

CHEATHAM COUNTY BOARD OF EDUCATION BOARD MEETING AGENDA

Cheatham County Board of Education

November 2, 2023

Place: Educational Annex/Board Room

Time: 6:00 PM

1. Call to Order
2. Moment of Silence
3. Pledge of Allegiance
4. Roll Call
5. Approval of Agenda
6. Presentations, Awards Recognitions

EMPLOYEE'S OF THE MONTH

ACESA

Jennifer Shelton, Teacher

ECES

Wil Gates, Teacher

KSES

Jennifer Crawford, Librarian

PEFAMS

Baylee Gawryns, Teacher

PVES

Lynn Cole, SPED Assistant

WCES

Tara Canterbury, Counselor

CMS

Michael Carter, Teacher, Coach, Athletic Director

HMS

Cindy Wells, Bookkeeper

SMS

Colin Logue, Teacher

CCCHS

Zeus Carnet, Teacher

HHS

Krystal Moberly, Librarian

SHS

Dr. Pat Pickett, SPED Assistant

RA

Dr. Jordan Reed, Teacher

Daycare

Lura Waxman, HMS Daycare

Nutrition

Treesa Law, KSES Nutrition

Transportation

Rita Edgin, Bus Driver

Central Office

Sherrie Cannon, Benefits Coordinator

HARPETH HIGH SCHOOL VOLLEYBALL TEAM

District 9-A Champion

Region 5-A Champion

Class A State Sectional Champion

Third Place finish in Class A at State Tournament

CHEATHAM COUNTY CENTRAL HIGH SCHOOL GIRLS' SOCCER TEAM

District 11-A Champion - 4th consecutive year

Region 5-A Runner Up - 2nd consecutive year

Advanced to the State Sectionals for the second consecutive year

7. Public Forum - none
8. School Improvement Plan (SIP) Goal Update - WCES, Amber Raymer
9. Executive Committee
10. Five Year Plan - Chad Smith
11. ESSER Funding Update - Dr. Cathy Beck
12. Elected Officials - Opportunity for Elected Officials to Address Board
13. Consent Agenda
 - A. Minutes: October 5, 2023
 - B. Disposal of surplus equipment/materials
14. Budget and Finance
 - A. Summary
 - B. Quarterly Report
 - C. Nutrition Fund 143 Request - Total \$733,000.00
ACESA, PVES, ECES Walk in Coolers \$343,000.00
CCCHS and ACESA Serving Lines \$290,000.00
HHS Dish Machine \$100,000.00
 - D. ESSER Bonus- Director of Schools \$750.00
15. Old Business
 - A. Revision of Policy 5.106 Application and Employment - Second Reading
16. New Business
 - A. Revision of Policy 6.300 Code of Conduct - First Reading
 - B. Revision of Policy 5.400 Personnel Health Examinations/Communicable Diseases - First Reading
 - C. Revision of Policy 4.300 Extracurricular Activities - First Reading
 - D. TISA Plan
 - E. Future School Calendars 2025-2026 and 2026-2027

- F. LEA Compliance Report for State
- G. Lease Agreement for Ball Fields to Town of Ashland City
- H. Student Appeal
- 17. Brief comments from Board Members
- 18. Announcements
- 19. Adjourn

INFORMATION:

Personnel Changes:

A. Retirements approved

B. Administrative Positions approved

C. Resignations approved

- Charles Derick Lee, SMS Teacher 10/17/2023
- Helena Kuszajewski, CMS Assistant Cheer 10/5/2023
- Alexis Mahoney, CMS Assistant 10/6/2023
- Ashleigh Harris, SHS JAG 10/6/2023
- Sandra Hodge, PEFAMS Teacher 11/23/2023
- Starlina Cochran, WCES Staff 10/6/2023
- Jennifer McBrayar, ECES Staff 10/20/2023

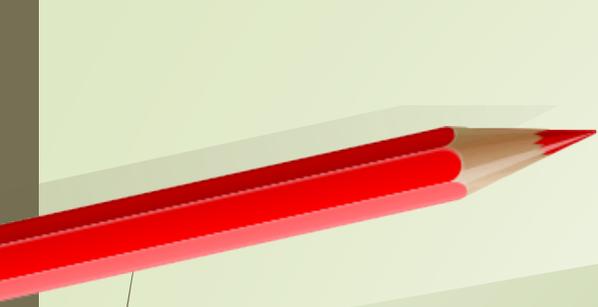
D. Transfers approved

- Angie Hunnell from ACESA SPED Resource Teacher (long term sub) to ACESA SPED Resource Assistant replacing self 10/20/2023
- Diane Lyle from SHS Assistant Nutrition Manager to SHS Nutrition Manager replacing Misty Leibfritz 10/23/2023
- Ashley Palmore from CMS 1:1 Life Skills to WCES 1:1 SPED Assistant replacing Starlina Cochran 10/25/2023

E. Elections/Placements approved

- Trey Boswell, SMS 5th Grade Science/SS interim for Leora Coleman 11/1/2023
- Chesney Morris, CMS Assistant replacing Alexis Mahoney 10/16/2023
- Naco Johnson, PVES Art Teacher replacing Sara Taylor 1/9/2024
- Aubrey Johnson, CMS SPED Assistant replacing Valerie Evans, 10/16/2023
- Ashley Palmore, CMS Life Skills 1:1 replacing Marcie Stewart 10/16/2023

