

# Franklin Special School District Five Year Strategic Plan February 2013 – May 2018 *Approved by Board January 23, 2017*

*The Board's strategic planning committees involved key stakeholders representing parents, community members, school administrators and faculty and staff from each of the schools. These original committees developed objectives and presented their recommendations to the Board of Education. The Board released the parent and community members who served on the full committees with appreciation. At the Board's request, district staff remained on each committee to finalize these reports. The strategic plan for each separate committee was presented to the Board in January 2013 at the FSSD Board retreat. The final document was approved in February 2013 during the regularly scheduled School Board meeting.*

**Overarching Strategic Plan Goal:** In five years, the FSSD will have built on its 109-year reputation to become known as a ***consistently innovative, educationally unmatched district*** with enthusiastic community engagement and a broad base of public funding and support.

## **Definition of terminology**

**Belief:** a statement that reflects a belief of what “educational excellence” is for all stakeholders

**Goal:** a one sentence statement by the FSSD Board of Education of non-measurable efforts that must occur if the mission of the FSSD is to be achieved.

**Strategy:** a description of a specific action that is occurring or must occur if the overarching strategic planning goal is to be achieved. Strategies may be identified in the following three ways:

- **Continuing:** Denotes action(s) which supports an initiative already in progress, reviewed annually for effectiveness, and revised for continuous high performance.
- **Incremental:** Denotes a series of small changes (actions) made over time that lead to fundamental improvements
- **New:** Denotes an action that identifies a strategy that is not currently in progress.

**Objective:** a measurement of success, timetables, funding source(s), and responsible person(s)

**PLEASE NOTE:** This plan is reflective of beliefs held by the Franklin Special School District (FSSD) School Board and district as a whole. These objectives are desired outcomes, but must be considered against available funds, feasibility, and need based on data. This strategic plan is not a document of requirements or mandates, but a compilation of goals, strategies and objectives that undergird the beliefs held by the FSSD, which hope to be achieved. This strategic plan, which will be evaluated and revised annually, is intended to help keep the FSSD school board and district employees focused on the direction we intend to move as we strive to continue to provide excellence in teaching and learning for all.

## Educational Excellence Committee

<b>Belief 1: Educational excellence means ensuring school demographics reflect the socioeconomic, ethnic, and racial diversity of the FSSD community.</b>		
<b>Goal</b>	<b>Strategy</b>	<b>Objective</b>
<p><u>Goal 1:</u> Set and communicate a belief that each campus should reflect the diverse make up of the community.</p>	<p><u>Strategy 1:</u> Effective 2012 – 2013, several areas within FSSD were rezoned so that each campus more accurately reflects the racial, ethnic, and socio-economic make up of the community.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• Annually review changing demographics at each school. FSSD Board will make appropriate decisions upon review each year.</li> <li>• February 2013 – May 2018</li> <li>• No additional funding needed.</li> <li>• Director of Schools, FSSD School Board</li> </ul>
<p><u>Goal 2:</u> Increase the diversity of teachers and assistants to reflect the diverse make up of the community.</p>	<p><u>Strategy 2:</u> Currently human resources attempts to recruit diverse candidates via Career Fairs, attendance at conferences, and other measures.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• Annually review number of employees representative of the diverse make-up of the community. Board will evaluate progress toward the goal and, when appropriate, make recommendations for improvement.</li> <li>• February 2013 - May 2018</li> <li>• No additional funding needed.</li> <li>• Director of Schools, Human Resources Supervisor, FSSD School Board</li> </ul>

**Belief 2. Educational excellence requires setting high expectations for ALL—every student, parent, teacher, staff member, and administrator.**

Goal	Strategy	Objective
<p><u>Goal 2a:</u> Set and communicate a belief that every child can achieve at a high level.</p>	<p><u>Strategy 2a:</u> The current vision statement for the district and its schools is <b><i>Excellence in Teaching and Learning for All</i></b>. This vision is communicated in various forums and formats throughout the year.</p> <p>Furthermore, the district mission statement is: <i>The mission of the Franklin Special School District is to foster academic, social, emotional, physical, and creative development in each student; to instill a desire to continue learning; to nurture respect for all people; and to promote responsible citizenship.</i></p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• All written communication from FSSD will include the vision statement. Print and publish the mission statement and display at each campus.</li> <li>• An increasing number of parents, when surveyed, will report FSSD’s demonstration of the vision, mission and belief all children can achieve at a high level.</li> <li>• February 2013 – May 2018</li> <li>• \$2,000</li> <li>• Communication Specialist, Associate Director of Schools for Teaching &amp; Learning, Technology Supervisor</li> </ul>
<p><u>Goal 2b:</u> Set, communicate, and demonstrate the belief to teachers and administrators that Tennessee curricula and Tennessee Academic standards are minimum expectations, not maximums, and provide ample opportunity to collaborate, plan for differentiated instruction, and participate in professional learning that supports this belief of high expectations.</p>	<p><u>Strategy 2b:</u> Currently, this belief is communicated on a regular basis in grade level curricular meetings, principal meetings, Lunch &amp; Learn gatherings, Professional Learning Community (PLCs) meetings, and professional learning offerings.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• Evaluate current results thoroughly. Compare results within the district and outside of the district to set increasingly higher targets for all students in all quintiles.</li> <li>• June 2013 – May 2018</li> <li>• No funding required</li> <li>• Student Performance Supervisor, Curriculum &amp; Professional Learning Supervisor</li> </ul>

<p><u>Goal 2c:</u> Set and communicate a belief to all stakeholders—parents, students, teachers, administrators, and community members—that FSSD should be measured against and excel by national not just State assessments.</p>	<p><u>Strategy 2c:</u> TN’s current National Assessment of Educational Progress (NAEP) benchmarked objectives and the Tennessee Academic Standards have made headlines across the state and nation and continue to be a relevant indicator of FSSD success and TN success. Parents now know that a percentage of their child’s final grade will come from state required assessments. Additionally, parents know that 3<sup>rd</sup> graders must be proficient in reading on TCAP or on their report card to be promoted to 4<sup>th</sup> grade.</p> <p><u>Recommendation:</u> Continuing through the following channels: news media, letter from Director, principals, school newsletters, parent meetings, FSSD newsletter, Blackboard Connect, and Social Media.</p>	<ul style="list-style-type: none"> <li>• Relay student assessment results to appropriate community members via media outlets, school board meetings, website, and other appropriate avenues. Celebrate successes. Focus work on areas to strengthen.</li> <li>• August, 2013 – May 2018</li> <li>• No funding required</li> <li>• Student Performance Supervisor, Principals, Communication Specialist, Director of Schools</li> </ul>
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**Belief 3. Educational excellence requires looking at the whole child: meeting basic needs, physical, creative, and social-emotional development in order to prepare learners for college or career.**

Goal	Strategy	Objective
<p><u>Goal 3a:</u> Professional learning programming should address the whole child, including the unique academic and social-emotional issues related to at-risk, low-SES, ELL, students with disabilities, behavior, and accelerated learners.</p>	<p><u>Strategy 3a:</u> The term <i>whole child</i> refers to an approach that states a child deserves to “be healthy, safe, engaged, supported, and challenged” in the school setting (<a href="http://www.wholechildeducation.org">www.wholechildeducation.org</a>). The FSSD provides on-going professional learning in all areas identified.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• The Teaching and Learning team will annually evaluate school level needs using multiple sources of data, including: School Improvement Plans, student performance results, Lunch &amp; Learn feedback, survey results, TEAM data, administrator, counselor, and teacher input. This information will be used to plan appropriate professional learning opportunities focusing on the areas related to the <i>whole child</i>.</li> <li>• June 2013 – June 2018</li> <li>• No additional funding</li> <li>• Teaching and Learning Team</li> </ul>
<p><u>Goal 3b:</u> FSSD will develop formal organizational relationships with the full range of state, county, municipal, non-profit, and volunteer organizations in the area that provide services often needed by at-risk students and their families.</p>	<p><u>Strategy 3b:</u> External organizational relationships are an area of great strength in the FSSD. The district strives to nurture community and agency partnerships, which provide vital family resources. Tools that promote effective parenting and healthy family relationships are shared.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• Compile a list of service agencies that can meet the unique needs of at-risk students and families. Communicate this information to building leaders and counselors to ensure connection between families in need and appropriate agencies. Update webpage to reflect current list of service agencies.</li> <li>• February 2013 – May 2018</li> <li>• No additional funding</li> <li>• FSSD Social Workers, Student Support Services Supervisor</li> </ul>

