

Maury County Annual Plan (2020 - 2021)

Last Modified at Sep 02, 2020 11:28 AM CDT

[G 1] Safe and Healthy Students

For 2020-2021, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time and ensures that all students have the opportunity to learn.

Performance Measure

Reduce percentage of students disciplined from 13.9% to 12%number of students disciplined with exclusionary practices (In School Suspension, Out of School Suspension)Reduce percentage of students disciplined ISS from 10.9% to 6%Reduce percentage of students disciplined OSS from 5.3% to 2.6%Reduce percentage of BHN, SWD, ED disciplined -BHN 18% to 11%-SWD 18.4% to 11%-ED 19.4% to 11%Need to check data and make adjustments to performance measures

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Behavioral interventions and supports Develop and support programs and initiatives that address identified behavior needs and provide appropriate student supports. The district will provide support to schools through Vanderbilt's Tennessee Behavior Supports Project to develop school wide behavior plans (RTI-B). Having a school wide discipline plan will decrease suspension/expulsion rates.</p> <p>Benchmark Indicator Number of schools moving from Tier I Implementation to Tier II Implementation (measured annually- school progression from Tier I to Tier III requires observed changes in school-wide discipline practices)Number of schools moving from Tier II to Tier III (measured annually- school progression from Tier I to Tier III requires observed changes in school-wide discipline practices)</p>	<p>[A 1.1.1] Collaborative Teams for MTSS Form collaborative teams at the district and school level to support Multi-Tiered Systems of Supports for students</p>	Yvette Carter	10/01/2020	Title II [\$4000.00]	
<p>[S 1.2] Parent, family, and community engagement Promote effective parent, family and community engagement in the planning, implementing, and evaluating of district improvement activities and overall student and district goals. The Pupil</p>	<p>[A 1.2.1] Ensure district and school outreach to families The district and all schools must involve families in developing the district or school improvement plan. Districts and schools must involve families in a meaningful way. The district engages families via</p>	Scott Gaines, Principals, Title I Family Facilitators	05/14/2021	Title I [\$100000.00]	

<p>Services Department launched "Strive to 95" which encourages 95% at each school. Recognition for those schools reaching this goal is made quarterly. The district will conduct district family community engagement events addressing school climate needs such as but not limited to bullying, restorative practices, mental health, transition to elementary, middle and high school. Follow-up surveys will be used to determine effectiveness and quality of engagement events.</p> <p>Benchmark Indicator Post parent event surveys used to determine effectiveness and quality of events Parent Engagement Activity Reports (attendance, survey of activities) Reduce chronic absenteeism from 15.4% to 12%</p>	<p>the District Parent Advisory Council. The district also engages families via surveys and district communications (School messenger) Schools involve families via Parent Teacher Organizations or Parent Teacher Associations.</p>				
	<p>[A 1.2.2] Build Capacity In order to have effective parent/family involvement, the district and schools must provide assistance to parents and families in topics such as understanding challenging academic standards, chronic absenteeism and adverse childhood experiences.</p>	<p>Scott Gaines, Principals, School Counselors</p>	<p>12/13/2019</p>		
<p>[S 1.3] Mental health supports Develop external partnerships and provide necessary student supports for identified mental health needs.</p> <p>Benchmark Indicator number of partnerships developed to support mental health needs</p>	<p>[A 1.3.1] Partnerships Partner with community agencies such as Centerstone, STARS and the Maury County Mental Health Cooperative to provide social emotional, and mental health services for students</p>	<p>Yvette Carter, Scott Gaines</p>	<p>09/30/2020</p>	<p>Title II [\$5000.00] Title IV [\$30000.00]</p>	
<p>[S 1.4] Focused support to ATSI, TSI schools The district will provide focused support to ATSI/TSI identified schools.</p> <p>Benchmark Indicator ATSI quarterly Data tool District RTI B Team will review middle school discipline incidents, suspensions (in-school, out of school) quarterly. Review of school leadership team</p>	<p>[A 1.4.1] Support to School leadership team Provide district technical assistance to school leadership teams</p>	<p>Scott Gaines</p>	<p>10/29/2020</p>	<p>ATSI grant funds [\$100000.00]</p>	

