500	0.42%
99100- Transfers Out	-	4,000	(4,000)	-100.00%
<b>Total Expenditures</b>	<b>96,679,682</b>	<b>91,438,413</b>	<b>5,241,269</b>	<b>5.73%</b>