



# **Annual Action Plan**

2023-2024

# INTRODUCTION

In 2019, the Knox County Board of Education (KCBOE) adopted a five-year strategic plan to *increase student achievement, eliminate disparities, and create a positive culture*. The Knox County Schools (KCS) **Annual Action Plan** translates these long-range goals into meaningful and achievable one-year objectives. In doing so, the KCS Annual Action Plan serves as a one-year roadmap for accelerating student learning and increasing academic achievement.

Organized into five sections—**Excellence in Foundational Skills**, **Great Educators in Every School**, **Career Empowerment & Preparation**, **Success for Every Student**, and **Leadership of the District**—the Annual Action Plan establishes fifteen core actions and a series of measurable and milestone objectives designed to improve student outcomes over the course of the 2023-24 school year.



Core actions defined within the Annual Action Plan aligns to one or more of the nine long-range goals established in the KCBOE Strategic Plan and are supported by two or more target objectives. Each objective establishes either an important milestone<sup>1</sup> achievement or an ambitious but achievable measurable<sup>2</sup> outcome for the 2023-24 school year.

In October of each year, the Knox County Board of Education will review and adopt a new Annual Action Plan. Once adopted, the Annual Action Plan will serve as the basis for the work conducted throughout the district in a given school year.

## Knox County Board of Education Strategic Plan Goals:

| 1. Increase Student Achievement     | 2. Eliminate Disparities    | 3. Create a Positive Culture           |
|-------------------------------------|-----------------------------|--|
| A. Increase reading proficiency     | A. Provide student supports | A. Exceptional place to work and learn |
| B. Increase math proficiency        | B. Narrow achievement gaps  | B. Effective communication             |
| C. Increase rate of ready graduates | C. Improve student access   | C. Strong fiscal management            |

**Definitions:**

<sup>1</sup> **Milestone objectives:** target objectives defined by the successful or unsuccessful completion of a specified task or undertaking

<sup>2</sup> **Measurable objectives:** target objectives capable of quantifiable, year-over-year monitoring

**1. Action: Enhance instruction through the development of deep content knowledge in ELA educators.**

| Objectives:  | Alignment to Strategic Plan: |
|--|------------------------------|
| A. Increase 3 <sup>rd</sup> grade proficiency rates on TCAP by 1.9%.   | 1a,1c, 2b                    |
| B. Decrease percent of 3 <sup>rd</sup> graders performing below the 40 <sup>th</sup> percentile on Aimsweb <sup>3</sup> by 1.5%. |                              |

**2. Action: Enhance instruction through the development of deep content knowledge in math educators.**

| Objectives:  | Alignment to Strategic Plan: |
|--|------------------------------|
| A. Increase Algebra I proficiency rates by 2.5%.                                   | 1b, 1c, 2b                   |
| B. Increase math proficiency for 6 <sup>th</sup> -8 <sup>th</sup> graders by 1.9%. |                              |

**3. Action: Concentrate resources to ensure highly effective reading and writing strategies are being implemented in every ELA classroom districtwide.**

| Objectives:   | Alignment to Strategic Plan: |
|---|------------------------------|
| A. Increase ELA proficiency for 3 <sup>rd</sup> -8 <sup>th</sup> grade by 1.9%                                    | 1a, 1c, 2b                   |
| B. Decrease percent of students performing below the 40 <sup>th</sup> percentile on Aimsweb <sup>1</sup> by 1.1%. |                              |

**Definitions:**

<sup>3</sup> Aimsweb: RTI<sup>2</sup> universal screener that assesses each student's foundational reading skills

**4. Action: Establish innovative strategies to position highly qualified educators in every classroom.**

| Objectives:  | Alignment to Strategic Plan: |
|--|------------------------------|
| A. Increase enrollment in EPP <sup>4</sup> by 10%.                                 | 2a, 3a                       |
| B. Increase enrollment in district-supported teacher pathways <sup>5</sup> by 15%. |                              |
| C. Increase the number of external applicants for teaching positions by 5%.        |                              |

**5. Action: Recruit and retain highly effective teachers in areas of greatest need.**

| Objectives:  | Alignment to Strategic Plan: |
|--|------------------------------|
| A. Increase retention of highly effective teachers <sup>6</sup> by 2%. | 2a, 3a                       |
| B. Increase teacher compensation by 4%.                                |                              |
| C. Increase percent of teachers of color by 5%.                        |                              |

**6. Action: Create opportunities for educators to grow professionally and to receive exposure to leadership development.**

| Objectives:   | Alignment to Strategic Plan: |
|---|------------------------------|
| A. Develop an intentional framework for district-led professional development based on student data and district and school improvement plans.          | 2a, 3a                       |
| B. Invest in high quality training and leadership development opportunities for school leaders and central office administrators.                       |                              |
| C. Leverage input and feedback from Regional Teacher Councils to improve and enhance professional development opportunities and district-level support. |                              |

**Definitions:**

<sup>4</sup> Education Prep Provider (EPP): post-secondary institution approved by the Tennessee State Board of Education to train students to become certified teachers

<sup>5</sup> District-supported teacher pathways: A pathway that KCS supports either through investments in program cost or mentor stipends (for example: Occupational Apprenticeship, Job-embedded, Grow Your Own pathways)