meeting minutes (indicators of progress) Tiered Fidelity Inventory Walkthroughs					
<p>[G 2] Improve Math Achievement and Growth by 2021 We believe that student achievement levels and yearly growth will increase as schools continue to implement the research-based Ready Math curriculum in grades K-8. With ongoing district teacher training in grade level standards, common formative assessments, and supports for effective planning student performance will improve in all grade bands.</p> <p>Performance Measure Increase to 40% on track or mastered in all grade bands, 3rd-5th, 6th-8th, and 9th-12th on TN Ready and End of Course math assessments.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Math Instruction on Grade Level We purchased and implemented Ready Math in K-8, a high quality math curriculum, during the 2019-2020 school year. We developed an implementation plan using the Instruction Partners Implementation Plan Template (see attached document). Walk throughs were conducted with the support of CORE ELA, Math, and RTI Consultants and SREB consultants. In reviewing walk through data via Kick Up and diagnostic benchmark data provided by Ready Math, we have discovered instruction is not occurring on grade level; therefore, we need to continue to work on teachers' understanding of the standards, the effective implementation of the Ready Math curriculum, and building formative assessments that will inform teachers of student progress and guide instruction. We will support teachers through training, collaborative planning, and principal feedback. Even though Ready Math is not available in grades 9-12, we will use the same strategies to increase student growth and achievement.</p> <p>Benchmark Indicator The district will conduct math walk-throughs quarterly to determine implementation of adopted math curriculum and alignment of standards. The walk through data will be collected through Kick</p>	<p>[A 2.1.1] Implementation Plan We have developed an implementation plan for K-8 Ready Math and 9-12 Algebra I , II Carnegie Math using the Instruction Partners Implementation Plan Template (see attached document). We will continue to review and follow the plan and make adjustments as needed.9/2/20 relook at implementation template and make adjustments for Carnegie Math</p>	Amanda Cone	12/11/2020	Title II [\$75000.00]	

<p>Up. In following the Ready Math Implementation Plan, students and teachers will complete surveys at the end of each semester. Ready Math Diagnostic will be conducted and reviewed three times a year in grades K-8. The district will review formative assessments and grades quarterly to determine progress. Quarterly data will be collected for ATSI schools.</p>					
	<p>[A 2.1.2] Standards Collaboration Groups The district has created pacing guides that align with Ready Math for grades K-8 and other math classes in 9th-12th. Teachers are divided into grade levels to evaluate curriculum standards and instructional strategies to improve teaching and learning. District professional development days are used to reflect on the student level of mastery of the standards according to the previous year's TN Ready assessments.</p>	<p>Leigh Ann Willey</p>	<p>10/01/2020</p>		
	<p>[A 2.1.3] Assessments Continue to develop common formative assessments that are aligned to math standards. On district PD days, we will facilitate the creation of district-level common formative assessments and the analysis of results. As this process evolves, we will develop quarterly district benchmark assessments in all tested math courses.</p>	<p>Leigh Ann Willey</p>	<p>11/03/2020</p>		
	<p>[A 2.1.4] Response to Intervention We will continue to refine RTI processes including appropriate interventions and fidelity monitoring.</p>	<p>Beverly Miller</p>	<p>09/30/2020</p>		
	<p>[A 2.1.5] Technology We will ensure technology enhances district performance. The district has trained personnel who serve as school-level technology ambassadors. These ambassadors have participated in profession learning on the technology integration matrix. Tech ambassadors will utilize the TIMS observation tool to observe teachers and use results to provide support to integrate technology effectively.</p>	<p>Scott Gaines</p>	<p>12/11/2020</p>	<p>Title IV [\$10000.00]</p>	

	[A 2.1.6] On-going Teacher Training We will support schools and teachers through on-going professional development centered on effective lesson planning, pedagogy, classroom management, and new teacher induction.	Cara Skaggs and Amanda Cone	10/01/2020		
	[A 2.1.7] Support to Under Performing Schools In addition to the grant funds, the district will provide support for targeted TSI and ATSI schools by reallocating general purpose or federal funds where needed.	Scott Gaines	10/19/2020	Remaining ATSI Funds General Purpose Funds Federal Funds	

[G 3] By spring 2021, we will improve k-12 literacy.

We believe if we raise the expectations for all students through the use of high quality instructional materials we will see improvement in (1) teacher practice, (2) student daily work expectations, and (3) student literacy outcomes. Also, we believe if we focus additional efforts in K-2 literacy this year regarding explicit and systematic foundational skills instruction, we will see increased performance from those students more rapidly.

