

# Performance Targets

## Morgan County Director of Schools

### 2013-2014

#### Performance Goal 1: Student Growth and Achievement

**Objective 1:** Continuous evaluation of curriculum and instructional processes (PreK-12) to meet the needs of all students and to meet Annual Measureable Objectives (AMO) benchmarks.

**Performance Indicators:** The performance objective is complete when the Director of Schools provides evidence of the following:

- a.) The implementation and evaluation of the district First to the Top Scope of Work and the annual district strategic plan.
- b.) Increase student engagement and achievement to meet FttT AMO benchmark goals for the district and each school. In terms of TVAAS, district goal will be that all students will show at least a year's growth (0.0 on TVAAS Reports). In focus schools, the analysis of achievement scores will include the development and implementation of an individualized prescriptive intervention plan for students scoring below proficient.
- c.) Student attendance will be monitored and appropriate interventions used with students and families to improve attendance. Student attendance on state test dates will also be monitored to assure that the percent participation meets accountability standards.
- d.) The sustained implementation of a PreK-5 Balanced Literacy Program in all elementary schools. (See Appendix A – Expectations and Non-Negotiables)
- e.) The implementation of SMART (Stimulating Maturity Through Accelerated Readiness Training) for grades PreK and K in all schools).
- f.) Continued implementation of strategies to meet the target graduation rate for Morgan County High Schools.
- g.) The use of a state approved Response to Intervention (RTI) model to identify students in grades K-12 with learning disabilities and to provide appropriate academic interventions.
- h.) On-going implementation of School-Wide Positive Behavior Support (SWPBS) as a team-based approach to create and maintain more affirmative, safe learning environments.
- i.) An on-going staff development plan to prepare educators and students to meet the more rigorous requirements of the common core standards and the applicable assessment systems.
- j.) Continue to review, evaluate, and make recommendations for improvement and/or expansion of Career and Technical Education (CTE) programs of Morgan County Schools.

**Objective 2:** Increase the average ACT scores of high schools students so as to reduce the percentage of students required to enroll in remedial or developmental studies courses upon entering college.

**Performance Indicators:** The performance objective is complete when the Director of Schools provides the following:

- a.) A report of Morgan County School's ACT scores as compared to the state and national average beginning with the 2008-09 school year (5-Year Review) including cumulative subtest analysis of achievement of past and present students,
- b.) An analysis of the 2010-11 ACT EXPLORE (8<sup>th</sup> grade) and the PLAN (10<sup>th</sup> grade) student test results.
- c.) A report on the use of ACT EXPLORE and PLAN results to assist educators with instructional improvements and to provide advisement and career counseling for students and parents.
- d.) A plan for the development of prescriptive interventions for 8<sup>th</sup> (EXPLORE) and 10<sup>th</sup> (PLAN) grade students who are not performing on the level to be on track to reach the ACT Readiness Benchmarks.
- e.) Continued expansion of dual enrollment and dual credit programs for college and career-technical students.
- f.) Implementation of *SA/LS* (Seamless Alignment and Integrated Learning Support) Program for Bridge math program.

**Objective 3:** Maintain computer network system reliability and expand the uses of technology in the instructional process.

**Performance Indicators:** The performance objective is complete when the Director of Schools:

- a.) Provides a plan for supervision of technology use in schools and classrooms to ensure the appropriate administrative and instructional utilization of technology (FttT Scope of Work).
- b.) Continued analysis of current K-8 instructional programs in computer technology and develops strategies for expanding secondary courses for students.
- c.) Provides the board with an annual technology staff development plan based upon identified needs and interests of professional staff.
- d.) Provides periodic updates to the board on the use of technology in instructional and administrative processes.
- e.) Provides an updated long-range plan for computer equipment replacement including cost estimates that assures district readiness for on-line PARCC assessments.

**Objective 4:** Utilization of Distance Learning as a means to increase learning opportunities for students and staff.

**Performance Indicators:** The performance objective is complete when the Director of Schools provides progress reports on:

- a.) The continued deployment of district-wide distance learning technology.
- b.) The use of distance learning as a means to expand the curriculum to benefit students (District courses and Dual Credit).
- c.) The uses of distance learning to meet the requirements of the Tennessee Diploma Project; and
- d.) The use of distance learning technology for staff development purposes.