<p><u>Goal 3c:</u> FSSD will develop and implement a process to convey concerns that out-of-school issues may be impacting the school performance of at-risk students, and then link these students and/or their families to the state, county, municipal, non-profit, and volunteer organizations in the area that provide services that address the issues in question.</p>	<p><u>Strategy 3c:</u> In the FSSD, concerns are conveyed to any of the following support personnel: Teacher, School Nurse, Coordinated School Health Supervisor, Counselor, Principal, and/or Social Worker for referrals into the community for outside support.</p> <p><u>Recommendation:</u> Incremental</p>	<ul style="list-style-type: none"> <li>• Number of referrals for outside services will be maintained at both the building and district level. This list will be compiled to determine types of out-of-school issues impacting school performance. Create survey for teachers, counselors and administrators to complete to determine if process is effective.</li> <li>• August 2013 – May 2018</li> <li>• No funding necessary</li> <li>• FSSD Social Workers, Student Support Services Supervisor, Special Populations Supervisor</li> </ul>
<p><u>Goal 3d:</u> FSSD will continue to promote and support quality music, art(s), and physical education programs for all students.</p>	<p><u>Strategy 3d:</u> Related arts programs are provided to all learners during the school day. It is the desire of the FSSD board to ensure these quality classes are continued to meet the needs of all children.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• Annually audit school level schedules to evaluate related arts class offerings.</li> <li>• February 2013 – May 2018</li> <li>• No funding necessary.</li> <li>• Curriculum &amp; Professional Learning Supervisor</li> </ul>
<p><u>Goal 3e:</u> FSSD will promote, support, and offer school schedules that allow for maximum student participation and achievement in elective music and arts classes, grades 5 - 8.</p> <p><b><i>Goal 3e met as of August 2013</i></b></p>	<p><u>Strategy 3e:</u> Currently, band teachers are shared between two campuses, which creates challenges in scheduling.</p> <p><u>Recommendation:</u> Incremental</p>	<ul style="list-style-type: none"> <li>• Employ a band/strings teacher for Freedom Intermediate School.</li> <li>• August 2015</li> <li>• \$65,000</li> <li>• Director of Schools, FSSD School Board, Human Resources Supervisor, Principal</li> </ul>

<p><u>Goal 3f:</u> All FSSD counselors will ensure that every student has access to a comprehensive school counseling program that is preventative in design and developmental in nature, and that all stakeholders are aware of available services within the program; thus, facilitating academic, personal-social, and career development.</p>	<p><u>Strategy 3f:</u> Counselors and administrators support school and district <i>Be Nice</i> initiatives. Use school and district web sites to increase parent and community awareness of the counseling program.</p> <p>School Counselors are currently (Jan. 2015) researching potential K-8 career education resources. One web-based, interactive tool focusing on career exploration currently in use at Freedom Intermediate is Career Cruising. Elementary Counselors participated in a webinar sponsored by Career Cruising (Jan. 2015) to determine the potential effectiveness of this product with elementary students. Career education will be included as a topic for professional learning for the 2016-2017 school year.</p> <p><u>Recommendation:</u> Incremental</p>	<ul style="list-style-type: none"> <li>• Use websites to convey counseling program information</li> <li>• August 2015 - August 2018</li> <li>• No funding necessary</li> <li>• Student Support Services Supervisor</li> </ul>
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**Belief 4. Educational excellence necessitates quality instruction designed to maximize each student’s talents and abilities through the use of appropriate curriculum, pacing, and instructional techniques needed, as determined through formative and summative assessments.**

Goal	Strategy	Objective
<p><u>Goal 4a:</u> Continue providing meaningful professional learning offerings for teachers, paraprofessionals and administrators at the district and school level, and extend professional learning opportunities to state and national levels. Teachers will implement and share professional learning with peers at the school and/or district level as appropriate.</p>	<p><u>Strategy 4a:</u> In the FSSD meaningful professional learning is a data driven decision based on needs assessments of students, teachers, and leaders.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• Compare district professional learning focus to improvement in student achievement data annually. Use the TELL TN survey results (Q. 8 PD) from Spring 2013 as a baseline to improve.</li> <li>• June 2013 – June 2018</li> <li>• No funding required</li> <li>• Curriculum &amp; Professional Learning Supervisor</li> </ul>
<p><u>Goal 4b:</u> Encourage and provide support for teachers who: take additional college coursework in the content areas where they have teaching responsibilities, pursue advanced degrees, pursue National Board Certification.</p>	<p><u>Strategy 4b:</u> The FSSD supports teachers through a continuing education tuition reimbursement program for advanced courses and through National Board Certification. For more information please go to the following link to our website:</p> <p><a href="http://fssd.org/benefits/">http://fssd.org/benefits/</a> (National Board and Continuing Education Tuition Reimbursement information located here!)</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• Annually record number of NBC teachers and those pursuing advanced degrees and/or coursework. Share results at board meeting.</li> <li>• Analyze alignment between additional coursework and increased student achievement by using TEAM results.</li> <li>• May 2013 – May 2018</li> <li>• \$4000/year/NBCT for 5 - 10 years, Tuition Reimbursement (\$30,000/year)</li> <li>• Human Resources Supervisor, Associate Director of Schools for Teaching &amp; Learning</li> </ul>



<p><u>Goal 4c:</u> Ensure that meaningful differentiation of curricula, pacing, and instructional techniques takes place in each classroom every day.</p>	<p><u>Strategy 4c:</u> Currently, the FSSD is in its 11<sup>th</sup> year of on-going training and support in differentiation of instruction (DI) for all students in all grades. Teachers differentiate by academic readiness, student interest, and student learning style. <i>Implementation</i> of DI is not a choice; it is an expectation. Therefore, DI is at the core of teacher discussion on curricular standards, unit design, pre-assessment, delivery of instruction, post-assessment, and data review. Support is provided during PLCs, subject area meetings, and district professional learning experiences. Assessment of DI is part of the teacher evaluation system.</p> <p><u>Recommendation:</u> Incremental</p>	<ul style="list-style-type: none"> <li>• Analyze TEAM data results for the specific indicators, “teacher knowledge of students,” “lesson structure and pacing,” and “presenting instructional content.” Increase the “final” percentage in each indicator at each school after the baseline result is gathered in May 2013.</li> <li>• May 2013 – May 2018</li> <li>• No funding required</li> <li>• Associate Director of Schools for Teaching &amp; Learning, Curriculum &amp; Professional Learning Supervisor, Teaching and Learning Team, Principals</li> </ul>
<p><u>Goal 4d:</u> Create master schedules that reflect continuous core instructional blocks (math, reading/language arts, science, &amp; social studies), intervention &amp; enrichment sessions, and a clear maximization of time. Evaluate other innovative approaches to master scheduling to maximize student learning time. The importance lies in instructional focus and enhancing the quality of instructional opportunities for all learners.</p>	<p><u>Strategy 4d:</u> This strategy was explored in the 10-11 year and continued forward to implementation in 12-13. Scheduling is a challenging task when considering related arts and other required activities that must be incorporated. The focus of academic scheduling needs to be on core instruction. Additionally, the RtI<sup>2</sup> implementation in K – 5 in 2014 and 6 – 8 in 2015 created a need to hone scheduling to meet diverse needs of students.</p> <p><u>Recommendation:</u> Incremental</p>	<ul style="list-style-type: none"> <li>• Collect each school’s master schedule to ensure criteria are met and to evaluate other innovative approaches that maximize student learning time. FSSD Board will make appropriate decisions upon review each year.</li> <li>• February 2013 – August 2017</li> <li>• No funding required</li> <li>• Principals, Associate Director of Schools for Teaching &amp; Learning, Director of Schools</li> </ul>