<sup>6</sup> Highly effective teacher: a teacher who receives a 4 or higher on their annual TIGER Evaluation (Teacher Instructional Growth for Effectiveness and Results)

# KCS | Career Empowerment & Preparation

## 7. Action: Reimagine systems and structures to ensure all students have access to college and career opportunities and are prepared for success after graduation.

| Objectives:   | Alignment to Strategic Plan: |
|---|------------------------------|
| A. Increase the number of high schools engaged in the 865 Academies to 14.  | 1c, 2b, 2c                   |
| B. Develop a consistent implementation model for secondary counseling centered on preparing students for success in college or career.  |                              |
| C. Increase the percent of students who have completed an aptitude assessment to 90% in middle school and 90% in 9 <sup>th</sup> grade. |                              |

## 8. Action: Advance local business, post-secondary, and nonprofit partnerships for all schools.

| Objectives:   | Alignment to Strategic Plan: |
|---|------------------------------|
| A. Enhance and strengthen district-wide committees of business, post-secondary, and non-profit leaders to support schools.  | 2a, 2b, 2c, 3a, 3b           |
| B. Establish a strategic framework through which businesses and community organizations or institutions can effectively support schools and major district initiatives. |                              |

## 9. Action: Create meaningful industry and post-secondary experiences to instill students with the 865Ready Portrait of a Graduate characteristics: lifelong learner, effective communicator, collaborative teammate, creative problem-solver, and community-minded citizen.

| Objectives:  | Alignment to Strategic Plan: |
|--|------------------------------|
| A. Increase the percent of students enrolled in EPSOs <sup>7</sup> by 1.2%.  | 1c, 2a, 2b, 2c               |
| B. Create a catalog of high-quality college and career exposure opportunities for elementary and middle school students. |                              |
| C. Increase ready graduate rate <sup>8</sup> by 1.8%.  |                              |

### Definitions:

<sup>7</sup> **EPSOs:** Early Post-Secondary Opportunity, such as Advanced Placement (AP), Cambridge International Examinations, College Level Examination Program (CLEP), Dual Enrollment, International Baccalaureate (IB), or Student Industry Certification

<sup>8</sup> **Ready graduate:** metric used by the State of Tennessee Department of Education to denote a high school graduate's "readiness" for future success. Ready graduates are students who meet at least one of the following criteria: ACT composite of 21 or higher (SAT 1060 or higher); four Early Post-Secondary Opportunities (EPSOs); two EPSOs and pass an industry certification; or two EPSOs and earn a qualifying score on the ASVAB (military entrance exam)

**10. Action: Implement plans to address achievement gaps for underperforming student groups.**

| Objectives:  | Alignment to Strategic Plan: |
|--|------------------------------|
| A. Increase math achievement among state identified groups <sup>9</sup> by 2.7%. | 1a, 1b,<br>2a, 2b            |
| B. Increase ELA achievement among state identified groups <sup>9</sup> by 2.6%.  |                              |

**11. Action: Enhance processes to address mental health obstacles and challenges.**

| Objectives:  | Alignment to Strategic Plan: |
|--|------------------------------|
| A. Establish a process to leverage Whole Child Support Team data to identify trends and deploy school-specific supports. | 2a, 2b, 2c                   |
| B. Decrease chronic absenteeism by 2.0%.   |                              |

**12. Action: Execute Year One strategies established in the Region 5 Strategic Plan.**

| Objectives:   | Alignment to Strategic Plan: |
|---|------------------------------|
| A. Strategically leverage community partnerships to support the needs of students and families in Region 5. | 1a, 1b, 2a,<br>2b, 2c        |
| B. Increase 3 <sup>rd</sup> grade ELA proficiency in Region 5 by 2.5%.                                      |                              |
| C. Increase 8 <sup>th</sup> grade math proficiency in Region 5 by 2.7%.                                     |                              |

**Definitions:**

<sup>9</sup> **State identified groups:** traditionally underserved student groups consisting of ELL, special education, economically disadvantaged, and students of color

**13. Action: Maintain effective communication with the Board, staff, families, and other key stakeholders.**

| Objectives:   | Alignment to Strategic Plan: |
|---|------------------------------|
| A. Establish effective systems and structures to improve families’ access to district information, resources, and supports.                           | 3a, 3b                       |
| B. Maintain strategic relationships with key officials (Board, mayors, community leaders and organizations, etc.).                                    |                              |
| C. Leverage multiple channels of communication to enhance awareness of district work priorities and mission among internal and external stakeholders. |                              |

**14. Action: Leverage channels of community input to support the district’s four priorities.**

| Objectives:  | Alignment to Strategic Plan: |
|--|------------------------------|
| A. Leverage law enforcement partnerships to enhance school safety and security.  | 3a, 3b                       |
| B. Collaborate with Regional Family and Teacher Councils to enhance engagement and forward district priorities.              |                              |
| C. Collaborate with districtwide councils (CASL, CEO Champions, etc.) to enhance engagement and forward district priorities. |                              |

**15. Action: Maximize the budget by aligning work and resources around the four district priorities.**

| Objectives:   | Alignment to Strategic Plan: |
|---|------------------------------|
| A. Develop an annual Return on Investment and comprehensive financial status report to monitor effectiveness of pilot and major-dollar initiatives. | 3a, 3b, 3c                   |
| B. Complete a comprehensive facility assessment and salary study to inform development of the annual budget.  |                              |