Performance Measure

Decrease percentage of students in grades k-2 who are below the 90th percentile in the national norms on Aimsweb:Kindergarten-phoneme segmentation from 20% (spring benchmark 2019) to 90% and non-sense words from 6% (spring benchmark 2019) to 90%1st grade-ORF from 4.4% (spring benchmark 2019) to 90%2nd grade-ORF from 5.4% (spring benchmark 2019) to 90%Increase the percentage of students who are on track or mastered from 25.7% (2018-19) to 30% on TCAP for grades 3-5 ELA in 2021.Increase the percentage of students who are on track or mastered from 22% (2018-19) to 26% on TCAP for grades 6-8 ELA in 2021.Increase the percentage of students who are on track or mastered from 28.4% (2018-19) to 32% on TCAP for grades 9-12 ELA in 2021.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Implementation of New High-Quality Instructional Materials (HQIM): Purchase, Delivery, and Train Adopting and implementing new, high-quality instructional materials in grades k-12 will ensure that all students have access to the resources and practices they need to be proficient. Teachers and leaders will need on-going professional learning and support to implement the materials well. This is the first of a series of strategies that will support materials implementation. These strategies include purchase, deliver, and train; collaborative planning;	[A 3.1.1] Complete adoption paperwork and finalize purchase of HQIM Coordinate with appropriate staff to complete adoption paperwork and coordinate with school board to finalize purchase of HQIM	Textbook coordinator	07/15/2020	General Purpose Budget [\$1500000.00]	

<p>and principal feedback.</p> <p>Benchmark Indicator Positive teacher perceptions of high-quality materials and perception of implementation support: collected via survey quarterly (mid-point of each quarter). The Director of Instruction will be responsible for administering the online survey to collect teacher efficacy with material, and impact of consistent feedback. Leader Preparation: Principal/Instructional Coach feel comfortable providing teacher feedback on Text Complexity and Questions and Tasks of Literacy Learning Walk Tool in KickUp. The principal supervisor will discuss during monthly check-ins with each leadership team. Principal supervisors will also observe walk-throughs and discuss feedback at least twice each semester with each principal to monitor leader support of materials and adjust training needs. School Structures: Schools have a plan for teachers to collaboratively plan weekly and unit plan quarterly. Principal supervisors monitor implementation of those plans for consistency and quality. Teacher knowledge of characteristics of instructional materials: Teachers report opportunities to build their capacity in foundational skills (K-2) and in knowledge based outcomes (K-12) within the perception survey. Principal and instructional coach walkthroughs will be used to monitor implementation and trends will be collected to inform additional learning needs.</p>					
	<p>[A 3.1.2] Contract with instructional materials vendor to provide orientation training to all teachers and leaders. Coordinate and follow up with selected vendor to ensure timely training support and follow-up as materials are implemented</p>	<p>Director of Instruction and School Improvement Coordinator</p>	<p>08/01/2020</p>		
	<p>[A 3.1.3] Distribute materials to teachers. Work with textbook coordinators to ensure equitable distribution of materials</p>	<p>Textbook coordinator</p>	<p>08/01/2020</p>		

	<p>[A 3.1.4] Ensure daily schedules align to the expectations of the materials. Use walkthroughs and fidelity checks to ensure daily schedules align to expectations of materials</p>	Assistant Superintendent of Instruction, Director of Instruction, and Secondary Supervisor of Instruction	06/15/2020		
	<p>[A 3.1.5] Ensure schools have established structures for weekly collaborative planning and quarterly unit planning. Verify with schools via school schedules to ensure collaborative planning time is scheduled.</p>	Assistant Superintendent of Instruction, Director of Instruction, and Secondary Supervisor of Instruction	06/15/2020		
	<p>[A 3.1.6] Ensure principals, assistance principals, and instructional coaches are prepared to provide teachers feedback on text complexity and questions and tasks. Along with principals and assistant principals, the district will utilize Title IIA funds for a district-wide ELA coach to support implementation of new HQIM and provide feedback and support to teachers.</p>	Director of Instruction, School Improvement Coordinator, and Secondary Supervisor of Instruction	08/01/2020	Title IIA [\$90000.00]	
	<p>[A 3.1.7] Communicate any schedule or grading practice changes to leaders, teachers, and parents. Use all methods of communication to share changes as needed</p>	Director of Schools	08/01/2020		
	<p>[A 3.1.8] Work with vendor, CORE, or partner district to design and deliver professional learning to teachers on the components of the instructional materials periodically throughout the 2020-21 school year. The district will utilize Title IIA funds to provide a district-wide ELA coach to support the implementation of the new HQIM resources and training provided to teachers.</p>	Director of Instruction, Secondary Supervisor of Instruction, and School Improvement Coordinator	05/15/2021	Title II A [\$90000.00]	