- Samantha Lyons, ACESA SPED Assistant replacing Mary Ford 10/16/2023
- Rachel Garrison, KSES part time sub Daycare new position 10/16/2023
- Kristen Travis, KSES part time sub Daycare new position 10/17/2023
- Dorothy Fowler, KSES PT Daycare replacing Abby Gill 10/23/2023
- Skip Beck, ACESA 3rd Grade Teacher replacing Gerald Kirkman 10/23/2023
- Jasmyn Burger, KSES Daycare PT Caregiver replacing Doreen Rhee 10/30/2023
- Ashlyn Boudissa, SMS 8th Grade SS replacing Derick Lee 11/6/2023
- Ariel Dezellem, ACESA SPED Resource Teacher replacing Angie Hunnell (long term sub) 10/31/2023
- Meredith Bryant, BOE Interim Field Nutrition Associate new position 10/16/2023
- Fisher Bailey, SHS Assistant Tennis Coach, volunteer 10/5/2023
- Leann Ferguson, HHS Football Assistant Cheer, non-faculty volunteer 10/5/2023
- Devin Copeland, HMS Assistant Boys Basketball Coach, non-faculty 10/16/2023
- Nate Hughes, SHS Drill Book, non-faculty 10/20/2023
- Gary Weeks, SMS Assistant Girls Basketball Coach, non-faculty volunteer 10/20/2023
- Chris Johnston, CCCHS Visual Music Instructor, non-faculty 10/20/2023
- Spencer Cooke, CCCHS Gate Worker 10/20/2023
- Taylor Turner, HMS Assistant Wrestling Coach, non-faculty 10/20/2023
- Jackson Whitlow, HMS Assistant Wrestling Coach, non-faculty 10/20/2023
- Wyatt Page, SHS Basketball Announcer 10/24/2023
- Spencer Seaton, SHS Basketball Announcer 10/24/2023
- Katie Pacifici, HHS Head Softball Coach 10/24/2023
- Katie Pacifici, HHS Head Girls Basketball Coach 10/24/2023
- Katie Pacifici, HHS Softball Field Maintenance 10/24/2023
- Eric Martin, SMS Assistant Wrestling Coach 10/30/2023
- Kaye Spain, CCCHS Gate Worker 11/1/2023

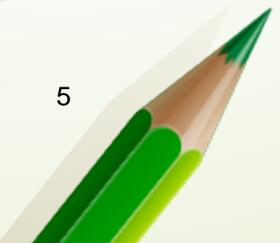


Employee of the Month

#levelup

Cheatham County
School District

2023-2024 School Year



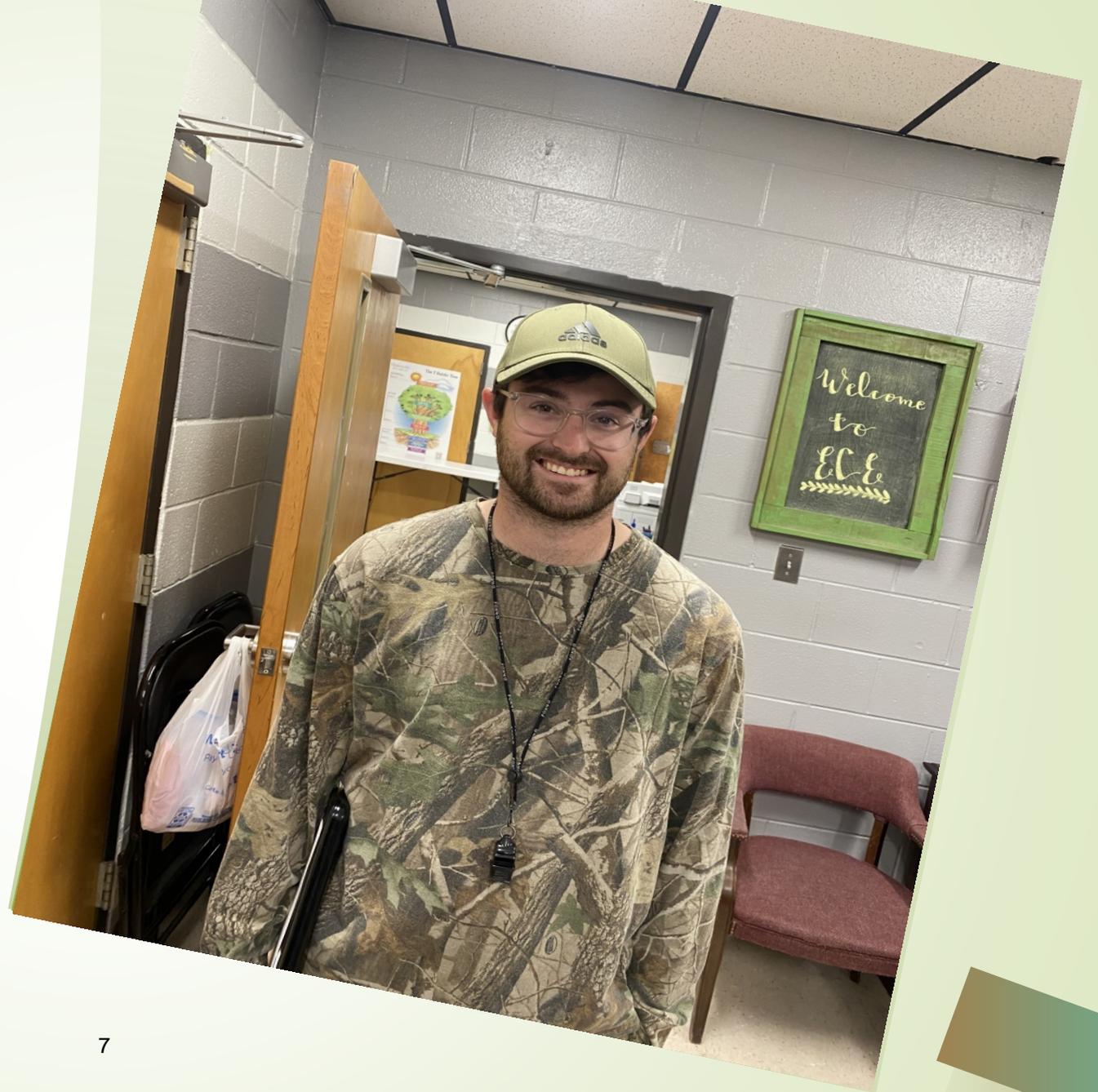
Ashland City

Jenn Shelton makes learning fun in her class. Ms. Jenn truly loves all her students and takes the time to listen to them and empathize with them. Ms. Jenn always encourages her students to be their best, and they are always fully engaged with her in the lesson.



East Cheatham

Mr. Wil Gates, our P.E. teacher, has stepped up to become a true leader in our building. He is constantly going out of his way to create fun and exciting opportunities for our students or simply finding ways to take a load off of others. Most importantly, he has an immense heart for our students and demonstrates on a daily basis what it means to be Dragon!



Kingston Springs

Jennifer Crawford has changed the culture of reading at KSES! Kids love going to the library because they know it is going to be a safe and fun place to explore books to read. She is invested in their academics and teaches lessons to support the classroom, which includes STEM activities that inspire imagination and teamwork. She encourages SOAR behavior and keeps the vending machine stocked for all kids to enjoy!



