

## Goal 1. Ensure a safe and healthy educational environment.

Objective 1. Promote the physical, mental, and emotional safety and health of students and staff as measured by an annual review of critical data.

Action Step 1.1.1	Resources Required	Implementation Date	Person(s) Required	Means of Evaluation
Review and update district crisis management plan and perform safety audit.	Dr. Johnny Purvis	Purvis review every 2 years; district review annually	Dr. Noflin	Purvis exit report; district approval

### Progress Report

- Purvis visit scheduled for February 8-13, 2009
- Monthly crisis team meetings conducted

Action Step 1.1.2	Resources Required	Implementation Date	Person(s) Required	Means of Evaluation
Install security cameras at all schools within the district.	Increased technology budget; training; installation service	2009-2014	Technology Department (Brenda Meriweather/T.J. Higgins)	Installation of cameras in all district schools by 2014; reduction in discipline referrals; positive review of safety issues addressed on the exit review

Objective 2. Ensure that all stakeholders are aware of actions taken to create safe and healthy environments at all facilities as measured by the number of communications and/or community survey.

Action Step 1.2.1	Resources Required	Implementation Date	Person(s) Required	Means of Evaluation
Utilize the communication plan to promote the health and physical education program.	Media, web, parent nights, weekly health announcements, principal and teachers to develop plan	2009-ongoing	Kay Bishop	Community survey

### Progress Report

Communication Team meeting scheduled for January, 2009

Action Step 1.2.2	Resources Required	Implementation Date	Person(s) Required	Means of Evaluation
Emphasize appearance of grounds and buildings through regular inspection.	Criteria	Begin Fall 2008	Julie Hinds, Bob Monroe, district appointee(s)	Summary report of individual evaluations developed from district form

### Progress Report

Checklist in development (dirt patrol)

## Goal 2. Promote community knowledge of, involvement in, and support for the TPSD pursuit of excellence.

Objective 1. Foster increased community engagement as measured by annual feedback survey.

<i>Action Step 2.1.1</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Conduct PR campaign to make public aware of TPSD communication instruments.	Knowledge of TPSD Alert System, Key Communicator Network, school/teacher, any other electronic communication	Begin Fall 2008	Bishop	Number of new subscribers; surveys; parent comments

### Progress Report

- Teacher web pages and active parent became active in August, 2008.
- Communication sources disseminated at registration.
- Media blitz conducted for three days.

<i>Action Step 2.1.2</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Define community engagement	List of current involvement, benefits to district, gaps, eliminate gaps, groups involved, SACS Standard 6, David Meadows	Begin Fall 2008	Bishop, Noflin, Ezell, Meadows, committee, project team	Evaluation against baseline data of community involvement; SACS accreditation

### Progress Report

November, 2008. Knowledge Works Foundation research - 10 principles of community engagement:

- 1) involves all stakeholders,
- 2) asks the community to engage on important questions and acknowledges its views and contributions,
- 3) involves the community early in the process,
- 4) offers opportunities for people to gather at convenient and comfortable locations at a variety of convenient times,
- 5) consists of more than one meeting and allows time in the process to make informed judgments,
- 6) is driven by aspirations that communities hold for their future,
- 7) has a learning component that helps build community awareness and knowledge around the subject at hand,
- 8) allows for sustained involvement by community stakeholders,
- 9) utilizes community partnerships and expertise, and
- 10) employs clear, open and consistent communication.

<i>Action Step 2.1.3</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Identify level of involvement in each area of community engagement.	Project Team	Begin Fall 2008	Bishop, Noflin, Ezell, Meadows, committee	Evaluation against baseline data of community involvement; SACS standards

#### **Progress Report**

Evidence being gathered by AdvancEd/SACS teams. Examples include: Parent Forum, coffee with board members, AEE, superintendent search, Key Communicator, community survey, exit interviews, beginning of the year surveys by administrators, AdvancEd/SACS process, and Community Think Tank.

<i>Action Step 2.1.4</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Craft a three-year, comprehensive communication plan including specific goals and strategies to be reviewed and revised annually.	Advisory Committee, SACS	Fall 2008 – 2009	Bishop, Meadows	Communication Plan, survey, SACS accreditation

#### **Progress Report**

Meeting scheduled for January, 2009.