	<p>[A 3.1.9] Work with vendor, CORE, or partner district to design and deliver professional learning to teachers on the knowledge-based outcomes periodically throughout the 2020-21 school year.</p> <p>The district will utilize Title IIA funds to provide a district-wide ELA coach to support the implementation of the new HQIM resources and training provided to teachers.</p>	<p>Director of Instruction, Secondary Supervisor of Instruction, and School Improvement Coordinator</p>	<p>05/15/2021</p>	<p>Title IIA [\$90000.00]</p>	
	<p>[A 3.1.10] Work with vendor, CORE, or partner district to design and deliver professional learning to K-2 teachers on foundational skills content knowledge and materials use periodically throughout the 2020-21 school year.</p> <p>The district will utilize Title IIA funds to provide a district-wide ELA coach to support the implementation of the new HQIM resources and training provided to teachers.</p>	<p>Director of Instruction and School Improvement Coordinator</p>	<p>05/15/2021</p>	<p>Title II A [\$90000.00]</p>	
<p>[S 3.2] Implementation of New High-quality Instructional Materials (HQIM): Collaborative Planning</p> <p>Adopting and implementing new, high-quality instructional materials in grades K-12 will ensure that all students have the access to the resources and practices they need to be proficient. Teachers will need to collaboratively plan to ensure that they understand how to translate the materials into effective classroom practices.</p> <p>Benchmark Indicator</p> <p>Teacher perceptions of new curriculum will be collected through a survey two times during the 2020-21 school year at the end of each semester: December and May. The Director of Instruction will be responsible for administering the survey and reporting on the findings. Teachers will collaboratively plan weekly and unit plan quarterly. Instruction department supervisors monitor the implementation of those plans for consistency and quality. Regular and routine collaborative planning</p>	<p>[A 3.2.1] Train on Collaborative Planning Structure and Expectations</p> <p>The district will train teachers, administrators, instructional coaches, and PLC coaches on the collaborative planning structure and expectations.</p>	<p>Instruction Team</p>	<p>08/31/2020</p>		

<p>is focused on principal feedback: Principals observations of planning indicate use of the planning protocol and a focus on improving areas where principal feedback was provided. Observations of collaborative planning sessions by principals, instructional coaches, and supervisors will be used to assess the quality of the use of the protocol in supporting implementation of the materials. Feedback will be provided to teacher leaders to strengthen the quality of planning. Teacher use of instructional materials will be collected via principal observations using the Instructional Practice Guide. Principals will collect walk-through data and provide each teacher with feedback on their implementation at least once every two weeks in KickUp. Walk-through data will be used to assess the extent to which teachers are using the materials with integrity and are meeting the instructional shifts of the standards. The district instructional team will review data across the district and will be used to adjust professional development and opportunities for collaborative planning.</p>					
	<p>[A 3.2.2] Weekly Collaborative Lesson Planning using the HQIM Administrators, instructional coaches and PLC coaches will engage teachers in weekly collaborative lesson planning using the HQIM.</p>	<p>PLC coaches, administrators</p>	<p>05/21/2021</p>		
	<p>[A 3.2.3] Quarterly Collaborative Unit Planning Teachers will engage in collaborative unit planning quarterly using HQIM.</p>	<p>PLC coaches, administrators</p>	<p>03/15/2021</p>		
	<p>[A 3.2.4] Feedback on Instructional Practice and Use of Materials Principals will provide feedback to teachers based on their instructional practice and materials use at least every other week.</p>	<p>Principals</p>	<p>05/21/2021</p>		
	<p>[A 3.2.5] Use Principal Feedback in Collaborative Planning Structures The PLC coaches, Lead Mentors and Instructional Coaches and support teachers in integrating the</p>	<p>PLC Coaches, Lead Mentors, Instructional Coaches</p>	<p>05/22/2020</p>		