**Performance Goal 2: Organizational efficiency and effectiveness.**

**Objective 1:** Continuous evaluation of the organizational structure of the Central Office to achieve maximum efficiency and effectiveness.

**Performance Indicators:** The performance objective is complete when the Director of Schools provides:

- a.) A continual analysis of the duties of all central office personnel including department supervisors and submission of recommendations for changes to the board as needed, and
- b.) If necessary, a fiscal review with budgetary recommendations.

**Objective 2:** Review, be knowledgeable of, and work to remain in compliance with all approved board policies and administrative procedures; and when necessary, recommend deletions, additions, or modifications that ensure compliance with federal, state, and local guidelines.

**Performance Indicators:** The performance objective is complete when the Director of Schools:

- a.) With the assistance of TSBA, leads an on-going review of board policies and administrative procedures,
- b.) Reviews federal, state, and local guidelines, and
- c.) Continuously reviews current policies and administrative procedures recommending deletions, additions, or modifications for school board consideration.

**Objective 3:** Provide and promote activities that give the school board an opportunity to review its effectiveness and improve the relationship between individual school board members, and the school board as a whole with the Director of Schools.

**Performance Indicators:** The performance objective is complete when the Director of Schools provides:

- a.) The school board with information regarding improvement activities such as workshops, clinics, conventions, board retreats, etc..., and
- b.) Information regarding criteria for individual school board member recognition (e.g., Boardsmanship Awards), school board recognition (e.g., Boards of Distinction) and the criteria required for school board district and state recognition.
- d.) The school board with a self-evaluation instrument that reviews school board effectiveness and allows for each school board member to make recommendations and suggestions for improvement.
- e.) The school board with a weekly update of news, happenings, and issues related to the daily operations of the district.

**Objective 4:** Each year, complete the Director of Schools activities outlined in the board approved annual agenda.

**Performance Indicator:** The performance objective is complete when the Director of Schools can provide evidence that annual agenda items referencing the Director of Schools have been completed or are on-going and nearing completion.

**Objective 5:** Continue to examine the immediate and long-term maintenance and transportation needs for the school district.

**Performance Indicator:** The performance objective is complete when the Director of Schools provides information on the current transportation and maintenance needs for the district including projected cost for budgeting purposes.

**Performance Goal 3: High quality performance of all personnel.**

(The TIF-NIET Grant will assist in building leadership capacity; increasing instructional capability; and recruitment and retention of professional staff – Coalfield School)

**Objective 1:** Establish an on-going annual performance contract with principals and full-time assistant principals based upon the TEAM model. Also, provide formal job performance feedback to Central Office supervisors based upon the quality of collaboration and individual discussions of strengths and areas for improvement.

**Performance Indicators:** The performance objective is complete when the Director of Schools has:

- a.) reviewed and discussed expectations and performance targets with all appropriate personnel, and

- b.) formulated an annual performance contract or evaluation to meet specific school, district, program, and/or individual goals and expectations.
- c.) devises a method and timeline for performance evaluations, modifications, and developmental plans for appropriate personnel as needed.

**Objective 2:** Expanded professional growth opportunities for current and future instructional leaders.

A. Administrators Training Program for Morgan County Schools.

In partnership with Knox, Roane, Blount and UTK, the FttT TNLEAD Educational Leadership Program grant will enhance all aspects of this goal. The grant amount is \$269,472.78 for 2013-14.

**Performance Indicators:** The performance objective is complete when the Director of Schools:

- a.) researches "best practices" and provide an update to the board on similar programs in other school districts,
- b.) continue the Administrators Training Program and present reports to the board which will include program content, selection of staff, recruitment of participants, schedule of sessions,
- c.) demonstrates collaboration with other school districts and local universities in the development on these programs,
- d.) provides an evaluation of the program at the end of the 2013-14 school year, and
- e.) provides evidence of a mentoring process for new administrators.

B. Implementation of Professional Learning Communities (PLC) as a team-based approach to district and school improvement.