<i>Action Step 2.1.5</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Inform parents of ActiveParent program for online parental access to student grades.	Key Communicator, newsletters, brochures	By August 2008	Kay Bishop, data entry person at each school	Surveys and usage rates

#### **Progress Report**

- Information given at registration and posted on web site and media blitz
- Added attendance on December 11, 2008.
- Over 600 parents and guardians have signed up

Objective 2. Develop a formal TPSD internal communication plan to inform and educate internal publics.

<i>Action Step 2.2.1</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Ensure TPSD departments and schools report the results of the evaluation instruments including academic results, extra-curricular results, number of scholarships awarded, etc.	Web page publication of forms and documents	Quarterly reporting	Bishop, Ezell	Department-generated, quarterly Strategic Plan Reports; administrative feedback

#### Progress Report

- Principals and PR reps from each building send news to PR department for publication and announcements.
- Friday extra-curricular report for TPSD board and staff in development

<i>Action Step 2.2.2</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Review and revise yearly the Tupelo Public School District internal communication plan to inform and educate internal publics.	Advisory Committee	2008 – 2009	Bishop	Internal Communication Plan; administrative feedback

#### Progress Report

- Internal communication flow chart developed and published September, 2008.
- Intranet communication page in development.

Objective 3. Engage the community in the TPSD's quest to become the leading school district in Mississippi and one of the best in the nation.

<i>Action Step 2.3.1</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Develop and identify the criteria to define "leading school district in Mississippi," "one of the best in the nation," and "pursuit of excellence."	State audits, ratings, evaluations, survey results, information from benchmark school districts in the nation; leadership profile data; national consultant	Begin Fall 2008	Dr. McCoy	Board report on criteria

#### Progress Report

- AdvancEd Standards assessment rubric used to measure and benchmark current status.
- **Profile for Leading District in Mississippi:**
  - Student/teacher ratio
  - Counselor/student ratio
  - Co-curricular offerings
  - Test scores
  - Dropout rate
  - Graduation rate
  - Post-secondary
  - ACT scores/scholarships
  - AP courses
  - Accelerated courses

<i>Action Step 2.3.2</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Develop a plan to determine school-based technology needs and develop a timeline for each school site to implement state-of-the-art technology in each classroom.	Data to be collected; benchmark best practices	By December 2008	Brenda Meriweather	Acceptance of plan by superintendent - designee

#### Progress Report

- Inventory of technology in each building conducted December, 2008 (computers).
- Needs Assessment to be conducted in January, 2009.

### Goal 3. Implement and sustain comprehensive programs that address the needs of all students.

Objective 1. By 2014, all students will perform at or above grade level.

<i>Action Step 3.1.1</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Review and revise TPSD Curriculum to meet and exceed standards in order that students will perform at or above grade level.	Current TPSD Curriculum; curriculum teams; GuidedReading; Fountas and Pinnell; Orton-Gillingham; Scottish Rites, etc.	Begin August 2008	Ezell	Reports from curriculum teams; test scores; dropout rates; promotion and retention

#### Progress Report

- Annual goals ( 2009 -2014) set for MCT 2, Subject Area Tests, and Terra Nova in December, 2008.
- Pacing guides are being word processed.
- Curriculum revision completed.

<i>Action Step 3.1.2</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Provide comprehensive guidance and support to effectively implement revised standards.	Budget; professional development; technology; time; data collected	August 2008	Ezell	Faculty and staff input; test scores; dropout rates; promotion and retention; TST

#### Progress Report

- Universal screening and diagnostic testing used to develop plans for each student to reach academic standards.
- Professional development targeted for improved student learning.

<i>Action Step 3.1.3</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Set goals and monitor implementation of revised standards; modify as needed.	Time	Begin August 2008	Ezell	Student achievement

#### Progress Report

- Universal screening completed three times during the school year to measure and monitor student progress.
- Annual achievement goals and grades used as standards.