<p><u>Goal 4e:</u> Principals and other district certified TEAM evaluators will actively and regularly use established methods of support and documentation to address problem areas with underperforming licensed educators.</p>	<p><u>Strategy 4e:</u> TN law mandates that school administrators use the Tennessee Educator Acceleration Model (TEAM) for both tenured and non-tenured licensed educators.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• Use TEAM data to determine areas of concern. An indicator with a score of 2 or below may signify a need for intervention. Crucial conversations will be held between the educator and principal and an improvement plan implemented.</li> <li>• August 2013 – May 2018</li> <li>• No funding required</li> <li>• Principals, District Certified TEAM Evaluators</li> </ul>
<p><u>Goal 4f:</u> Create processes to ensure a smooth transition for all students from the elementary schools to the intermediate school as well as the intermediate school to the middle school.</p>	<p><u>Strategy 4f:</u> Currently, cumulative records are maintained at the school level and exchanged via hard copy with other schools.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• Create a committee of principals, teachers, attendance secretaries, counselors, and appropriate others to evaluate ways to streamline the effort to transition cumulative records and vital student information from one campus to the other.</li> <li>• August 2015 – May 2017</li> <li>• No funding required</li> <li>• Principals, Teaching &amp; Learning Team, Attendance Supervisor</li> </ul>
<p><u>Goal 4g:</u> Provide six early dismissal days per year to ensure adequate time for teachers to analyze and process data, determine effective teaching strategies, and collaborate with peers to determine best practices which will meet the varied and unique needs of all students.</p> <p><b><i>Goal 4g has been met</i></b></p>	<p><u>Strategy 4g:</u> As of the 12-13 year, four early dismissal days were built in to the school calendar.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• 2013 – 2014 school year, 5 early dismissal days will be in place. 2014 – 2015 school year, 6 early dismissal days will be in place. Evaluate additional future needs for early dismissal days annually.</li> <li>• August 2014 – May 2018</li> <li>• No funding required</li> <li>• Associate Director of Schools for Teaching &amp; Learning, Technology Supervisor, District Calendar Committee</li> </ul>

<p><u>Goal 4h:</u> All teachers will have support for math instruction through the hiring of math coaches for every school as well as a District Math Coach.</p>	<p><u>Strategy 4h:</u> As of the 12-13 year, five math coaches are in place in the 8 FSSD schools. Three schools need this instructional support.</p> <p><u>Recommendation:</u> Incremental</p>	<ul style="list-style-type: none"> <li>• By Fall 2017, one District Math Coach will be added to the Teaching &amp; Learning Team. All schools have a math coach as of August 2015.</li> <li>• August 2013 – August 2018</li> <li>• Salaries/benefits (\$150,000)</li> <li>• Principals, Associate Director of Schools for Teaching &amp; Learning, Curriculum &amp; Professional Learning Supervisor</li> </ul>
<p><u>Goal 4i:</u> Provide professional learning for all teachers in best practices for English Language Learner (ELL) students using a variety of opportunities (webinars, videos, conferences, journals, district professional learning days, etc.)</p>	<p><u>Strategy 4i:</u> As of the 12-13 year, one district-wide professional learning day was set aside to focus on ELL best practices for instruction. Maria Montalvo led the session by providing a keynote and working with groups of teachers from all schools to continue to build understanding and capacity among teachers. As this subgroup is growing, there is a pressing need to provide professional learning in best practices to all teachers.</p> <p>During the 2014-2015 school year, the World Class Instructional Design and Assessment (WIDA), were implemented. FSSD ELL teachers attended the WIDA National Conference in Atlanta, GA. This rich learning experience smoothed the way for a successful transition to WIDA for students and school personnel alike. The State of Tennessee is now a member of the WIDA Consortium based at the University of Wisconsin, Madison. On-going job-embedded professional learning will continue to ensure</p>	<ul style="list-style-type: none"> <li>• Evaluate 2013 TCAP test scores to determine successful gap closure between the Limited English Proficient (LEP) subgroup and the non-LEP students. In reading the current gap is 42.1% and the goal is to reach 39.5% at the close of 2013. In mathematics, the current gap is 32.8% and the goal is 30.8% at the close of the 2013-year. Review this annually and alter goals based on projections set forth by the TNDoE.</li> <li>• August 2013 – May 2018</li> <li>• No additional funding.</li> <li>• Student Performance Supervisor, School Support Services Supervisor, Curriculum &amp; Professional Learning Supervisor</li> </ul>

	<p>all teachers are well versed in WIDA principles and practices.</p> <p>During the 2015-2016 school year, the ELL-General Education Professional Learning Project took place. Training was conducted by Pearson Education and based on the Sheltered Instruction Observation Protocol (SIOP) Model, the only research-based comprehensive professional development program developed specifically for teachers of English Language Learners. This team of 26 teaching partners formed the first cohort of SIOP-trained teachers in the FSSD with more to follow in subsequent school years.</p> <p><u>Recommendation:</u> Continuing</p>	
<p><u>Goal 4j:</u> Provide professional learning for new teachers to ensure their understanding of differentiated instruction (DI)—the concept and expectations.</p>	<p><u>Strategy 4j:</u> The FSSD is committed to supporting new teachers as they enter the school setting in many areas, especially in differentiated instruction (DI) and meeting the needs of all students (Tier I, Tier II, and Tier III).</p> <p><u>Recommendation:</u> Incremental</p>	<ul style="list-style-type: none"> <li>• Evaluate successful completion of at least one DI course online or attendance at professional learning session focused on DI.</li> <li>• August 2014 – May 2018</li> <li>• \$3,000</li> <li>• Curriculum &amp; Professional Learning Supervisor</li> </ul>
<p><u>Goal 4k:</u> Across the curriculum, significantly increase student’s interaction with non-fiction reading and writing</p>	<p><u>Strategy 4k:</u> There is an ongoing relationship with the MTSU Writing Project in varying grades/schools. Adoption of the K – 5 Reading series (<i>Wonders</i>), as well as professional learning (K-8) in Tennessee Academic Standards has helped educators focus on the shifts in ELA as it relates to non-fiction reading and writing. Intentional coaching of content area teachers in grades</p>	<ul style="list-style-type: none"> <li>• Each year, an increase in check out of these materials should be evident in media centers. Additionally, evaluate reading textbooks to determine the amount of non-fiction reading/writing materials included. Increase variety and reading levels of non-fiction texts in each school building. Continue providing</li> </ul>