Pegram

Baylee Gawry is our employee of the month. This is her very first year of teaching and she is crushing it! She is so kind to both her students and staff. She is always looking for opportunities to keep her students engaged. She is such a positive light in our building. We are lucky to have her at Pegram!



Pleasant View

Mrs. Lynn Cole is a wonderful staff member! She jumps in and does whatever is needed. She helps out ALL students and they enjoy working with her!



West Cheatham

School counselor Tara Canterbury is a vital part of our school! Tara helps our students with the many issues that children now face in today's world: academic, behavioral and social emotional, to name a few. She also is a help to our staff. She is a caring person, and it shows in her interactions with students, parents and staff members. We are blessed to have her in the WCES family!



Cheatham Middle

Coach Michael Carter not only teaches physical education, but also two math RTI classes per day. This year, he is also teaching CTE – agriculture exploratory classes. His agriculture classes are flourishing as over fall break, 29 chicks and multiple ducks were hatched. Along with his teaching responsibilities, he also serves as athletic director and coaches the Girls basketball teams. Coach Carter is the go-to person for matters concerning the building and complex at CMS. We can't imagine what we do without him.



Harpeth Middle

Cindy Wells is our amazing bookkeeper who had zero audit findings! She is constantly full of joy, positivity, and charisma! She tries her best at EVERYTHING she does. Thank you for all of your hard work and dedication to HMS!



Sycamore Middle

Colin Logue is an asset to the SMS staff. He works hard to build relationships with students. He serves as the ELA cultivate teacher and intentionally works with students who need support. He also serves as a mentor to new teachers in our building. We appreciate the way he contributes to our school's continued success.



Cheatham High

Zeus Carnet has really embraced his new role as a welding teacher. He is always looking out for and interested in new ways to teach his students and bring hands-on learning to his class. He worked tirelessly since the week before school started to clean out and organize the welding bay, and he created a space for the student to actually weld.



Harpeth High

Librarian Krystal Moberly has been a HUGE asset for HHS! She engages students by promoting reading, brings a supportive, positive approach to our school culture and pride, and assists EVERYONE with technology help ... even our county tech department. She is always friendly and willing to help however she can.



Sycamore High

Dr. Pat Pickett serves as one of our Special Education Resource Assistants and is such an asset to SHS's staff and students. In her first year at SHS, she has already gone above and beyond her job description by developing her own resources to assist students to help them grow both academically, but socially and emotionally as well. We are blessed to have her "outside the box" strategies as she meets students where they are to help them learn.



Riverside Academy

Dr. Jordan Reed is one of our exceptional Middle School teachers. He is always willing to help in any way. His ability to remain calm in all situations helps form the great culture in our building!!



Daycare

Lura Waxman is wonderful at multitasking and is awesome at her job! She is very creative with art projects. Lura loves her job and always makes sure the babies needs are met. She is dependable and there when you need her the most. She truly exhibits a genuine care for the children, and her team.



Nutrition

Treesa Law's hard work and dedication to KSES is one of a kind. She is willing to do anything asked of her and she is a great asset to School Nutrition.



Transportation

Rita Edgin has been with the district for 36 years and her dedication and care for the students of Cheatham County has been wonderful. Thank you, Rita, for all your hard work and loyalty to our wonderful school district. You are an inspiration to us all.



Central Office

Benefits Coordinator Sherrie Cannon is the employee of the month. Sherrie consistently exceeds expectations within every aspect of her position. We are fortunate to have Sherrie on our team.



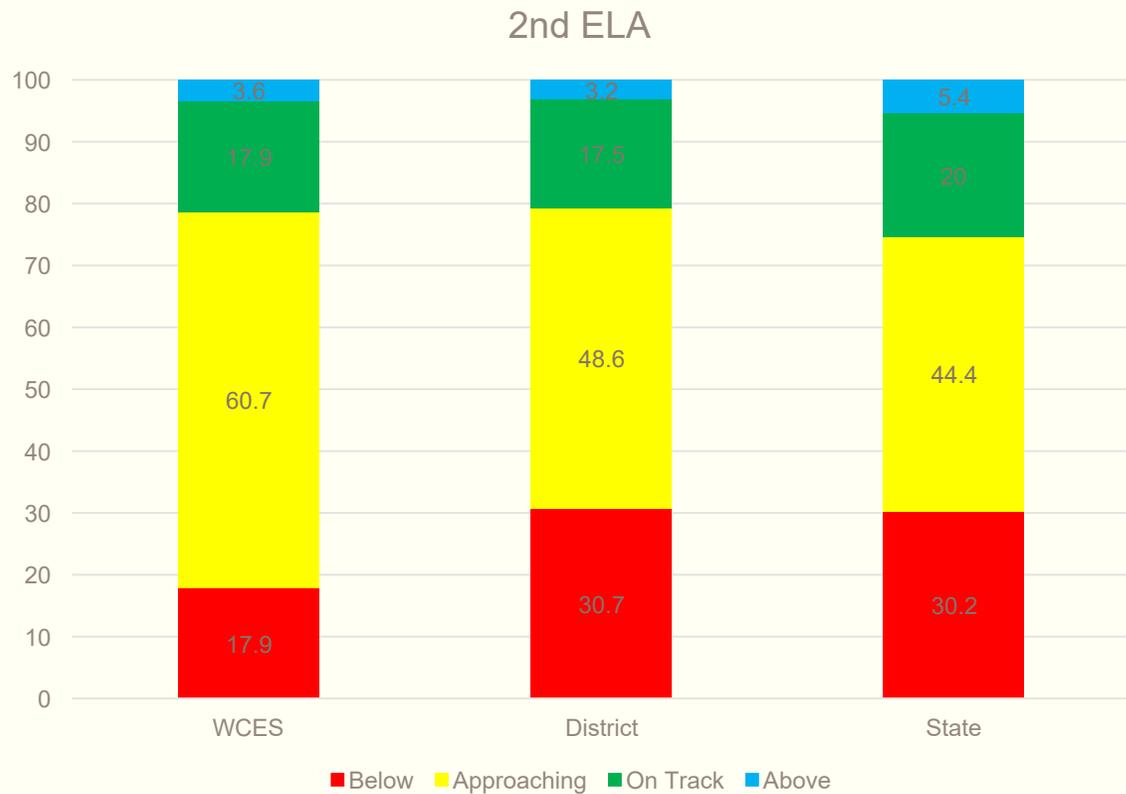
GOAL UPDATE:

WEST CHEATHAM ELEMENTARY SCHOOL



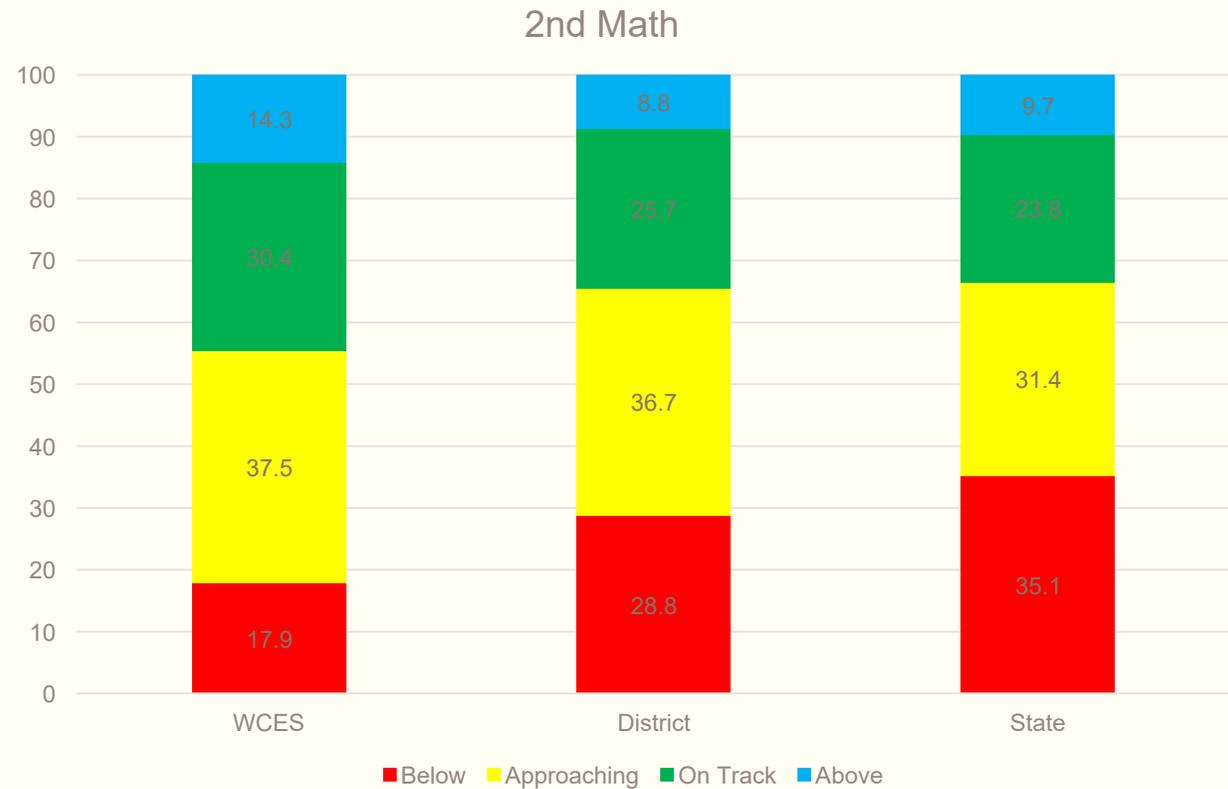
Academic Excellence

Spring 2023 TCAP data – 2nd Grade



21.5% on track or above, which is higher than the district

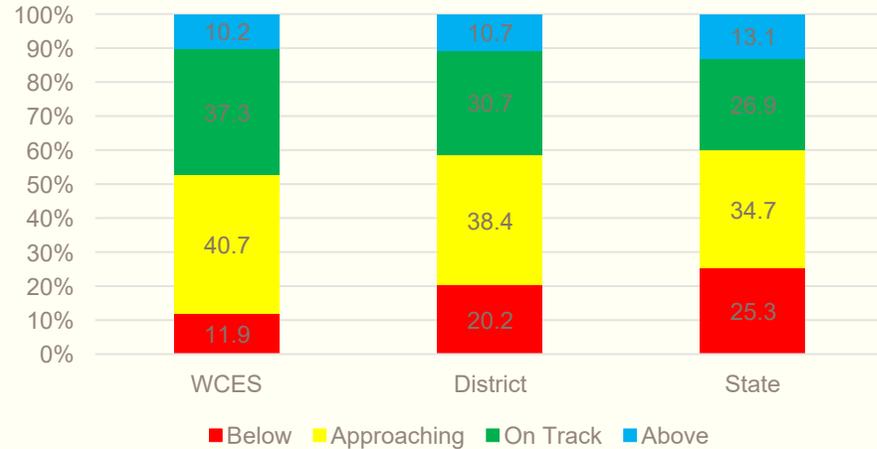
24



44.7% on track or above, which is higher than the district and state

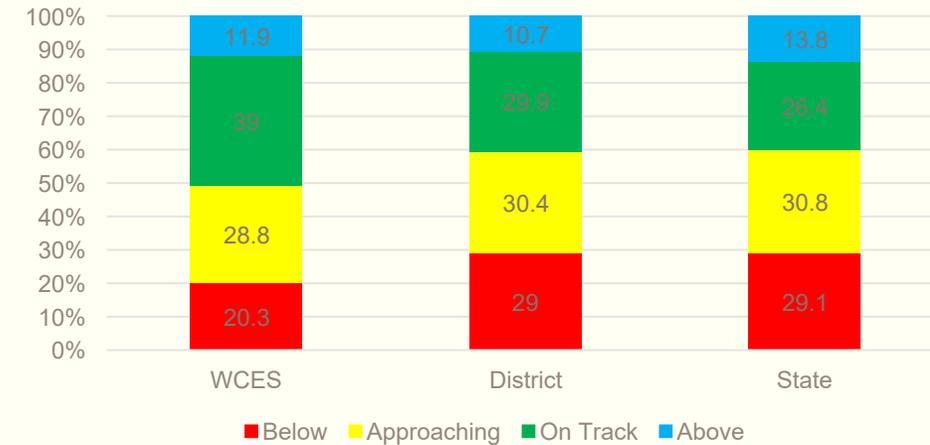
Spring 2023 TCAP data - 3rd Grade

3rd ELA



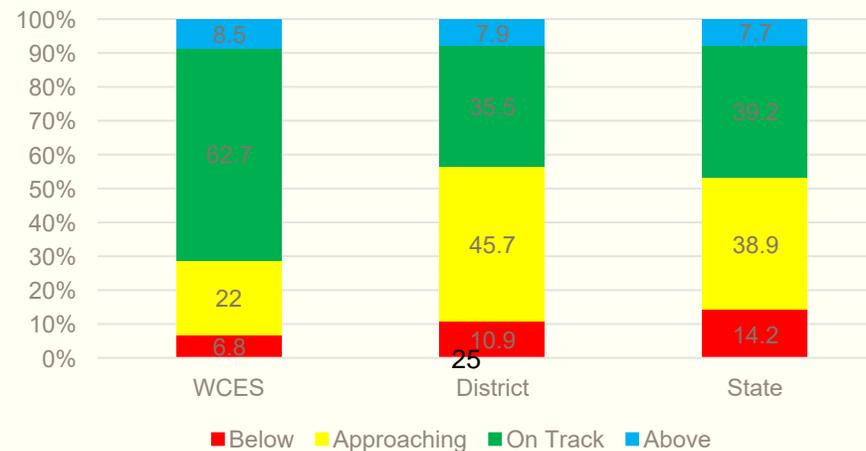
47.5% on track or above,
which is higher than the
district and state

3rd Math



50.9% on track or above,
which is higher than the
district and state

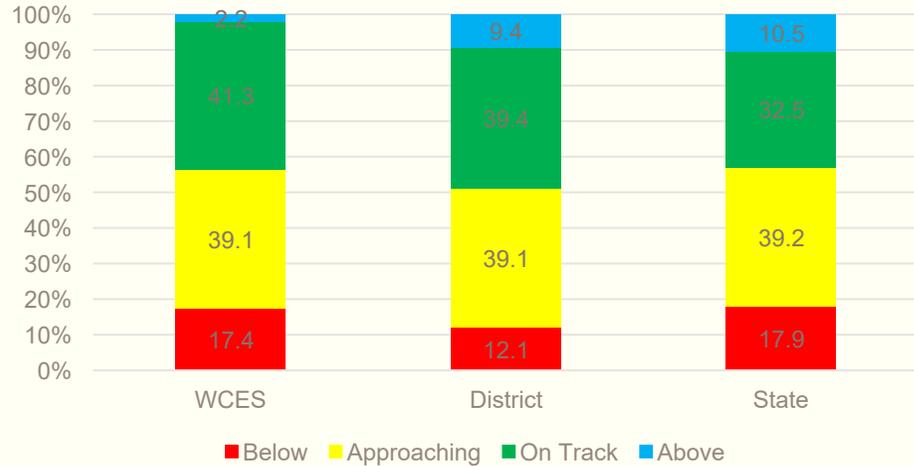
3rd Science



71.2% on track or above,
which is higher than the
district and state

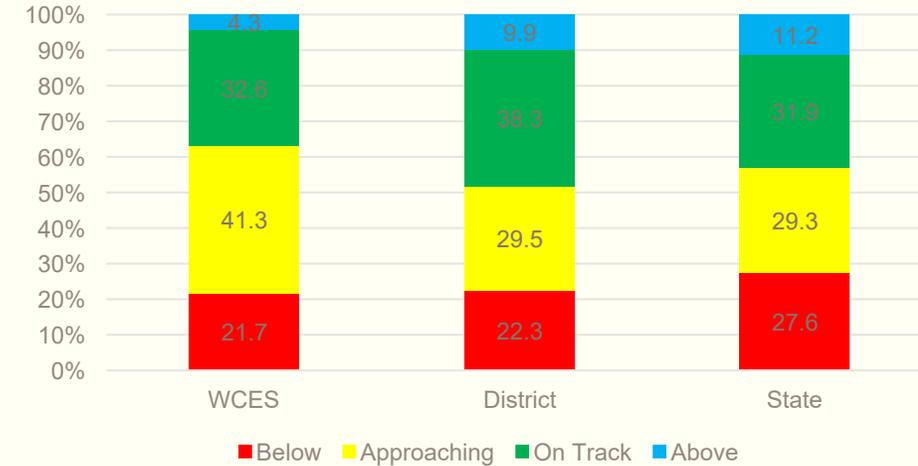
Spring 2023 TCAP data – 4th Grade

