



2021-2026 Strategic Plan

STRATEGIC GOAL I: By June 30, 2026, ensure policies and systems are in place that provide the opportunity for 100 percent of third-grade students to be on grade level in ELA as measured by TCAP results.

Benchmark 1: By June 30, 2026, at least 75 percent of third-grade students achieve on-track or better in ELA as measured by TCAP results.

Benchmark 2: By June 30, 2026, ensure GCS provides appropriate resources and interventions to all kindergarten through third-grade students who are below grade level in ELA.

STRATEGIC GOAL II: By June 30, 2026, ensure policies and systems are in place that provide the opportunity for every student to complete eighth grade prepared to succeed in high school.

Benchmark 2A: By June 30, 2025, 100 percent of eighth grade students complete a Four-Year Plan or Transition Plan for students with Individualized Education Programs (IEPs).

Benchmark 2B: By June 30, 2025, at least 60 percent of eighth grade students score on track or better in ELA as measured by TCAP results, and at least 75 percent of eighth grade students score on track or better in math as measured by TCAP results.



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STRATEGIC GOAL III: By June 30, 2026, policies and systems are in place to provide opportunities for every student to be prepared for success after high school and equipped with the skills they need – academic skills, life skills and technical skills.

Benchmark 3A: By June 2026, every student that graduates will have achieved one or more Ready Graduate Indicators (includes ACT Score 21 or higher, Early Post-Secondary Credits, Industry Credentials, or minimum ASVAB score).

Benchmark 3B: By June 2026, 100 percent of students complete a Career Plan during no later than their junior year of high school.

Benchmark 3C: By June 30, 2026, ensure that every school counselor can fully implement the Tennessee School Counseling Standards. (250:1 student to counselor ratio recommended by TDOE)

Benchmark 3D: by June 30, 2026, all 8th graders will have opportunity to participate in career exploration and self-awareness/interest inventories.

STRATEGIC GOAL IV: By June 30, 2026, ensure policies and systems are in place so that all students have equitable access to high-quality learning options.

Benchmark 4A: By June 30, 2026, meet the demand for high-quality and effective teachers and leaders in all schools.

Benchmark 4B: By June 30, 2026, GCS will expand access to resources and best practices for all educators.



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Action Steps 2021-2022

Dr. James Atkins, Director of Schools

STRATEGIC GOAL I Opportunities for all 3rd Graders to be on Grade Level by 2026 (ELA)	STRATEGIC GOAL II Opportunities for all 8th graders to be on Grade Level by 2026 (Math)	STRATEGIC GOAL III Opportunities for all students to be prepared for life after high school –Ready Graduates	STRATEGIC GOAL IV Equitable Access for all Students to high quality learning options.
<ul style="list-style-type: none"> • Support implementation of High-Quality Instructional Materials (HQIM) in all classrooms during year two of ELA curriculum adoption. • Ensure all ELA pacing guides and assessments are aligned to TDOE ELA standards and our adopted curriculum. • Develop Standards Based Report Cards and Assessments for Kindergarten students. • Participate in Early Literacy/ Reading 360 Professional Learning Network • Host Reading 360 training for all K-6 teachers • Use IPG walkthroughs and Sounds First materials in grades PreK-2 	<ul style="list-style-type: none"> • Implement HQMI in all Math classrooms. • Provide appropriate math intervention in grades 3-8 for all Tier 1 students system wide. • Provide ongoing professional development for math teachers regarding use of manipulatives and grade specific content training. • Ensure all Math pacing guides and assessments are aligned to HQMI and TDOE Math standards. • Provide standards checks aligned to TDOE standards for first grade • Conduct standards checks for second grade system wide 	<ul style="list-style-type: none"> • Provide ELA and Math coach/interventionist for grades 9-12 • Provide High School teachers ACT Certified Educator training • Provide all teachers with ACT Curriculum Crosswalk to develop understanding of correlation between TDOE standards and ACT standards • Review current ratio of student to counselor ratio to determine if additional counselors may be needed for our system to support student career readiness and mental health needs • Develop strategies to increase STEM opportunities for students • Research ways to increase meaningful work-based learning opportunities • Consider Needs assessment for financial literacy of students 	<ul style="list-style-type: none"> • Partner with NIET and participate in Tennessee Rural Acceleration and Innovative Network (TRAIN) to conduct strengths-based needs assessment; analyze learning loss and develop plan to support recovery • Identify best practices and strategies to grow and retain effective teachers and leaders • Provide PD for new teachers and administrators • Review tiered system of supports regarding student attendance rates and behaviors • Implement updated Safety plan developed for system – approved by TDOE • Pilot Telehealth opportunities for students