	<p>6–8 to utilize reading and writing strategies in Science and Social Studies has increased students’ interaction with non-fiction text. Resources such as ReadWorks, NewsELA, Time for Kids, and other approved technology resources are being used to support this text interaction.</p> <p>Since the summer of 2015, William Van Cleave has been providing high quality, effective writing instruction for teachers. There have been writing institutes and follow up sessions for K – 2 and 3 – 8 teachers.</p> <p><u>Recommendation:</u> Incremental</p>	<p>professional learning experiences to support writing instruction. Continue using state provided non-fiction writing prompts for use in all grades.</p> <ul style="list-style-type: none"> <li>• May 2013 – May 2018</li> <li>• No additional funding</li> <li>• Associate Director of Schools for Teaching &amp; Learning, Curriculum &amp; Professional Learning Supervisor, District Reading Coordinator, Instructional Technology Specialists</li> </ul>
<p><u>Goal 4I:</u> Across the curriculum, significantly increase student engagement with problem solving and application in mathematics and science.</p>	<p><u>Strategy 4I:</u> Science, Technology, Engineering and Mathematics (STEM) classrooms must emphasize questioning and inquiry and give students opportunities to apply science, technology, engineering, design, and problem solving. Begin work with Middle Tennessee STEM hub to facilitate growth and progress in this area. Begin to evaluate STEM labs in surrounding districts to determine feasibility, use, and cost. Instituted the use of Discovery Education Techbook to foster continued work on problem solving experiences, using interactive labs and rigorous informational text.</p> <p><u>Recommendation:</u> Incremental</p>	<ul style="list-style-type: none"> <li>• Use TEAM data results for the specific indicators, “thinking,” “questioning,” and “problem solving.” Increase the “final” score in each indicator at each school after the baseline result was gathered in May 2013. Evaluate TEAM results annually. Designate one STEM teacher at each 5-8 campus.</li> <li>• May 2014 – May 2018</li> <li>• Funding needs to be determined.</li> <li>• School Principals, Director of Schools, Associate Director of Schools for Finance and Administration, Associate Director of Schools for Teaching &amp; Learning, Curriculum &amp; Professional Learning Supervisor</li> </ul>

<p><u>Goal 4m:</u> Across the curriculum, significantly increase student’s understanding of the historical perspective of various cultures, the structure of government and economics through interaction with non-fiction reading, writing, and technology supports.</p> <p><b><i>Goal 4m met as of August 2014</i></b></p>	<p><u>Strategy 4m:</u> Ongoing support needed to provide social studies teachers with the tools needed to infuse non-fiction elements within the classroom setting routinely while incorporating authentic writing tasks as a support for learning.</p> <p><u>Recommendation:</u> Incremental</p>	<ul style="list-style-type: none"> <li>• In Spring 2014, evaluate all social studies textbook offerings based on the criteria of this goal. Purchase a series most closely aligned to the goal.</li> <li>• January 2014 – July 2014</li> <li>• \$200,000</li> <li>• Professional Learning and Curriculum Supervisor</li> </ul>
<p><u>Goal 4n:</u> Continue studying how to further incorporate foreign language, especially as it relates to the transition to Williamson County Schools.</p> <p><b><i>Goal 4n met as of January 2016</i></b></p>	<p><u>Strategy 4n:</u> Currently, French and Spanish courses are offered at Freedom Middle School and Poplar Grove Middle School. French and Spanish exploratory courses are offered at Freedom Intermediate and Poplar Grove Middle School for 5<sup>th</sup> and 6<sup>th</sup> graders. Liberty Elementary offers Spanish instruction.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• Create a committee to research the impact of foreign language instruction in early grades to determine the impact on student learning. Report findings to school board. FSSD board will make appropriate decisions based on information presented.</li> <li>• August 2015 – May 2016</li> <li>• No additional funding required</li> <li>• Associate Director of Schools for Teaching and Learning, Professional Learning and Curriculum Supervisor, and Student Performance Supervisor</li> </ul>

**Belief 5. Educational excellence requires collaboration among teachers, administrators, students, parents, and the community.**

Goal	Strategy	Objective
<p><u>Goal 5a:</u> Each year stakeholders will receive communication regarding district and individual school performance relative to state and national assessments and discuss any gaps in educational performance among and between schools and relevant demographic groups and subgroups.</p>	<p><u>Strategy 5a:</u> District and school performance is released by the TN Dept. of Education and covered by the local media. Data related to achievement, gap closure, and growth are released annually. Student performance data are broken down into demographic subgroups.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• Relay student assessment results to appropriate community members via media outlets, school board meetings, website, and other appropriate avenues. Celebrate successes. Focus work on areas to strengthen.</li> <li>• August, 2013 – August, 2018</li> <li>• No funding required.</li> <li>• Student Performance Supervisor, Communication Specialist, Director of Schools, Principals</li> </ul>
<p><u>Goal 5b:</u> Students, parents, and teachers will discuss student performance and progress, using assessment results and/or reports, which convey clearly the student’s strengths and areas to strengthen throughout the year.</p>	<p><u>Strategy 5b:</u> The FSSD currently uses the Parent-Teacher Conference session to convey student learning targets and performance in the fall. Progress reports and report cards are used to communicate student progress to parents in nine-week intervals.</p> <p><u>Recommendation:</u> Incremental change</p>	<ul style="list-style-type: none"> <li>• Teachers convey strengths and areas to strengthen derived from data and other non-academic sources through parent conferences and other appropriate meetings.</li> <li>• February 2013 – May 2018</li> <li>• No funding required.</li> <li>• Student Performance Supervisor, Teachers, Principals, Parents, Students</li> </ul>
<p><u>Goal 5c:</u> Parents will be encouraged to volunteer during the school year, including in the classroom, with the PTO, and serving on school committees.</p>	<p><u>Strategy 5c:</u> The FSSD does not participate in a parent commitment of required volunteer time, but we will continue to encourage it.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• Principals will compile the various volunteer opportunities at their campus and submit this to the Director of Schools. This information will be evaluated annually to determine parent participation opportunities.</li> <li>• August 2014 – August 2018</li> <li>• No funding required.</li> <li>• Principals, Director of Schools</li> </ul>

<p><u>Goal 5d:</u> Build capacity of aspiring school level administrators through the creation of a year-long internship program.</p>	<p><u>Strategy 5d:</u> There is a benefit to cultivating leaders and supporting the learning of local educators who have a desire to pursue school level leadership. Providing relevant and varied experiences connected to school level leadership enables these educators to determine their own readiness and/or desire for pursuing these types of positions.</p> <p>Currently, to apply for this internship, teachers must have completed three years of teaching in the FSSD and have a current, Tennessee administrator's license.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• Evaluate effectiveness of the internship through surveys and future job placements for those participants who pursue school level leadership positions.</li> <li>• September 2015 – May 2018</li> <li>• \$100/day x 25 days = \$2500 per intern</li> <li>• Director of Schools, Associate Director of Schools for Teaching &amp; Learning, Principals, Assistant Principals, Interns</li> </ul>
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<b>Belief 6. Educational excellence requires that every teacher and student have access to appropriate technology to support learning.</b>		
<b>Goal</b>	<b>Strategy</b>	<b>Objective</b>
<p><u>Goal 6a:</u> FSSD will provide infrastructure and hardware to support required, online formative and summative assessments.</p>	<p><u>Strategy 6a:</u> Evaluated in the 2012 – 2013 year. As of January 2014, the ratio of students to devices for online assessments is 2:1 for tested grades and the bandwidth has been doubled. As of the 2014 – 2015 year, all schools are ready for online assessments.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• Continue to meet all technology requirements established by the TNDoE for online assessments and make appropriate adjustments as necessary.</li> <li>• January 2014 – May 2018 (<i>Evaluate annually.</i>)</li> <li>• \$200,000</li> <li>• Technology Supervisor</li> </ul>
<p><u>Goal 6b:</u> Students will have the necessary technology skills leading to college and career readiness, i.e.</p>	<p><u>Strategy 6b:</u> In the 2013 – 2014 school year, all computer lab teachers implemented learning.com, allowing</p>	<ul style="list-style-type: none"> <li>• Annually, 8<sup>th</sup> grade students take the TechLiteracy Assessment from <a href="http://www.learning.com">http://www.learning.com</a>. The results</li> </ul>