4th ELA



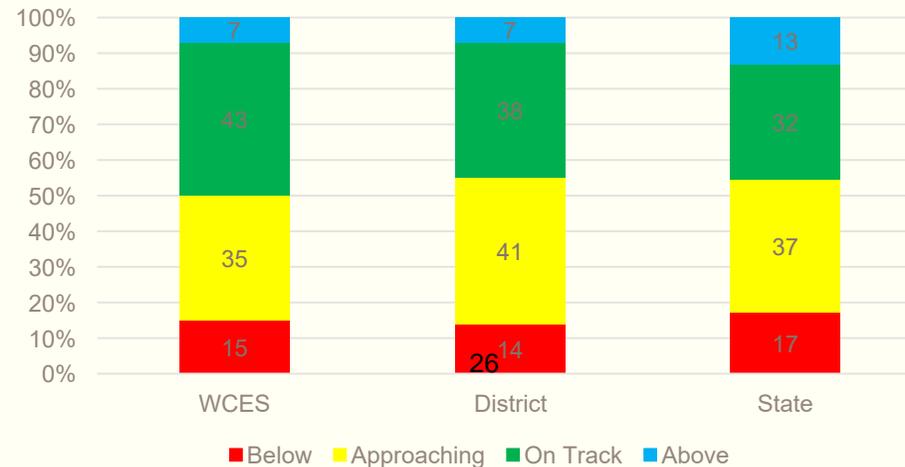
43.5% on track or above,
which is higher than the
state

4th Math



36.9% on track or above,
which is below the district
and state

4th Science



50% on track or above,
which is higher than the
district and state

Academic Excellence – What Now?

- Examine the data – achievement and growth
- Identify areas of strength and areas to strengthen
- Set goals for improvement:
 - Level up and support those areas of strength
 - Make needed changes and monitor those areas to strength
- Utilize available curriculum resources:
 - Math – McGraw Hill (K-4th), MathSeeds (K-1st), RedBird (2nd-4th)
 - ELA – Benchmark (K-4th), RazKids Reading Comp (K-4th)
 - Science – Generation Genius (K-4th)
 - Social Studies – Gallopade (K-4th)
- What else?

