

Overton County Schools

School District Strategic Plan (2025–2030)

Vision: Every student prepared for success in college, career, and life.

Mission: To provide an inclusive, high-quality educational experience that fosters academic achievement, personal growth, and civic responsibility.

Goal 1: Academics and Student Readiness

Objective: Ensure growth and achievement for all students, improve ACT performance, increase Ready Graduate rates, and expand access to college and career opportunities.

Strategic Initiatives & Action Steps:

1.1. TISA Accountability Goals Implementation

- Align curriculum and instruction with TISA performance indicators (achievement, growth, subgroup performance, etc.).
- Establish a data team to analyze progress toward TISA goals quarterly.
- Provide targeted academic interventions and enrichment programs.

1.2. ACT Performance Improvement

- Offer ACT prep courses and tutoring in high schools.
- Implement Pre-ACT and diagnostic assessments starting in 9th grade.

1.3. Increase Ready Graduate Rates

- Expand access to EPSOs (early postsecondary opportunities): AP, IB, dual enrollment, and industry certifications.
- Provide tools for career planning starting in middle school.
- Establish career pathways aligned with regional workforce needs.

1.4. College and Career Readiness Opportunities

- Create/continue partnerships with local businesses, trade schools, and universities for internships and job-shadowing.
- College & Career Readiness Fair annually.
- Ensure all students complete a career plan and FAFSA application before graduation.

Key Metrics:

- *% of students meeting/exceeding state proficiency levels (TISA)*
- *Average composite ACT score (target: increase by 2 points by 2030)*
- *Ready Graduate rate (target: 85% by 2030)*

- *EPSO participation and pass rates*

Goal 2: Educators – Faculty and Staff Support

Objective: Recruit, retain, and grow high-quality educators through improved compensation, professional development, and a positive culture.

Strategic Initiatives & Action Steps:

2.1. Compensation and Retention

- Conduct annual salary studies to ensure competitive pay with peer districts.

Year 1 2025-26- \$2500 increase

Year 2 2026-27- \$2500 increase

Year 3 2027-28- 2% increase

Year 4 2028-29- 2% increase

Year 5 2029-30- 2% increase

- Explore stipends for hard-to-fill positions.

Year 1 2025-26- \$5000 (CDC, Behavior, SPED PreK)

Year 2 2026-27- the same as above and; \$3,000 SPED Inclusion (write IEPs)

Year 3 2027-28- the same as above and; \$2500 Secondary Math

Year 4 2028-29- the same as above and; increase Admin and Asst principal pay

Year 5 2029-30- the same as above

- Offer retention bonuses based on performance and years of service. (Outcomes funding)

- Sick Leave reimbursement plan (add to policy #5.302)
- Change/tweak FMLA Leave policy

2.2. Professional Growth Opportunities

Year 1 2025-2026- Future Leaders Cohort 1 - Launch a Professional Learning Academy focused on leadership development, instructional strategies, and innovation.

Year 2 2026-2027- Begin a new future leaders' cohort 2 for interested candidates. Meanwhile, Future Leaders Cohort 1 will begin and delve deeper into administrative duties.

Year 3 2027-2028- Introduce new Future Leaders Cohort 3 and continue to train and recruit administrators from Cohort 1 and 2.

Year 4 2028-2029- Begin to hire administrators for available positions from Cohort 1 and 2. New administrators will be mentored by veteran principals and supervisors.

Year 5 2029-2030- Begin to hire administrators for available positions from Cohort 3 and provide mentors for those new hires.

- Provide annual PD aligned with district priorities and teacher evaluation needs.

Year 1 2025-2026 through Year 5 2029-2030

- Literacy Training for K-5 teachers/Foundational Skills TNTP, PLCs will take place regularly throughout the year to focus on lesson prep and Student Work Analysis (SWA).
- Universal Reading Screener and Mastery Connect Data review three times per year.
- PAALN and AALN networks
- New teacher training
- Science Curriculum training
- Restraint Training for SPED teachers
- Provide relevant training as new needs arise
- Once the Social Studies curriculum is adopted, appropriate training will be provided.

2.3. Culture and Relationships

- Train all faculty in culturally responsive teaching and trauma-informed practices.
- Conduct annual school climate surveys and use data to inform support strategies.
- Recognize and celebrate educator achievements regularly (e.g., Teacher of the Month, teacher of the year, principal and supervisor of the year, district spotlight features).

Key Metrics:

- *Teacher retention rate (target: 90%+ annually)*
- *Participation in professional learning (100% annually)*
- *Climate survey improvement (target: 10% increase in positive response by 2030)*

Goal 3: Supporting Work – Operations, Safety, and Student Support

Objective: Enhance district infrastructure and systems to ensure all students and staff are safe, supported, and set up for success.

Strategic Initiatives & Action Steps:

3.1. Facilities Improvements

- 2025-2026- Building program (school additions (RES, HES, AES, gym floor upgrades (LA, HES, LMS), carpet removal in buildings (where there is still carpet), fence upgrade and ball court sealed AH, softball field fence and backstop LA)
- Conduct a comprehensive facilities assessment (2026–2027).
- 2026-27- ADA compliance upgrades.
 - Year 1
 - Assess all HVAC units; begin replacement of oldest units
 - Begin septic system upgrades at highest priority sites
 - Replace exterior doors at critical locations
 - Start fencing improvements
 - Inspect gym floors; refinish and paint first set of gym floors
 - Year 2
 - Continue HVAC replacements
 - Seal and stripe parking lots (phase 1)
 - Continue fencing upgrades as needed
 - Replace upgrade gym floors as needed
 - Upgrade LA Soccer field lighting
 - Year 3
 - Continue HVAC replacements
 - Upgrade additional restrooms to ADA compliance
 - Complete remaining exterior door replacements
 - Refinish/paint/upgrade remaining gym floors as needed
 - Install emergency lighting at new football stadium
 - Year 4
 - Complete HVAC replacements
 - Seal and stripe parking lots (phase 2)
 - Finalize fencing improvements
 - Address any remaining gym or athletic lighting needs
 - Year 5
 - Perform system inspections and maintenance
 - Final ADA restroom upgrades
 - Finalize infrastructure improvements
 - Conduct safety/security review; minor adjustments