<p>keyboarding, exploring and using software, and creating multi-media presentations.</p>	<p>students to prepare and develop college and career readiness skills.</p> <p><u>Recommendation:</u> Incremental</p>	<p>will reveal an increase in student use and understanding of keyboarding, software, and creation of multi-media presentation creation.</p> <ul style="list-style-type: none"> <li>• May 2013 – May 2017</li> <li>• No additional funding needed.</li> <li>• Technology Supervisor, Student Performance Supervisor, Instructional Technology Specialists, Computer Lab Teachers and Staff</li> </ul>
<p><u>Goal 6c:</u> Teachers will have support for using technology in instruction through the hiring of instructional technology specialists for both the K – 4 and 5 – 8 level.</p> <p><b>Goal 6c met as of May 2014</b></p>	<p><u>Strategy 6c:</u> Currently there are no instructional technology specialists in FSSD.</p> <p><u>Recommendation:</u> New/Incremental</p>	<ul style="list-style-type: none"> <li>• By Fall 2013, one instructional technology specialist will be added to the district Teaching and Learning team. By July 2014 a second instructional technology specialist will join the T&amp;L team. During the 2014 – 2015 year, the two instructional technology support personnel will offer support to K-4 and 5-8 respectively.</li> <li>• July 2013 – July 2014</li> <li>• \$130,000</li> <li>• Associate Director of Schools for Teaching &amp; Learning</li> </ul>
<p><u>Goal 6d:</u> Certified teachers and assistants will implement the Tennessee technology standards in computer labs.</p>	<p><u>Strategy 6d:</u> There are a variety of approaches to computer lab use. It is necessary for the Tennessee standards to be followed and implemented with skill and precision to ensure student readiness for assessments and career or college.</p> <p><u>Recommendation:</u> Incremental</p>	<ul style="list-style-type: none"> <li>• Annually, 8<sup>th</sup> grade students take the TechLiteracy Assessment from <a href="http://www.learning.com">http://www.learning.com</a>. The results will reveal an increase in students' skill levels.</li> <li>• August 2013 – May 2018</li> <li>• No additional funding needed.</li> <li>• Technology Supervisor, Student Performance Supervisor, Principals,</li> </ul>

		Computer Lab Teachers and Staff, Instructional Technology Specialists, Curriculum & Professional Learning Supervisor
<p><u>Goal 6e:</u> FSSD will provide cutting edge digital resources for learning including electronic textbooks and software programs.</p>	<p><u>Strategy 6e:</u> While individual school campuses provide a variety of laptop carts, Promethean boards, etc., FSSD implemented the use of iPads (4 per classroom) in all K-2 classrooms in the 2014-15 school year as well as Google Apps for Education (GAFE) in the middle schools during the 15-16 year.</p> <p>Resources such as Discovery Education, McGraw Hill, and Gibb-Smith, Holt, Curriculum Associates, Compass Learning, etc. are utilized for instructional purposes.</p> <p>Board Policy 6.312 “Use of Personal Communication Devices and Electronic Devices” was revised and adopted in March 2014. Additionally, <i>Guidelines for Technology Use</i> were created to establish a protocol for all stakeholders. The <i>Internet &amp; Use Agreement</i> was revised to incorporate aspects from the board policy and guidelines.</p> <p><u>Recommendation:</u> Incremental</p>	<ul style="list-style-type: none"> <li>• Evaluate use of BYOT/BYOD by faculty and students. If continued or expanded, create protocol for BYOT/BYOD, ensuring all students have access to additional devices. As publishers release digital resources, FSSD will evaluate the product and add digital resources as appropriate. Ensure all classrooms have Promethean Boards or current interactive technology.</li> <li>• May 2013 – May 2018</li> <li>• Funding to be determined as resources are developed.</li> <li>• Technology Supervisor, Principals, District Reading Coordinator, Curriculum and Professional Learning Supervisor, Instructional Technology Specialists</li> </ul>

<p><u>Goal 6f:</u> FSSD will create and maintain a long-range equipment replacement and procurement plan in order to ensure up to date equipment for teaching and learning.</p>	<p><u>Strategy 6f:</u> Currently, there is an inventory of all technology assets and needs.</p> <p><u>Recommendation:</u> Incremental</p>	<ul style="list-style-type: none"> <li>• Technology plan will be created to convey long-range plans. Annually, the plan will be reviewed, evaluated and acted upon to ensure up to date equipment is in place.</li> <li>• February 2013 – May 2018</li> <li>• \$500,000 (approx. \$100,000/year)</li> <li>• Technology Supervisor, Associate Director of Schools for Finance &amp; Administration, Instructional Technology Specialists</li> </ul>
<p><u>Goal 6g:</u> FSSD will provide a secure, simple and efficient electronic tool to house district, school and student data in order to allow timely updates of district initiatives to gauge their impact on student achievement.</p>	<p><u>Strategy 6g:</u> Currently, data is housed in various locations and can be pulled and combined to provide an overall assessment of a student, teacher, grade level, school, or the district.</p> <p><u>Recommendation:</u> Incremental</p>	<ul style="list-style-type: none"> <li>• Explore data dashboard vendors to determine feasibility. Determine other avenues for procurement of a data dashboard. Convey findings to the school board.</li> <li>• August 2014 – May 2017</li> <li>• Funding to be determined.</li> <li>• Technology Supervisor, Student Performance Supervisor, Associate Director of Schools for Finance &amp; Administration, Associate Director of Schools for Teaching &amp; Learning</li> <li>•</li> </ul>
<p><u>Goal 6h:</u> Continue to make electronic resources available to teachers and administrators.</p>	<p><u>Strategy 6h:</u> The district has several secure sites using SharePoint. Teachers and administrators have access to these sites via their email login and password. District SharePoint sites include:</p> <ul style="list-style-type: none"> <li>• Academic Support Team (AST)</li> <li>• Curriculum</li> <li>• Differentiated Instruction</li> <li>• ELL Team</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate SharePoint use by date. Determine “discussion board capabilities” within SharePoint. Train teachers and administrators on this function. Poll teachers and administrators for additional electronic resource needs.</li> <li>• May 2013 – May 2018</li> <li>• No funding required</li> </ul>

	<ul style="list-style-type: none"> <li>• Employee Documents</li> <li>• Gifted and Talented</li> <li>• Grants</li> <li>• Instructional Technology and Communication</li> <li>• National Board Certification</li> <li>• Pre-K</li> <li>• Special Education</li> <li>• Translated Documents</li> <li>• Leadership (district-wide admins)</li> </ul> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• Technology Supervisor, Teaching &amp; Learning Team</li> </ul>
<p><u>Goal 6i:</u> Make available electronic registration for parents.</p> <p><b><i>Goal 6i met as of February 2016</i></b></p>	<p><u>Strategy 6i:</u> Currently, registration is done in paper form and is not easily compiled or accessible.</p> <p>Currently exploring online registration to be implemented for the 2015 – 2016 year.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• Explore the feasibility of finding an online registration process that interfaces with state student management system.</li> <li>• May 2014 – May 2015</li> <li>• \$6,000.00</li> <li>• Technology Supervisor, Attendance Supervisor, Communications Specialist</li> </ul>
<p><u>Goal 6j:</u> Move to a 1:1 ratio (students to technological devices) in grades 3-8.</p>	<p><u>Strategy 6j:</u> Currently, in grades 3 – 8, we are at a 2:1 ratio (students to device.)</p> <p>We are moving to 1:1 in grades 7<sup>th</sup> and 8<sup>th</sup> grades beginning in January 2017.</p> <p><u>Recommendation:</u> Incremental</p>	<ul style="list-style-type: none"> <li>• Explore the long-term feasibility of moving to 1:1 ratio in grades 3 – 8.</li> <li>• August 2016 – May 2018</li> <li>• \$100,000 (16-17)—7<sup>th</sup>/8<sup>th</sup></li> <li>• \$200,000 (17-18)—5<sup>th</sup>/6<sup>th</sup></li> <li>• Technology Supervisor, Instructional Technology Specialists, Associate Director of Schools for Teaching &amp; Learning, Associate Director of Schools for Finance &amp; Administration, Director of Schools, Principals, Teachers</li> </ul>