	feedback received from principals into the collaborative planning structures.				
	<p>[A 3.2.6] Data Analysis with Teachers Analyze student data and debrief the impact on student outcomes with teachers at least once quarterly.</p>	Data Coaches, Administrators, District Instructional Team	05/21/2021		
	<p>[A 3.2.7] Train Administrators and Teacher Leaders in Observing Collaborative Planning/Providing Feedback District team will train administrators and teacher leaders (PLC Coaches, Instructional Coaches, Lead Mentors) in observing collaborative planning and providing feedback.</p>	District Instruction Team	08/31/2020		
<p>[S 3.3] Implementation of New High-Quality Instructional Materials (HQIM): Principal Feedback Adopting and implementing new, high-quality instructional materials in grades K-12 will ensure all students have access to the resources and practices they need to be proficient. Teachers will need high-quality and consistent feedback from their principals and instructional coaches to implement well. This is the third of a series of strategies that will support materials implementation. These strategies together include: purchase, deliver, and train; collaborative planning; and principal feedback.</p> <p>Benchmark Indicator Leader Preparation: Principal/Instructional Coach feel comfortable providing teacher feedback on text complexity and questions and tasks using the Literacy Learning Walk tool in KickUp. The principal supervisor will discuss during monthly check-ins with each leadership team. Principal supervisors will also observe walk-throughs and discuss feedback at least twice each semester with each principal to monitor leader support of materials and adjust training needs. Quality of principal feedback: Principal submit samples of</p>	<p>[A 3.3.1] Train principals to utilize the Literacy Learning Walk tool in KickUp to provide teachers with content specific feedback that supports the use of HQIM. The Literacy Learning Walk tool will help teaches and leaders review progress with content and standards alignment. The tool will help determine needs for professional development.</p>	Director of Instruction, Secondary Supervisor of Instruction, and School Improvement Coordinator	07/15/2020		

<p>feedback provided to teachers at quarterly intervals. Principal supervisor reviews feedback to guide training on providing high-quality feedback to teachers. Principal supervisor will also observe each principal conducting walk-throughs and providing feedback. Teacher use of instructional materials: Collected via principal observations using the Instructional Practice Guide. Principals will collect walk-through data and provide each teacher with feedback on their implementation at least once every two weeks. Walk-through data will be used to assess the extent to which teachers are using the material with integrity and are meeting the instructional shifts of the standards. Principals will submit walk-through data to the district instructional materials team for review of data across the district. Data will be used to adjust teacher training and collaborative planning opportunities. Regular and routine collaborative planning is focused on principal feedback: Principals observations of planning indicate use of the planning protocol and a focus on improving areas where principal feedback was provided.</p>					
	<p>[A 3.3.2] Ensure principal/instructional coaches are prepared to provide feedback on text complexity and questions and tasks as teachers begin to implement materials. Feedback will help leaders ensure that materials provide appropriate text complexity and quality</p>	<p>Director of Instruction and Secondary Supervisor</p>	<p>08/01/2020</p>	<p>Title IIA [\$90000.00]</p>	
	<p>[A 3.3.3] Principals use the Literacy Learning Walk tool in KickUp to provide each teacher with feedback at least once every two weeks. Use of the Literacy Learning walk tool will provide timely feedback and results that can be analyzed for future professional development</p>	<p>Principals</p>	<p>05/15/2021</p>		
	<p>[A 3.3.4] Principals receive feedback on walk-through observations and feedback provided to teachers twice per semester minimum.. Feed back from observations will help principals refine practices with teachers.</p>	<p>Director of Instruction and Secondary Supervisor of Instruction</p>	<p>05/15/2021</p>		

	<p>[A 3.3.5] Principals receive training on characteristics of high quality feedback. Effective feedback will enhance teacher development.</p>	Federal Programs Supervisor, Director of Instruction, Secondary Supervisor of Instruction, and School Improvement Coordinator	08/03/2020	Title II A [\$3000.00]	
	<p>[A 3.3.6] Teachers use principal feedback from walk-through observations in collaborative planning structures. (See collaborative planning strategy) Collaborative planning will ensure alignment of strategies and practices across schools and the district thus equity in instruction</p>	Principals, teachers and instructional coaches	05/15/2021		
<p>[S 3.4] Provide Additional Support for ELA Implementation The district will continue to support effective RTI practices and provide assistance and training based on results from fidelity monitoring. In addition to RTI support, new teacher induction is important to provide a foundation for teachers to be successful and will enhance implementation. Technology integration is important as students and teachers need to use technology to enhance learning.</p> <p>Benchmark Indicator Fidelity monitoring indicate appropriate interventionsAIMSWEB Scores indicated positive rate of improvement.School level ambassadors and district leaders will use the TIM observation tool three times quarterly in various classrooms to identify trends in successful technology integration.School administrators and assigned mentors will conduct walkthroughs monthly using a new teacher induction rubric.</p>	<p>[A 3.4.1] Response to intervention Through the 2020-2021 budget process, the district is requesting to hire a district level RTI Coordinator. The RTI coordinator will provide training as needed on interventions, during monthly school RTI team meetings will assist with identifying and scheduling students into Tier II and III interventions, and will conduct required fidelity monitoring as identified in the RTI manual. He/she will also assist schools in maintaining appropriate documentation and communication with parents.</p>	Ronald Woodard	08/03/2020	GP [\$150000.00]	