Academic Excellence



“We’re doing a math challenge at West Cheatham to see who can pass the most *Redbird* math lessons.”

Academic Excellence



“We have nine teachers who tutor after school and Ms. Green is in school tutor.”

Academic Excellence



“We read 20 minutes at home every night.”

Academic Excellence



“All third and fourth graders have writing class every day.”

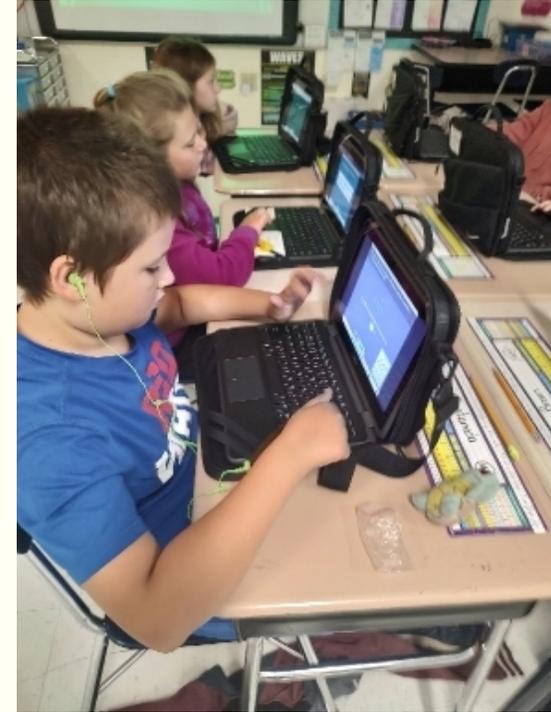
Technology



Two new ViewSonic Panels (with carts) were delivered to us last week.



K – 2nd graders utilize iPads daily.



3rd & 4th graders utilize laptops daily.

Facilities – Safety First!



- **Installation of safety glass in 2023-2024.**
- **Installation of scan card locks for doors in 2023-2024**
- Safety checks by our SRO several times a day
- Completion of **school security assessment** by principal & SRO each year.
- Maintenance and custodial personnel help to keep our school clean and safe.

Partnerships and Community Engagement



Ch. Co. Community Enhancement Coalition supports Red Ribbon Week activities.



PVVFD fire safety presentation to all classes



Civitan Club donation of dictionaries to 3rd graders

Partnerships and Community Engagement

- Area churches (**Bethel Free Will Baptist Church, Cheap Hill Church of Christ, and Mt. Herman Baptist Church**) supplied **FUEL bags** (bags of food taken home by students over the weekends) and/or **school supplies** throughout the year. Parents and community members donated **bottled water** and school supplies
- The **Cheatham County Literacy Council** will host an **outdoor Book Walk** at our school on November 4th.

District initiative: *Kindness Grows Here*

- WCES has partnered with **The Waters of Cheatham** this year.



Aletha Williams is the Activities Director at The Waters of Cheatham.

District initiative: *Kindness Grows Here*

- October – donations of items to use during daily *Activities* time (Bingo prizes, word search books, etc.)
- November – Veterans Day musical performance (7th)
- December – gifts of warm clothing (socks, scarves, hats, gloves)

Unified Champion District



School Goal: WCES students and staff will make efforts to continually improve as **an inclusive community for everyone**, especially students with intellectually disabilities.

- **Best Buddy Club** – students in 3rd & 4th grade meet monthly with students in Mrs. King’s SPED class and engage in a variety of activities
- **Special Olympics Youth Leadership Summit** (1st annual) – attended by students in our Best Buddy Club

Human Capital



3rd year of art teachers in elementary schools. Retired art teacher Liz Austin is at WCES.



Longevity in the district appreciated: Service plaques awarded to school certified and classified staff for years of service in the district.

Human Capital



This is 3rd year of art teachers in elementary schools. Retired art teacher Liz Austin is at WCES.



Longevity in the CCSD is appreciated: Recognition plaques were awarded to several WC certified and classified staff for service in the district.