## Finance Committee

<b>Belief 1:</b> We believe our students learn best when they are in an environment where they feel physically, emotionally and intellectually secure.		
<b>Goal</b>	<b>Strategy</b>	<b>Objective</b>
<p><u>Goal 1a:</u> The FSSD will ensure a safe school environment in well-maintained and well-utilized facilities, while planning for the future.</p>	<p><u>Strategy 1:</u> Improve and enhance technology in schools to ensure readiness and compliance with recommended specifications for State assessments and to keep up with most current technology to be sure it is available for all students, teachers and staff.</p> <p><u>Recommendation:</u> Continuing</p> <p><u>Strategy 2:</u> Evaluate existing facilities conditions.</p> <p><u>Recommendation:</u> Continuing</p> <p><u>Strategy 3:</u> Maintain facilities to provide an appropriate learning environment for all students and staff.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• Annually review technology capabilities and needs at each school. FSSD Board will make appropriate decisions upon this annual review.</li> <li>• December 2013 – May 2018</li> <li>• \$400,000 or more annually</li> <li>• Principals, Technology Supervisor, Associate Directors, Teaching and Learning Team</li>   <li>• Continually monitor and record facility shortcomings for the soonest possible correction.</li> <li>• February 2013 – May 2018</li> <li>• No funding required</li> <li>• Custodians, Maintenance Supervisor, Principals</li>   <li>• Repairs are performed when possible by maintenance staff while some projects are contracted.</li> <li>• February 2013 – May 2018</li> <li>• \$200,000 and up annually, with larger amounts necessary at times, based on need, and budget capacity</li> <li>• Maintenance Department, Associate Director of Schools for Finance &amp; Administration, Board of Education</li> </ul>

	<p><u>Strategy 4:</u> Ensure that facility maintenance and repair needs are addressed in a timely and efficient manner to support the educational mission and daily operations of the District.</p> <p><u>Recommendation:</u> Continuing</p> <p><u>Strategy 4a:</u> See that funding is secured and efforts made to facilitate large facility improvements not made possible with annual, recurring revenues.</p> <p><u>Recommendation:</u> Continuing</p> <p><u>Strategy 5:</u> Ensure that implementation plans related to infrastructure and operations support technology, transportation and safety.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• Repairs are performed as soon as is practically possible within State guidelines as evidenced by work order logs maintained by Maintenance Supervisor.</li> <li>• February 2013 – May 2018</li> <li>• \$200,000 and up annually, with larger amounts necessary at times</li> <li>• Custodians, Maintenance Department, Associate Director of Schools for Finance &amp; Administration</li>   <li>• Bond funds are to be secured and used to complete those items on the District's 7-year capital projects plan.</li> <li>• July 2015 – May 2018</li> <li>• \$12,000,000</li> <li>• Maintenance Department, Associate Director of Schools for Finance &amp; Administration, Director of Schools, Board of Education</li>   <li>• No plans are executed without coordination of the various departments during separately called meetings.</li> <li>• July 2013 – May 2018</li> <li>• No funding required</li> <li>• Maintenance, Transportation and Technology Supervisors, Safety Supervisor, Associate Director of Schools for Finance &amp; Administration</li> </ul>
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	<p><u>Strategy 6:</u> Continue to improve energy efficiencies at all locations.</p> <p><u>Recommendation:</u> Continuing</p> <p><u>Strategy 6a:</u> Explore the feasibility of retrofitting school lighting with LED technology</p> <p><u>Recommendation:</u> Completed</p> <p><u>Strategy 7a:</u> Utilize facilities to their fullest potential to ensure efficient use of District space.</p> <p><u>Recommendation:</u> Continuing</p> <p><u>Strategy 7b:</u> Create a comprehensive fee structure for use of District space.</p>	<ul style="list-style-type: none"> <li>• Seek greater cooperation of all employees in following energy guidelines as evidence by weekly reports shared with building administrators.</li> <li>• February 2013 – May 2018</li> <li>• No funding required</li> <li>• All staff, Maintenance Department and Energy Coordinator</li>   <li>• Seek estimates on the cost of making this transition.</li> <li>• February 2013 – January 2017</li> <li>• \$1,275,821</li> <li>• Maintenance Supervisor, Associate Director of Schools for Finance &amp; Administration, Director of Schools</li>   <li>• Annually review use of space. Review policy to allow flexible usage of structures for after school and community events.</li> <li>• August 2013 – May 2018</li> <li>• No funding required</li> <li>• Principals, Maintenance Supervisor, Associate Director of Schools for Finance &amp; Administration, Communications Specialist, Director of Schools, Board of Education</li>   <li>• Evaluate current fees and determine more appropriate amounts to fully</li> </ul>
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	<p><u>Recommendation:</u> New</p> <p><u>Strategy 7c:</u> Identify marketing opportunities for District space.</p> <p><u>Recommendation:</u> New</p> <p><u>Strategy 7d:</u> Relocate maintenance and transportation to permanent location not inside a school.</p> <p><u>Recommendation:</u> New</p>	<p>cover costs of cleaning, utilities, etc. and share results with Board for discussion/approval.</p> <ul style="list-style-type: none"> <li>• June 2013 – May 2018</li> <li>• No funding required</li> <li>• Maintenance Supervisor, Energy Coordinator, Associate Director of Schools for Finance &amp; Administration, Director of Schools, Board of Education</li> </ul> <ul style="list-style-type: none"> <li>• Determine the best method(s) for promoting District spaces for those areas and times when educational activities are not occurring.</li> <li>• February 2013 – May 2018</li> <li>• No funding required</li> <li>• Communications Specialist</li> </ul> <ul style="list-style-type: none"> <li>• Determine suitable, appropriate and available location</li> <li>• January 2014 – May 2018</li> <li>• \$100,000 - \$1,000,000</li> <li>• Maintenance Supervisor, Transportation Supervisor, Assoc. Director of Schools for Finance &amp; Administration, Director of Schools, Board of Education</li> </ul>
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<p><u>Goal 1b:</u> The FSSD will strive to have the safest possible school environments that promote learning and positive interactions.</p>	<p><u>Strategy 1:</u> Review, revise and align district and building discipline policies to promote a safe school environment.</p> <p><u>Recommendation:</u> Incremental</p> <p><u>Strategy 2:</u> Promote a diverse and healthy social, physical and emotional environment for our students and staff.</p> <p><u>Recommendation:</u> Continuing</p> <p><u>Strategy 3:</u> Conduct a professionally-led district-wide risk assessment for all school facilities.</p> <p><u>Recommendation:</u> Completed</p> <p><u>Strategy 4:</u> Review, maintain and make available the District safety/crisis plan to all employees as well as community partners.</p>	<ul style="list-style-type: none"> <li>• Evaluate current school practices to determine consistencies and alignment with District policies at a principals’ meeting focused on this topic.</li> <li>• May 2013 – May 2018</li> <li>• No funding required</li> <li>• Principals, Director of Schools</li>   <li>• Ensure staff is supportive of all learners and work with nurses and counselors to ensure healthy environments, both mentally and physically.</li> <li>• February 2013 – May 2018</li> <li>• No funding required</li> <li>• All staff</li>   <li>• Contract with professional firm to carry out this activity.</li> <li>• February 2013</li> <li>• \$18,000</li> <li>• Director of Schools, Associate Director of Schools for Finance &amp; Administration, Board of Education, Safe Havens</li>   <li>• Subsequent to professional review, update current plan(s) to include recommendations and make available to all staff</li> </ul>