	<p>[A 3.4.2] Technology School level ambassadors will assist teachers with integrating technology via modeling and peer coaching . District level ambassadors and district staff will observe classrooms and give feedback using the TIM Observational Tool.</p>	Cara Skaggs	12/10/2020	Title IV [\$10000.00]	
	<p>[A 3.4.3] New teacher induction The district will execute a new teacher induction program beginning July 2020. A two day event will be held to on-board brand new teachers in the following areas: standards analysis, aligning questions and tasks to high quality materials, instructional resources, TEAM evaluation, classroom management, and technology integration. Follow-up sessions will be conducted during Maury Academy of Professionalism (After school PD for teachers). The district will develop appropriate follow-up sessions based on feedback from initial sessions, data on past surveys and informal observations.</p>	Cara Skaggs, Scott Gaines	07/31/2020	Title II [\$20000.00]	

[G 4] Ready Graduate\EPSO

Last year, 38% of high school students qualified as "Ready Graduates", it is our aim to increase the number of students who meet this criteria by 5% or more during the 19-20 school year.9/2/20 need to make adjustments to data based on appeals

Performance Measure

Improve graduation rate from 88.2% to 90%
Increase the percentage of students scoring an ACT Composite from 32.5% to 38%
Increase the percentage of students obtaining EPSOs from 36.5% to 40%

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Ready Graduate Increase the probability for student success after high school byUtilize ACT Aspire to help track student progress towards reaching a 21 or higher ACT composite as students approach the 11th grade yearProvide additional time for ACT prep during the academic dayProvide autonomy for schools to implement supplemental ACT supportUse the "Ready Graduate" tracking tool to determine the number of students at each school</p>	<p>[A 4.1.1] ACT Prep and Remediation Enhance student success on the ACT by administering pre- assessments, providing instruction as needed and providing remediation to students after the ACT assessment to increase composite scores.</p>	Ron Woodard	11/03/2020	Title IV [\$14000.00]	

<p>who meet the "Ready Graduate" criteria. Use the Ready Graduate Tracking Tool to determine the percentage of "Ready Graduate" students at each school. Create postsecondary plans for all students. Begin in middle schools. Build a diverse portfolio of early postsecondary and capstone opportunities.</p> <p>Benchmark Indicator</p> <p>Number of Students scoring a composite of "21" or higher on the ACT; Number of students taking "4" or more EPSO courses; Number of students taking "2" EPSO courses and earning an Industry Certification; Number of students taking "2" EPSO courses and earning at least a 31 on the ASVAB battery test. Every student will have a six-year plan upon entering ninth grade. Number of local dual credits earned per semester. Number of dual enrollment credits earned per semester. Number of industry certifications earned per semester</p>					
	<p>[A 4.1.2] Postsecondary plans for students Assist students in making career choices by providing career interest inventories through various platforms such as Major Clarity and CollegeforTN.org, aptitude tests such as the ASVAB and career counseling. Develop post-secondary plans for students beginning in Middle school.</p>	Principals, School Counselors	08/03/2020		
	<p>[A 4.1.3] Create opportunities for students Review career cluster labor force needs in Maury County, program requests, and other reports that indicate student course selections to ensure that multiple opportunities, as financially feasible, are provided for students. Career cluster opportunities are also aligned to the approved TDOE industry certification list to ensure proper pathways are followed.</p>	Lori Brown	08/03/2020		
	<p>[A 4.1.4] Cohort Tracking Coordinate training for school staffs to complete cohort tracking</p>	Lori Brown	01/13/2021		