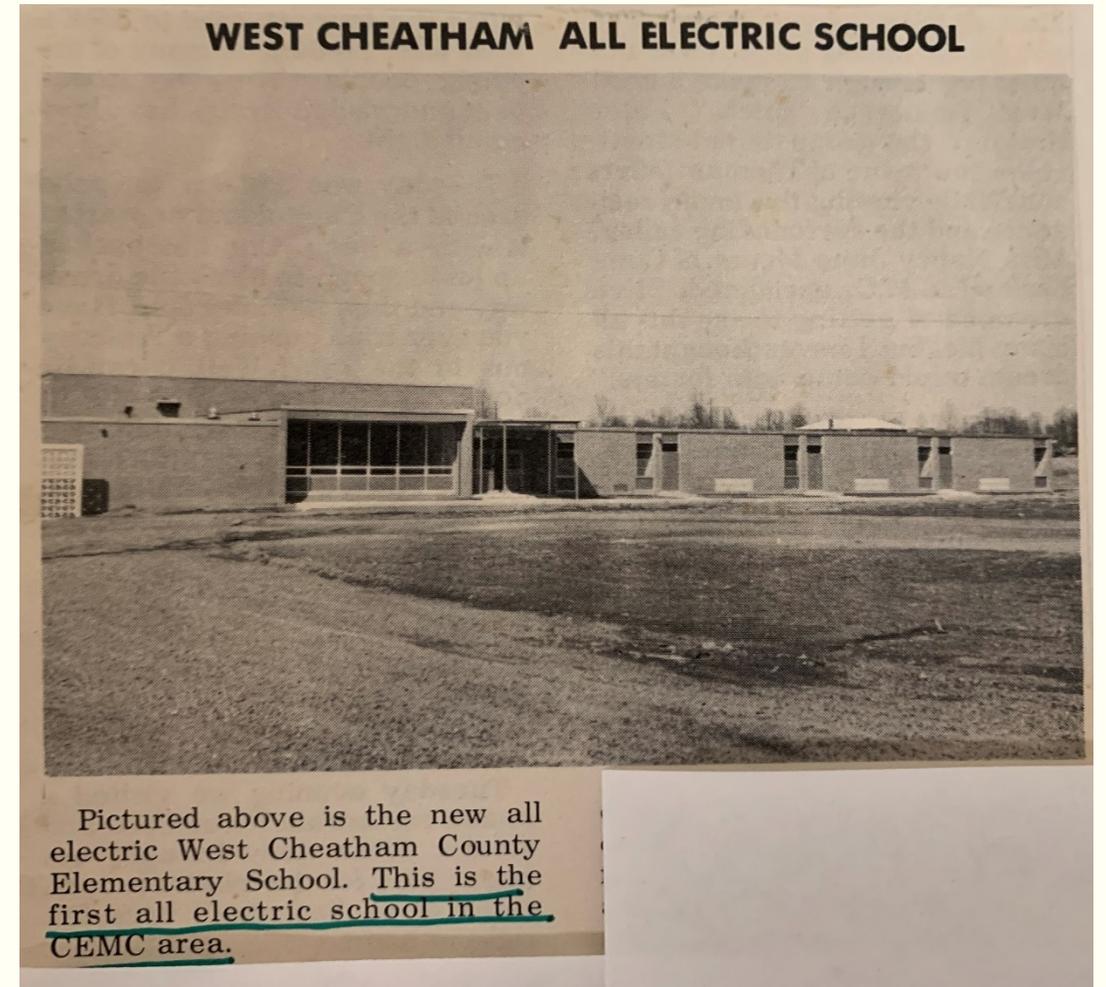


Human Capital - #BetterTogether

- **Dr. Beck and the staffs of the following departments: Human Resources, Technology (IT), Nutrition, Maintenance, Transportation, Coordinated School Health, Federal Programs, BOE**
- **Family and Community Involvement Coordinator – Claudette Fizer** - helping to meet the needs of our school families (notification of local food give-aways & planning learning events for our families to attend)
- **Academic Specialist Coordinators – Katie Arnold, Kristian Dennison, Chris Cooper**
- **Providing resources** – including **additional PD training opportunities** on RLA and Math curriculum (led by school staff, via EdWeb or sponsored by TDOE)
- **Concentration on strategies for improvement:** effective planning protocol, formal peer observation, weekly data meetings and having a guaranteed & viable curriculum.
- **Encouraging staff** – Popcorn Fridays, Secret Pals, celebration of staff birthdays (Sunshine Fund), district gifts of appreciation and recognition
- **Promoting a positive school culture** - family atmosphere, inclusion of all staff (certified, classified, cafeteria & custodial), taking care of and looking after each other, praying for each other.

Fun Facts about WCES....

- WCES opened on April 4, 1968 and was CEMC's first *all electric* school built in Cheatham County.
- Board member Dale McCarver was a member of the student body when the school opened.





FIVE-YEAR PLAN

Technology



Devices

LAPTOPS & IPADS

6,000+ devices purchased for 1:1 Initiative

Student 1:1 devices

- Grades 3-12: Windows 2-in-1 touch screen laptops
 - Grades 3-4 devices are kept in classrooms as sets but individually assigned, not taken home
 - Grades 5-12: individually assigned

Grades K-2: iPads

- Kept in the classrooms as classroom sets
- Not allowed to take home

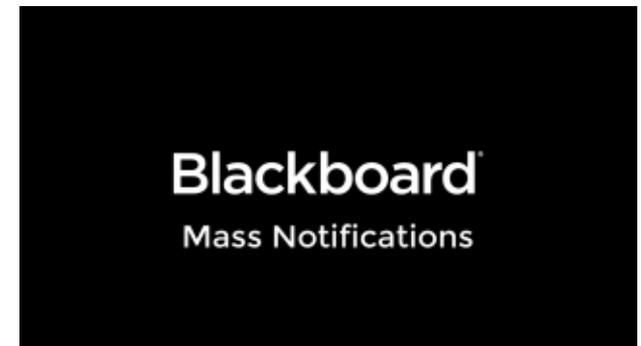
Devices

Changes to 1:1 Initiative Beginning this year:

- New devices assigned at both 5th & 9th grade levels YEARLY
 - 4-yr accidental protection for all new devices
 - Additional Funding Needed
 - Commission funds for one grade level. Will need funding for two grade levels in order to successfully keep a warranted and functional device in student hands in 4 year increments.

New Tech Tools

- Class Room Management
- Mass Notifications
- File/App Distribution
- Security Awareness Training



Under Review: SCINARY

Cybersecurity solution

Protects against
Ransomware & other
forms of hacking

Services Provided:

- **Incident response**

Response team travels to the site of the event to assist with root cause, legal, insurance, media & operational procedures

- **Compliance**

Will help the district to rise to the level of preparedness that could be mandated by the state in the near future. Could also maximize insurance coverage in the event of an incident

- **Detection and response**

Onsite hardware (Centurion) provides real time alerts to IT Director as well as the Scinary operations center

- **Penetration testing**

Exposes network weakness in order to make the district environment less susceptible to being compromised



Staffing & Student Involvement

- **Student run help desks @ middle & high schools**
- Working with middle and high schools to identify qualified students for simple tech troubleshooting and tech setup. (FY24-25)



Digital Citizenship Lab Curriculum

Goal: FY26

Elementary Level Introduction

Healthy Use Patterns

- Teach students how to balance and limit their time online

Safety And Privacy

- Teach students to use safe websites, create strong passwords & to understand what content is age appropriate

Online Etiquette

- Be polite, respectful & considerate online
- Teach ways to respond to inappropriate online situations such as cyberbullying.

Digital Literacy

- How to use search engines
- Understanding what plagiarism is
- Improve typing skills
- Basics of navigating computer controls

Critical Thinking

- Teach students to think for themselves. Help students learn what information can and can't be trusted.⁵⁰

Create IT Trainer Position(goal– FY26)

- **Certified Level 5 teacher to oversee all IT training will work with lead teachers and specialists to ensure proper use of IT resources.**
- **On-site at each school monthly for hands-on training in the classroom**
- **Oversee student-led tech teams / student help desk.**
- **Offer classes to parents to educate them on programs / offering that are utilized through the district**



Current Project:

- Upgrade Of Aging District Wireless Network
 - Wireless Access Points (APs) have been upgraded in all but two locations.
 - High density APs have been added to all high traffic areas
 - Cafeterias
 - Gymnasiums
 - Libraries, etc.
 - Awaiting install of exterior APs
 - New Aruba ethernet switches in place at HHS, SMS & PVE
 - Phase II E-Rate funds for completion of ethernet switch upgrade for entire district FY25



aruba

Upcoming E-Rate fund project: FY25

Upgrade internal fiber connections inside facilities

GOAL: increase network backbone from

1 GB to 10 GB speed

Benefits

- faster data transfer speeds, reduced network congestion, improved work efficiency, better support for high-performance applications
- Significantly higher quality streaming video, interactive video conferencing and multimedia applications
- Improved function of Voice over IP telephones which uses the internet instead of standard phone lines for voice communication
- Improved connection to classes and resources for virtual learning situations
- Graphics and bandwidth-intensive applications, such as Adobe Creative Cloud, Autodesk & AutoCAD computer-aided design
- **Online testing** A 10GB Fiber upgrade would prepare the district for more growth and support in schools as technology continues to grow within education



In the Works:

- Centralized Data Center to host critical CCSD infrastructure components
 - Climate controlled environment
 - Purchase of a smaller natural gas powered generator with specs tailored to the size and load specific to CCSD data center and its HVAC system.