	<p><u>Recommendation:</u> Continuing</p> <p><u>Strategy 5:</u> Provide safety and awareness training that gives staff the tools to recognize the signs of negative behaviors.</p> <p><u>Recommendation:</u> Continuing</p> <p>Strategy 5A: Provide safety trainings to employees in the district that equips them with knowledge regarding ways to respond in a crisis situation.</p> <p><u>Recommendation:</u> Continuing</p> <p><u>Strategy 6:</u> Ensure compliance with all governmental safety regulations.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• February 2013 – May 2018</li> <li>• No funding required</li> <li>• Safety Supervisor, Associate Director of Schools for Finance &amp; Administration, Director of Schools</li> <li>• Determine appropriate times and types of training and method for delivery.</li> <li>• February 2013 – May 2018</li> <li>• Funding undetermined</li> <li>• Safety Supervisor, FSSD Social Workers and Counselors</li> <li>• Determine appropriate times and types of training and method for delivery.</li> <li>• February 2016 – May 2018</li> <li>• No funding required</li> <li>• Safety Supervisor</li> <li>• All buildings and procedures will comply with regulations as verified by the Maintenance Supervisor.</li> <li>• February 2013 – May 2018</li> <li>• No funding required</li> <li>• Safety Supervisor, Maintenance Supervisor, Principals, Associate Director of Schools for Finance &amp; Administration, Director of Schools</li> </ul>
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**Belief 2. We believe the District should always be prudent stewards of our resources through rigorous planning and budgeting and should build further resources by enhancing public and private support for public education.**

Goal	Strategy	Objective
<p><u>Goal 2a:</u> The District will continue to utilize a conservative approach to financial management in order to maintain favorable bond ratings and strategically manage district finances in light of the uncertain funding climate.</p>	<p><u>Strategy 1:</u> Maintain and communicate transparency in budgetary actions.</p> <p><u>Recommendation:</u> Continuing</p> <p><u>Strategy 2:</u> Continue to build and maintain adequate fund balances at the appropriate times and levels, for each of the District's funds</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• As has been the case, continue to be totally open regarding financial operations through posting of annual financial report and approved budgets online for all stakeholders and community members to view.</li> <li>• March 2013 – May 2018</li> <li>• No funding required</li> <li>• Director of Schools, Associate Director of Schools for Finance and Administration, Board of Education, Principals</li>   <li>• In accordance with legal mandates and appropriate operational standards and in the interest of good stewardship, fund balances should be adequately maintained as evidenced by annual financial reports as posted on the District website.</li> <li>• December 2013 – May 2018</li> <li>• No funding required</li> <li>• Director of Schools, Associate Director of Schools for Finance &amp; Administration, Board of Education</li> </ul>

	<p><u>Strategy 3:</u> Effectively manage fiscal resources in compliance with internal and external accountability requirements and deliver the highest quality financial services to all stakeholders.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• The District should continue to receive favorable bond ratings and excellent audit results as posted on the District website.</li> <li>• December 2013 – May 2018</li> <li>• No funding required</li> <li>• Associate Director of Schools for Finance and Administration, Accounting Staff, Principals, Bookkeepers</li> </ul>
<p><u>Goal 2b:</u> Pursue alternative funding sources to maintain and expand existing and essential programs or to initiate new programs and services aligned with the District’s mission, priorities and beliefs.</p>	<p><u>Strategy 1:</u> Maximize revenue from state, local and other governmental sources.</p> <p><u>Recommendation:</u> Continuing</p> <p><u>Strategy 2:</u> Explore and support legislation to enhance local school district funding.</p> <p><u>Recommendation:</u> Incremental</p>	<ul style="list-style-type: none"> <li>• As is standard protocol, all opportunities for funding are pursued and managed with the utmost diligence and care as evidenced by annual audits which are posted online.</li> <li>• December 2013 – May 2018</li> <li>• No funding required</li> <li>• Associate Director of Schools for Finance and Administration, Accounting Staff</li>   <li>• Be aware of any proposals that may affect the way(s) in which public school districts are funded. Support any opportunity to improve such funding as approved by the Board.</li> <li>• February 2013 – May 2018</li> <li>• No funding required</li> <li>• Associate Director of Schools for Finance and Administration, Director of Schools, Board of Education</li> </ul>

	<p><u>Strategy 3a:</u> Explore the acquisition of a full-time grant writer/specialist who would seek alternative sources of funding as well as grants.</p> <p><u>Recommendation:</u> New</p> <p><u>Strategy 3b:</u> Maintain and cultivate partnerships, collaboratives and relationships with local, state, national and international businesses, organizations and agencies to enhance potential grant opportunities.</p> <p><u>Recommendation:</u> Incremental</p> <p><u>Strategy 3d:</u> Pursue participation in the local efforts to create a foundation for public education.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• During future budget planning, make every effort to add a grant writer to the staff. Such an individual would be in a position to increase the number of competitive and non-competitive grant opportunities attempted and possibly awarded.</li> <li>• May 2013 – May 2018</li> <li>• \$65,0000</li> <li>• Director of Schools, Associate Directors of Schools, Board of Education</li>   <li>• The grant writer, besides employing the standard application procedure for grants, will make connections with entities in the community for additional opportunities.</li> <li>• July 2015 – May 2018</li> <li>• No additional funding required</li> <li>• Grant writer, Director of Schools, Associate Directors of Schools, Board of Education</li>   <li>• Continue participating in the venture with Williamson County Schools which creates a foundation to support public education in Williamson County, keeping the Board apprised of all aspects.</li> <li>• May 2013 – May 2018</li> <li>• No funding required</li> <li>• Associate Director of Schools for Finance and Administration, Director</li> </ul>
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	<p><u>Strategy 3e</u>: Pursue an avenue for stakeholders to make donations to the District for designated areas or purposes.</p> <p><u>Recommendation</u>: Continuing</p>	<p>of Schools, Board of Education</p> <ul style="list-style-type: none"> <li>• The District could provide such an avenue on the District website.</li> <li>• February 2016 – May 2018</li> <li>• Funding needed unknown</li> <li>• Communications Specialist, Associate Directors of Schools, Director of Schools, Board of Education</li> </ul>
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## Community Relations Committee

<b>Belief 1: Enthusiastic community engagement depends on our commitment to provide planned, consistent and intentional communications with our community and its constituent groups.</b>		
<b>Goal</b>	<b>Strategy</b>	<b>Objective</b>
<p><b>Goal 1:</b> Engage in two-way dialogue to build positive awareness of district initiatives and goals.</p>	<p><b>Strategy 1:</b> Communicate more effectively with neighborhood groups, which includes parents and non-parents (e.g. neighborhood or cluster open houses)</p> <p><b>Strategy 2:</b> Plan for Board engagement opportunities within the community (e.g., meet and greet/cluster meetings)</p> <p><u>Recommendation:</u> Incremental</p>	<ul style="list-style-type: none"> <li>• April 2013 – May 2018</li> <li>• No additional funding needed</li> <li>• Principals, Communications Specialist, Director of Schools, Board of Education</li> </ul>
<p><b>Goal 2:</b> Create and disseminate easy to understand information about the FSSD and its value to the community.</p>	<p><b>Strategy 3:</b> Develop and disseminate communication tools and publications with relevant school and district information and statistics. Proactively communicate information to stakeholders using a variety of methods at the school and district levels regarding district operations and instructional goals and strategies.</p> <p><u>Recommendation:</u> Continuing</p> <p><b>Strategy 4:</b> Proactively generate and participate in local media opportunities.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• May 2013 – May 2018</li> <li>• No additional funding needed</li> <li>• Director of Schools, Communications Specialist, Instructional Technology, Principals</li>   <li>• August 2013 – May 2018</li> <li>• No additional funding needed</li> <li>• Leadership Team</li> </ul>