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Action Steps for 2022-2023

Dr. James Atkins, Director of Schools

STRATEGIC GOAL I Opportunities for all 3rd Graders to be on Grade Level by 2026 (ELA)	STRATEGIC GOAL II Opportunities for all 8th graders to be on Grade Level by 2026 (Math)	STRATEGIC GOAL III Opportunities for all students to be prepared for life after high school –Ready Graduates	STRATEGIC GOAL IV Equitable Access for all Students to high quality learning options.
<ul style="list-style-type: none"> Analyze 2022 TCAP data to determine strengths and challenges across system With partnership provided by TDOE vendor, we will continue to accelerate and enhance teacher and leaders performance with foundations skills literacy/Sounds First materials for PreK-2 Develop ELA/Reading standards-based assessments for first and second grades 	<ul style="list-style-type: none"> Professional development for instructional coaches, math interventionists regarding updated Math standards Support teachers with resources and training for math textbook adoption process Provide training and support for school leaders and coaches to accelerate implementation and use of high-quality instructional materials and aligned assessments. 	<ul style="list-style-type: none"> Expand opportunities for all middle school students to have opportunities for career exploration and interest inventories. Develop four-year plans for 8th grade students as they transition to high school Increase field trip opportunities for middle school students to post-secondary schools such as TCAT and WSCC. Promote Work Ethic Diploma with students, parents and industry partners 	<ul style="list-style-type: none"> Partnership with NIET through planning grant to support Ready to Lead Instructional Leadership Team and Teacher Leaders Implement Strengths Based Coaching Ongoing training for teachers and leaders in trauma informed schools/classrooms Ongoing training and supports for Positive Behavior Support programs in all schools Review possible curriculum/program to support internet safety and proper use of social media

Additional action steps will be developed annually based on implementation and outcomes of prior years.

Grainger County Schools began a transition several years ago from the traditional curriculum, instruction, assessment framework that focused on the teacher and the teaching to *The Big Four* Framework that shifts the focus on the students and the learning. Through extensive work with Dr. Jane E. Pollock, our system learned that **“The Big Four keeps what works in the curriculum-instruction-assessment model but shifts the focus toward providing feedback to the students about their progress on the standards. Curriculum should be ambitious and accessible. Instruction should be research-based and student-centered. Assessment should maximize feedback and require critical and creative thinking. Feedback should track and report progress by standards”**. (*Improving Student Learning One Teacher at a Time*; Pollock and Tolone)

As part of our Five Year Strategic Plan, *The Big Four* framework will be used as guide to develop annual action steps to support teaching and learning for all students every day.

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The Big Four

Standards-Based Curriculum

Tennessee State Standards
Curriculum Documents
& Pacing Guides
High Quality Instructional Materials

A Plan for Instruction

Unit Plans -Curriculum Documents
Daily Lesson Plans – GANAG
TEAM Rubric
Plans provided with adopted HQMI

Varied Assessment Tasks

Daily Standards Checks
System Standards Checks/Tests K-12
Tasks/Assessments aligned to HQMI
Benchmark Assessments 3-12

Standards-based Feedback, Grading, Record Keeping and Reporting

Feedback provided daily to students
Standards-based Grading
Standards-based Report Cards
Student Interactive Notebooks
Parent & Student Conferences



Grainger County Schools

Board of Education

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Strategic Plan was approved by the Grainger County Board of Education
on October 19, 2021.

Grainger County School Board Members

Harold Frazier – Chairman
Marcus Long – Vice Chairman
Sheila Bailey
Johnny Brooks
Steve Hodge
Donnie Kitts
Karen McNish
Gary Staley
Norman Tate
Larry Turley



Grainger County Schools

Board of Education

2021-2026 Strategic Plan

2021-2026 Strategic Plan Committee Members

Norma Tate – School Board Committee Member

Gary Staley – School Board Committee Member

James Atkins – Director of Schools

Lisa Setsor – Instructional Supervisor, Committee Chairperson

Staci Gray – Safety Supervisor

Daniel Bishop – Federal Programs Supervisor

Ginny McElhaney – Special Education Supervisor

Maura Bishop – Special Education Coordinator

Kip Combs – Attendance Supervisor

Brett Coffey – Transportation Supervisor

Roger Blanken – Student Data and EIS Supervisor

Mark Briscoe – CTE Supervisor/GHS Principal

Greg Clay – Washburn Principal

Lynn Jones – RMS Principal

Pam Roach – Joppa Principal

Tim Collins – RES Principal

April Sell – RPS Principal

Matt Gowan – BSE Principal