**Performance Indicators:** The performance objective is complete when the Director of Schools:

- a.) Provides continued training in the PLC approach to the Leadership Team (Supervisors, principals, assistant principals, coaches).
- b.) Provides periodic updates to School Board on progress in the PLC implementation process.
- c.) Works with other administrators to integrate the PLC approach into the work of all professional staff at the district and school levels.
- d.) Expanded use of Google Apps technology tools for collaborative work among professional and support staff.

**Objective 3:** Attract and retain the best faculty, staff, and administrators. (Support staff - Job Classification and Compensation Study); (Professional staff at Coalfield- TIF-NIET grant)

**Performance Indicators:** The performance objective is complete when the Director of Schools presents:

- a.) An analysis of compensation packages of school system employees and offers suggestions for improvements.
- b.) Continued review of the compensation packages provided by adjacent school systems and those that have a per capita income, fiscal capacity, and demographics similar to Morgan County.
- c.) A funding proposal is prepared and presented to the school board and county commission on the cost of competitive compensation for all categories of school employees. (Continued implementation of the results of the Job Classification and Compensation Study).
- d.) Development of a Strategic Compensation Plan for 2014-15 as required by TN State Board of Education requirements.

**Performance Goal 4: Public relations and community engagement.**

**Objective 1:** Work with the school board to develop and implement an annual plan promoting Morgan County Schools and engaging all stakeholders including families, community members, business and industry, and local government officials.

**Performance Indicator:** The performance objective is complete when

- a.) Director and other school administrators will continue the Family and Community Engagement Plan at the district and building level.
- b.) Central Office and school staffs communicate regularly with all stakeholder groups through school newsletters, press releases to radio and newspaper, web postings, "Good News" reports at school board meetings.
- c.) Maintain the rebuilt district website and provide assistance to schools in maintaining current websites,
- d.) School district continues participation in local Chamber of Commerce activities including Youth Leadership Morgan.
- e.) Administrators assist in the development of a collaborative working relationship with the County Commission.

**Performance Goal 5: Funding - Budget development and pursuit of external funding for system-wide school improvement.**

**Objective 1:** Continue search for grant funding for various school improvement efforts consistent with the long-range strategic plan.

**Performance Indicators:** The performance objective is complete when the Director of Schools reports:

- a.) To the board the current status of existing school grants, matching or in-lieu of funds required.
- b.) Periodic updates on how the school system can improve and access potential grants available to Morgan County Schools.

**Objective 2:** Develop an annual budget for the school board.

**Performance Indicators:** The performance objective is complete when the Director of Schools presents a budget document that is consistent with the strategic plan, revised annual State Department of Education improvement process, and school board policies.

We accept the above Performance Agreement.

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Edward L. Diden, Ed.D.  
Director  
Morgan County Schools

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Date

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Randy Harlan, Chairman  
Morgan County Board of Education

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Date

## Appendix A

**Morgan County Schools**  
**Expectations and Non-Negotiables**  
**2013-2014**  
**ELA/Math**

**ELA**

- 1) District RTI Team(Pre-K-5 Supervisor, Federal Programs Director, Special Ed. Supervisor, Pre-K-5, Academic Coach)
  - a. Monitor instructional fidelity and implementation of the interventions through data
  - b. Monitor intervention effectiveness and student progress
  - c. Monthly meetings
  - d. Assist principals with identified concerns
- 2) School RTI Team Responsibilities (Principal, Curriculum Coach, Teacher, Guidance Counselor)
  - a. RTI Team responsible for placement of students in Tier groups.
  - b. Monitor instructional fidelity and implementation of the interventions through data
  - c. Monitor intervention effectiveness and student progress
  - d. Design appropriate instructional interventions and assign responsibilities for implementation
  - e. *Refer to RTI<sup>2</sup> Decision –Making Process Chart*
- 3) Minimum Time for Core Instruction
  - a. 150 minutes (K-2)
  - b. 120 Minutes (3-5)
- 4) Core Consist of
  - a. Whole class instructions(5 components), well organized/planned
  - b. Components (fluency, phonics, comprehension, phonemic awareness, vocabulary)
  - c. Diversified small group
  - d. Differentiated and varied centers (Monday-Thursday)
  - e. **K-2 Tier 1 ELA** address the needs of all students and should align to CCSS strands (Reading, Literature, Informational Text, Foundation Skills, Writing, Speaking, Listening and Language)  
 This can also include Science and Social Studies tests.  
**3-5** instruction should have a strong hands-on, multi-sensory emphasis, with high levels of student verbal interaction and engagement. Research indicates that students continue to “learn” to read in grades 3-5 even as they now “read to learn”, particularly in Social Studies, Science, and Mathematics curricula.  
**6-12** instruction should be student-focused, with constant opportunities to read, interact, and engage with a text and each other, with the teacher guiding students to gain their own insights from reading (rather than telling students what a text means). Students should build the necessary reading skills, including comprehension and stamina, to read, understand, and write about increasingly complex and lengthy texts. Every reading unit should focus on closed reading, speaking and listening about the text through text-dependent questioning, vocabulary development, and writing.