<i>Action Step 3.1.4</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Review current Pre-K through 12 intervention and remedial programs for possible modification.	Time; budget; data collection; anecdotal records; teachers; transportation; teaching resources	Begin August 8, 2008	Ezell	Report; program in place; reduction in failure rate

#### Progress Report

- Early Prevention of School Failure
- Interventionists
- Reading Specialists
- Academic Coaches
- Intensified Time
- SIOP for ELL

<i>Action Step 3.1.5</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Implement K-12 reading programs.	Test scores; K-12 reading program; software to evaluate reading skills; reading specialist K-12; funding	Begin planning August 2008	Ezell	Comparison of pre/post test scores (MCT and Terra Nova); lesson plans

#### Progress Report

- For K-6 and SPED, training provided in Fountas and Pinnel assessments and dyslexia with support from reading specialists and academic coaches.
- Reading and Writing Across the Curriculum being studied as possible 7-12 reading program.
- Focus webs developed for reading focus in grades K-3 and 4-6.

<i>Action Step 3.1.6</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Implement fifteen-to-one student/teacher ratio in grades K-3	Funding	2009-2010	Board of Trustees	Calculation of student/teacher ratios

Objective 2. By 2010, all the district's alternative programs will be examined to ensure alignment with the district's goals, beliefs and expectations.

<i>Action Step 3.2.1</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Effectively utilize student data to identify students who are not performing at grade level, and profile their educational history and current needs.	Student assessment database – MAARS; Terra Nova; MCT2; TST	Begin Fall 2008	Meadows, Noflin, Ezell	Student assessment database – MAARS; Terra Nova; MCT2

#### Progress Report

- Using Universal Screening, achievement data, educational history, and grades, TST in each building monitors data and identifies students performing below grade level.
- Individual plans support students and teachers in making acceptable progress toward grade level performance.
- Training being developed for using data to design lessons.

<i>Action Step 3.2.2</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Evaluate existing programs for effectiveness in meeting the needs of students.	MCT2 data; names of students by programs	Begin Fall 2008	Meadows, Noflin, Ezell	Number of students served in each program compared to MCT2 performance levels

#### Progress Report

- Each building is completing AdvancEd review.
- Programs currently under evaluation include: Discipline/Alternative Placement at Filmore, SPED, Gifted, Advanced Placement, GED, and CORE

<i>Action Step 3.2.3</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Align alternative programs with the district's goals, beliefs, and expectations.	District goals, beliefs, and expectations	Following identification of alternative programs	Noflin and Ezell	Aligned goals, beliefs, and expectations

#### Progress Report

Dropout Prevention Team will meet on January 15 to discuss progress and will begin looking at support programs and their alignment with TPSD's goals, beliefs, and expectations.



#### **Goal 4. Ensure that the budget supports the goals of the district.**

Objective 1. Align budget appropriations with strategic plan goals.

<i>Action Step 4.1.1</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
List strategic plan goals and corresponding budget line items that support the goals.	Strategic Plan, Excel budget worksheet	October 2009	Pannell, Dr. McCoy, Board of Trustees	Report to the Superintendent and Board of Trustees; outcome of budget

<i>Action Step 4.1.2</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Align budget date with the implementation date of the other four plan goals.	Budget and Strategic Plan	October 2009	Pannell	Report to the Superintendent and Board of Trustees

<i>Action Step 4.1.3</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Annually review prior - year budget expenditures to establish percent of funds toward each of the strategic plan goals.	Budget	August 2008	Pannell, Dr. McCoy	Report

<i>Action Step 4.1.4</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Define and prioritize the strategic plan items that will need additional funding.	Strategic Plan	Immediately	Dr. McCoy, Board of Trustees, Pannell	Annual Review

## Goal 5. Support quality teaching that inspires students to achieve at their highest potential.

Objective 1. 100 percent of certified staff will perform at or above the “proficient” level without any “critical assistance” areas on the Tupelo Public School District appraisal at the three-year evaluation cycle.

<i>Action Step 5.1.1</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Teachers will partner with instructional coaches, lead teachers, and principals to improve delivery of instruction as measured by quarterly feedback.	Instructional Coaches, TPSD Curriculum	Begin August 2008	Ezell	Lesson plans; sign-in/sign-out sheets; teacher evaluations; drop-in evaluation forms; student achievement data

### Progress Report

- Principals and coaches received instructional coaching training.
- Reading Specialists at K-3 are training to become literacy coaches.
- K-3 principals developed walkthrough rubric to identify and rate best practices.
- K-12 principals began discussions to refine the career appraisal instrument for teachers.