- Complete athletic facility upgrades; final refinishing and touch-ups

3.2 Technology

- Make yearly upgrades to network infrastructure to ensure high availability of internet access
 - Year 1 – Livingston Academy
 - Year 2 – Rickman Elementary
 - Year 3 – Allons, Wilson
 - Year 4 – Wilson, Livingston Middle
 - Year 5 – A. H. Roberts
- Upgrade paging and intercom systems
 - Year 1 – HES, AES, and RES as part of building program
 - Year 2 – WES, AHR
 - Year 3 – LMS
- Continued upgrades to camera system – Each year schools will purchase a camera to add to their site
 - Year 1 – A. H. Roberts server upgrade – Camera purchases
 - Year 2 – LMS server upgrade
 - Year 3 – AES server upgrade
 - Year 4 – WES server upgrade
- Intruder alarm system replacements
 - Year 1 – AES, HES, RES
 - Year 2 – WES
 - Year 3 – Livingston Academy
 - Year 4 – Livingston Middle

3.3 Transportation Services

- Ensure bus fleet for efficiency, safety, and sustainability.
- Implement GPS tracking and parent communication tools for bus routes.
- Increase bus driver recruitment and retention through competitive pay and incentives.

3.4. Behavioral Support Training/SPED Improvements

Year 1:

- Meet Monitoring Compliance in TN PULSE by organizing monthly PLC meetings with Administrators, Special Education teachers, School Psychologist and Related Service providers to ensure 1) **consistency** with Special Education procedures across the county, and 2) **compliance** when developing, writing, and implementing IEPs.

- Ensure IEP Services are being provided with fidelity according to the IEP by implementing service log sheets for Related Service Providers to ensure students are receiving services according to their IEPs. These service logs will be signed by both the related service provider and the classroom teacher upon students' completion of therapy sessions. Related service providers are also expected to follow up with parents by providing therapy session notes.
- Improve APR Performance Indicators by attending training sessions offered by the state and working with administrators and SPED case managers to develop protocols and reasoning for each indicator.
- Improve behavior support in all settings by training all SPED staff in Positive Behavioral Interventions and Supports (PBIS) and provide annual professional development on de-escalation and classroom management strategies.
- Build and strengthen relationships between special education and general education and administration by involving them in the decision-making process and helping them understand the role of special education and the laws governing our students.

Year 2:

- Continue work on items 1-5 from Year 1
- Train all regular education and school staff in Positive Behavioral Interventions and Supports (PBIS)
- Better serve students with disabilities in all VPK classrooms.
- Implement the TN RTI behavior model, which is a three-tiered approach to behavior support that aims to prevent and address problem behaviors, by focusing on teaching appropriate behaviors with provided interventions that meet their needs.
- Develop and implement a middle school behavior program at a centralized middle school location to aid students in transitioning back to their least restrictive environments and to encourage positive behavior interactions with peers of the same age.

Year 3:

- Continue work on all previous items
- Continuing improving the implementation of the TN RTI behavior model and keeping all staff up to date with Positive Behavioral Interventions and Supports and expand access to school counselors and behavioral specialists.
- Implement Sensory Classrooms at each of the Elementary Schools to be a safe place of calm and comfort for students with disabilities who are feeling "overstimulated" or

struggling with "behavior expectations". This will allow our students to have needed breaks before returning to class.

Year 4:

- Continue work on all previous items
- Continue our work on supporting our students and teachers with challenging behaviors in all settings.
- Implement Sensory Classrooms at each of the middle schools to be a safe place for students with disabilities who are feeling "overstimulated" or struggling with "behavior expectations". This will allow us to address behaviors and be a place for students to have needed breaks before returning to class.
- Work with community partners and local agencies to establish work-based learning opportunities for students with disabilities that could become permanent jobs after graduating high school.

Year 5:

- Access progress and share success with each area of improvement.

3.5. Safety & Bullying Prevention

- Implement a district-wide bullying reporting and response protocol.
- Provide annual training for staff and students on bullying prevention and school safety.
- Partner with local law enforcement and community groups for emergency preparedness drills and mental health services.
- District Safety committee to decide on must haves for the safety grant money to help with school safety (Emergency response system, door infrastructure, window film, PA System upgrades, radios and cameras, Lighting for outdoor walkways and parking lots, door barricades, bollards for entrance barricades)
- Utilizing our SBBHLs to help implement BEST (Be Each other's Support Team) groups and providing master's level counseling for students and families.
- TN Voices are available for mental health screenings at Livingston Academy.
- Monitor usage of previously purchased/implemented safety initiatives (visitor management screening system)
- Level three of Behavior Threat Assessment training for district and school level BTAM team members.

- Ensure district is in compliance with new safety and health laws (Erin's law, Alyssa's law, etc.)

Key Metrics:

- 100% of buses meeting safety and efficiency standards
- of staff trained annually in PBIS and de-escalation (100% goal)
- Reduction in behavioral referrals and bullying incidents
- Facility improvement completion benchmarks