- 5) Progress Monitoring by classroom teacher using DIBELS Method
  - a. Tier I- Monthly
  - b. Tier II-twice per month
  - c. Tier III- weekly
- 6) Stride Academy Assessments will be given 3 times per year
  - a. ILP's (Individual Learning Plans) will be developed for each student
  - b. Stride Academy assessments will be used in secondary classes that require EOC (based on availability this fall)
- 7) Common Core K-12 implementation

### Fidelity Check

- 1) Fidelity Check Rubric
  - a. Minimum of twice per semester, per teacher (unannounced)
  - b. Curriculum coaches and supervisors will conduct fidelity checks as assigned by District RTI Team
  - c. Results shared with teacher, principal, curriculum coach, and district RTI team
  - d. Any concerns identified during fidelity check will be addressed by principal with the assistance of District RTI Team

### Mathematics

- 1) Minimum Time for Core Instruction
- 2) 60 minutes (K-1)  
75 minutes (2<sup>nd</sup>)  
90 minutes (3-5)  
55 minutes (6-12)
- 3) Math Block consists of
  - a. Whole class, well organized focused instruction
  - b. Diversified small group and /or differentiated centers
- 4) Stride Academy assessments will be given 3 times per year for grades K-8
  - a. Assessments will be used to identify areas of need
  - b. Stride Academy assessments will be used in secondary classes that require EOC (based on availability this fall)  
Common Core K-12 implemented
    - a. **K-2 Tier 1** Mathematics Instruction should align to the CCSS domains (Counting and Cardinality, Number and Operations in Base Ten, Number and Operations in Fractions, Operations and Algebraic Thinking, Geometry, and Measurement and Data) and the Standards for Mathematical Practice
    - b. **3-5 Tier 1** Teachers should move students toward a balance of conceptual understanding, procedural fluency, and application in mathematics. Teachers should strive for a balance in the types of tasks and materials used and how time is spent in direct instruction, individual think time, small group or partner discussion, and whole class discussion.

- c. **6-12 instruction** should be student-focused, with constant opportunities to engage in mathematical thinking and reasoning. Problem solving should be at the heart of the mathematics classroom. Teachers should be skilled in frequently assessing student understanding and pressing students toward the mastery of the essential standards. Students should have regular practice and support in demonstrating fluency with both number facts and algebraic manipulation.
- 5) College Readiness (given in 11<sup>th</sup> grade through English III or ACT Prep)
- 6) Full implementation of Common Core

### Special Ed Referrals

- 1) Reading and/ or Math
  - a. Support Team (Special Ed Teacher, Curriculum Coach, Principal or designee, School Psychologist-as needed)
  - b. **S** Team makes the decision as whether to proceed with special education testing **after 27 weeks of intervention** which includes Tier II and Tier III interventions
  - c. Decision is based on a review of all data collected throughout intervention process

**Fidelity of implementation** is the delivery of the scientific research-based instruction in the way in which it is designed to be delivered. **Fidelity** also addresses the integrity with which the screening and progress-monitoring procedures are completed and that appropriate decisions are based on data.