<i>Action Step 5.1.2</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Hire and retain only highly qualified staff as measured by No Child Left Behind and the Tupelo Teacher definition.	Tupelo Teacher definition; Tupelo Teacher training	Begin August 2008	Jim Turner	Personnel reports; career appraisal

### Progress Report

- STAR training review is set for spring 2009.
- Implementation of SearchSoft paperless application process for certified and classified employees

<i>Action Step 5.1.3</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Implement proactive approach to professional development.	Budget; time	Begin August 2008	Ezell	Teacher appraisals 360 survey for teachers

### Progress Report

- Academic coaches, reading specialists, interventionists, TST chairs, Gifted teachers and SPED teachers meet monthly for specialized training.
- Special teachers will begin meeting monthly in January.
- Individual plans will be completed by principal and teacher during summative evaluations.

<ul style="list-style-type: none"> <li>Building leadership teams (school improvement teams) and principals will complete school level plans based on needs at the building level.</li> </ul>				
<i>Action Step 5.1.4</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Monitor to insure teachers are performing at the proficient level.	Teacher appraisal instrument	Begin August 2008	Supervisor/building principals	Teacher appraisals

Objective 2. All teaching staff will be highly qualified as measured by No Child Left Behind and the Tupelo Teacher definition.

<i>Action Step 5.2.1</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Review and screen all employment applications and forward only applications to principals that meet the requirements of highly-qualified staff.	Employment applications	Begin August 2008	Turner	Human Resources report

#### Progress Report

SearchSoft online application program

<i>Action Step 5.2.2</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Review applications to determine applicants who meet the qualifications of the Tupelo Teacher.	Definition of the Tupelo Teacher, employment applications, interviews	Begin August 2008	Turner; hiring supervisor	Human Resources report; administrative feedback

#### Progress Report

Ongoing

<i>Action Step 5.2.3</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Recruit, interview, and hire a diverse pool of applicants who meet the qualifications of highly-qualified staff and the definition of the Tupelo Teacher.	Qualified applications; budget resources; tracking system	Begin August 2008	Turner; those responsible for making hiring recommendations to the Superintendent	Human Resources report; administrative feedback

<b>Progress Report</b>
<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Recruiting visits this year (since 8/1/08): <ul style="list-style-type: none"> <li>○ Delta State University</li> <li>○ Mississippi State University</li> <li>○ Mississippi Valley State University</li> <li>○ Alcorn State University</li> <li>○ Jackson State University</li> </ul> </li> </ul>

<i>Action Step 5.2.4</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Review and make recommendations related to the incentive program.	Budget; project team	Begin August 2009	Turner	Report to the Board

<b>Progress Report</b>
PERKS program

<i>Action Step 5.2.5</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
Revise teacher induction program from one year to three years to ensure continuous guidance and support.	Time; budget; professional development; personnel	Begin August 2009	Ezell	Human Resources report; Board report

<b>Progress Report</b>
<ul style="list-style-type: none"> <li>• New teacher induction plan for first year teachers.</li> <li>• Webs designed for focus at grade levels.</li> </ul>

Objective 3. All faculty and staff will be engaged in quality professional development that is aligned with the goals, objectives, and beliefs of the Tupelo Public School District.

<i>Action Step 5.3.1</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
All full-time certified employees shall complete a minimum of 60 hours of approved professional learning each year and full-time classified staff a minimum of 20 hours.	GoSignMeUp; principals; department heads	January 2009 (pending board approval)	Ezell	GoSignMeUp reports; supervisor reports; student achievement data; career appraisal results

#### Progress Report

Professional Development team is refining the plan.

<i>Action Step 5.3.2</i>	<i>Resources Required</i>	<i>Implementation Date</i>	<i>Person(s) Required</i>	<i>Means of Evaluation</i>
A growth plan will be developed for faculty and staff who fail to fulfill professional development requirements of the TPSD.	GoSignMeUp records; principals	Begin August 2008	Ezell	Review GoSignMeUp records and career appraisals

#### Progress Report

Action Plans are developed as needed based on quarterly observations and/or walkthroughs.