<p><b><u>Goal 3:</u></b> Increase communication through the use of social media.</p>	<p><b><u>Strategy 5:</u></b> Use district social media accounts (e.g. Twitter, Facebook, Instagram) to communicate district and school news.</p> <p><u>Recommendation:</u> Continuing</p> <p><b><u>Strategy 6:</u></b> Use the Digital Publishing Guidelines to initiate district-sponsored social media accounts (Facebook and Twitter) and provide assistance to administrators who supervise approved social media accounts as a way to increase communication to stakeholders.</p>	<ul style="list-style-type: none"> <li>• February 2013 – May 2018</li> <li>• No additional funding needed</li> <li>• Leadership Team, possibly PTO</li> </ul>
<p><b><i>Goal 3 met as of October 2016</i></b></p>	<p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• February 2013 – May 2018</li> <li>• No additional funding needed</li> <li>• Director of Schools, Communications Specialist, Board of Education</li> </ul>
<p><b><u>Goal 4:</u></b> Respond clearly and accurately to misinformation through the media and district communication channels.</p>	<p><b><u>Strategy 7:</u></b> Communicate through proven channels (e-news, Blackboard Connect, Twitter, etc.), as well as local media, to respond to inaccurate reports or to clarify information.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• February 2013 – May 2018</li> <li>• No additional funding needed</li> <li>• Director of Schools, Communications Specialist, Board of Education</li> </ul>



**Belief 2: Enthusiastic community engagement depends on our commitment to provide partnerships that connect FSSD with its constituent groups for mutual gain, realizing that each of our constituent groups is unique.**

Goal	Strategy	Objective
<p><b>Goal 1:</b> Connect with business and community leaders to develop and/or maintain strong working relationships.</p>	<p><b>Strategy 1:</b> Develop and maintain active relationships with business and community leaders by renewing membership or participating in local organizations/meetings (Chamber of Commerce, Franklin Tomorrow, etc.). Acknowledge partnerships on school and district websites using Board policy and recognition protocol as initiated and approved by the School Board.</p> <p><u>Recommendation:</u> Continuing</p> <p><b>Strategy 2:</b> Develop relationships with local Hispanic business and community leaders to determine mutually beneficial programs and initiatives that would increase involvement of Hispanic families in school events. Create school events to draw more Hispanic involvement.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• February 2013 – May 2018</li> <li>• Fees associated with membership</li> <li>• Director of Schools, Communications Specialist, School Board, Principals</li>   <li>• August 2013 – May 2018</li> <li>• No additional funding needed</li> <li>• Director of Schools, Social Workers, Student Support Services Supervisor, Parent Liaisons, ELL Teachers</li> <li>• Principals, PTOs and BLTs</li> </ul>
<p><b>Goal 2:</b> Offer community wide events in which all FSSD residents can participate, showcasing the value of FSSD facilities and the expertise of students and faculty members to the community as a whole.</p>	<p><b>Strategy 3:</b> Continue to offer community-wide events, such as the Health Fair, Walk Across Williamson, 5K Races, Online Safety Presentations, Backpack Giveaway, Career Exploration, Veterans' Day Parade activities.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• April 2014 – May 2018</li> <li>• \$1,000</li> <li>• Associate Director of Finance and Administration, District Nurse, Coordinated School Health Supervisor, Principals, PE Teachers</li> </ul>

	<p><b><u>Strategy 4:</u></b> Showcase student talent at various community events, highlighting the district’s commitment to related arts (eg: downtown Franklin businesses and Franklin Theater)</p> <p><u>Recommendation:</u> Continuing</p> <p><b><u>Strategy 5:</u></b> Using FSSD facilities, plan a series of community arts events – dramas, concerts, lectures and visual arts.</p> <p><u>Recommendation:</u> Incremental</p>	<ul style="list-style-type: none"> <li>• February 2013 – May 2018</li> <li>• No additional funding needed</li> <li>• Principals, Related Arts Teachers</li> </ul> <ul style="list-style-type: none"> <li>• August 2015 – May 2018</li> <li>• No additional funding needed</li> <li>• Leadership Team, Principals, Special Area Teachers, PTO</li> </ul>
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**Belief 3: Enthusiastic community engagement depends on our commitment to provide community outreach that demonstrates that FSSD is committed to its total community in addition to the children, which are our sacred trust and responsibility.**

Goal	Strategy	Objective
<p><b>Goal 1:</b> Implement a coordinated plan of “hands on” experiences in the FSSD schools for community groups.</p>	<p><b>Strategy 1:</b> Host community meetings in the schools, providing school and/or district tours and information (e.g. Leadership Franklin, Chamber of Commerce events, performances for seniors/assisted living residents)</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• February 2013 – May 2018</li> <li>• \$500</li> <li>• Director of Schools, Principals, Leadership Team, PTO</li> </ul>
<p><b>Goal 2:</b> Develop a well-defined plan for recruiting and properly training volunteers to work in the schools.</p> <p><b>Goal 3.2 met as of September 2015</b></p>	<p><b>Strategy 2:</b> In addition to parents, community groups are a valuable resource for after-school and summer opportunities (e.g. Against the Grain, Raise Your Hand Williamson, FLIP, Reading Dogs, Williamson County Newcomers Club, FSSDEA retired teachers).</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• February 2015 – May 2015</li> <li>• \$5,000 stipends</li> <li>• Associate Director for Teaching and Learning, Principals, Human Resources Supervisor</li> </ul>
<p><b>Goal 3:</b> All middle school students should be provided with opportunities to participate in local community service events.</p>	<p><b>Strategy 3:</b> School-sponsored clubs and groups, such as National Honor Society, Beta Club and Student Council, should continue to serve the community.</p> <p><u>Recommendation:</u> Continuing</p> <p><b>Strategy 4:</b> Community service opportunities should continue to be sought out and offered to all middle</p>	<ul style="list-style-type: none"> <li>• February 2013 – May 2018</li> <li>• Minimal Transportation Costs</li> <li>• Principals, School Counselors, BLT, PTO</li> <li>• September 2013 – May 2018</li> <li>• Minimal Transportation Costs</li> <li>• Principals, School Counselors, BLT</li> </ul>

<p><b>Goal 3.3 met as of May 2015</b></p>	<p>school students (Days of Service, Give Back Days, opportunities to return to former schools for service).</p> <p><u>Recommendation:</u> Continuing</p>	
<p><b>Goal 4:</b> FSSD will work with local community agencies to find and promote parent education and adult learning opportunities.</p>	<p><b>Strategy 5:</b> Use relationships established with community partners (e.g., Williamson County United Way and its partner agencies, Hard Bargain Association) to help parents and community members tap into existing resources.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• February 2013 – May 2018</li> <li>• No funding necessary</li> <li>• District Social Workers, Coordinated School Health Supervisor, District Nurse, Principals, Student Support Services Supervisor, Communications Specialist</li> </ul>
<p><b>Goal 5:</b> FSSD will develop a deeper relationship with local colleges to offer enrichment opportunities to students.</p>	<p><b>Strategy 6:</b> A mutually beneficial relationship between our schools and the local colleges could provide opportunities to expose children and families to enrichment and career possibilities (e.g. specially developed field trips or short courses for students to be taught in FSSD schools or at the local college campus)</p> <p>Request local higher education institutions (Columbia State, O’More, Williamson Christian College, MTSU, Belmont, David Lipscomb, etc.) to provide professional learning opportunities for FSSD faculty and staff.</p> <p><u>Recommendation:</u> Continuing</p>	<ul style="list-style-type: none"> <li>• June 2014 – May 2018</li> <li>• Funding unknown</li> <li>• Teaching and Learning Team, Principals</li> </ul>

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