Goal: FY28



Cheatham County Board of Education			
Monitoring: Review: Annually, in February	Descriptor Term: Application and Employment	Descriptor Code: 5.106	Issued Date: 09/07/23
	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 100px;"> First Reading 10/5/2023 </div> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> Second Reading 11/2/2023 </div>	Rescinds: 5.106	Issued: 11/04/21

1 **APPLICATION**

2 An individual desiring a position shall make application to the Director of Schools on forms developed
 3 by his/her office. To ensure the safety and welfare of students and staff, the district shall require
 4 criminal history background checks and fingerprinting of applicants for teaching positions and any
 5 other positions that require proximity to children.¹ If applying for a teaching position, the Director of
 6 Schools shall also check the applicant’s license status in the State Board of Education’s database to
 7 determine if there is a hold on that applicant’s license, and if so, the reasoning behind the hold.²

8 Knowingly falsifying information shall be sufficient grounds for termination of employment and shall
 9 also constitute a Class A misdemeanor which must be reported to the District Attorney General for
 10 prosecution.³

11 Any costs incurred to perform these background checks and fingerprinting shall be paid by the
 12 applicant. The Board shall reimburse the applicant if a position is offered and accepted.⁴

13 *Professional Employees*

14 The application shall include a transcript of credits earned at the colleges or universities attended along
 15 with references from persons such as previous employers, college professors, and supervisors of
 16 student teachers. Other information shall include whether such applicant has been dismissed for cause
 17 from a school system.⁵ If previously employed by a local board of education, the applicant shall
 18 provide evidence of acceptable resignation.

19 No person shall be employed:

- 20 1. Who does not hold a valid license to teach or a temporary permit to teach from the State Board
 21 of Education;⁶
- 22 2. Who has been identified by the Department of Children’s Services, or on a similar registry in
 23 another jurisdiction, as a perpetrator of child abuse, severe child abuse, child sexual abuse, or
 24 child neglect, or who poses an immediate threat to the health, safety, or welfare of children;⁷
- 25 3. Who is listed on the state’s abuse of vulnerable persons registry maintained by the Department
 26 of Health;⁷ **or on a similar registry in another jurisdiction.**
- 27 4. Who does not present a physician's certificate showing a satisfactory health record or has any
 28 contagious or communicable disease in such form that might endanger the health of school
 29 children;⁸
- 30 5. Who refuses to take and subscribe to an oath to support the Constitution of the State of
 31 Tennessee and of the United States of America;⁹

- 1 6. Who fails to make a full disclosure of any prior criminal record and any prior dismissals from
- 2 employment for cause; or
- 3 7. Who does not receive a satisfactory background check.¹⁰

4 *Support Employees*

5 No person shall be employed:

- 6 1. Who has any contagious or communicable disease in such form that might endanger the health
- 7 of the children;⁸
- 8 2. Who has been identified by the Department of Children's Services, or on a similar registry in
- 9 another jurisdiction, as a perpetrator of child abuse, severe child abuse, child sexual abuse, or
- 10 child neglect, or who poses an immediate threat to the health, safety, or welfare of children;⁷
- 11 3. Who is listed on the state's abuse of vulnerable persons registry maintained by the Department
- 12 of Health;⁷ **or on a similar registry in another jurisdiction.**
- 13 4. Who has not complied with the Immigration Reform and Control Act of 1986;¹¹
- 14 5. Who fails to make a full disclosure of any prior criminal record and any prior dismissals from
- 15 employment for cause; or
- 16 6. Who does not receive a satisfactory background check.¹⁰

17 **EMPLOYMENT**

18 After checking references and receiving written recommendations, the Director of Schools shall hire

19 and assign qualified applicants.

20 *Initial Employment for Professional Employees*

21 The Director of Schools shall notify such person, in writing, of the offer and conditions of

22 employment. Upon receipt of employment notification, such person shall have fourteen (14) days to

23 accept or reject, in writing, the offered employment.¹² From the date of the written acceptance, such

24 person is considered to be under employment with the system and is subject to all rights, privileges,

25 and duties.

Legal References

1. TCA 49-5-406
2. State Board of Education Policy 5.501
3. TCA 49-5-406(a)(2)(A)
4. TCA 49-5-413(c)
5. TCA 49-2-131
6. TCA 49-5-403; TCA 49-5-101; TCA 49-5-106
7. TCA 49-5-413(e); Public Acts of 2023, Chapter No. 222
8. TCA 49-5-404
9. TCA 49-5-405
10. TCA 49-5-413(a), (f)
11. Immigration Reform and Control Act of 1986; Pub. L. No. 99-603, 100 Stat. 3359, 8 USCA § 1101 *et seq.*
12. TCA 49-5-406(b)

Cross References

- Orientation and Probation 5.107
- Compensation Guides & Contracts 5.110
- Background Investigations 5.118
- Recommendations and File Transfers 5.203
- Interim Employees 5.700
- Qualifications and Duties of the Director of Schools 5.802

Cheatham County Board of Education			
Monitoring: Review: Annually, in April	Descriptor Term: Code of Conduct	Descriptor Code: 6.300	Issued Date: 09/03/20
	First Reading 11/2/2023	Rescinds: 6.300	Issued: 07/09/20

1 The Board delegates to the Director of Schools the responsibility of
 2 developing specific codes of conduct which are appropriate for each
 3 level of school. Codes of Conduct for students in pre-kindergarten
 4 through 12th grade shall utilize alternative disciplinary practices
 5 such as ACES/Building Stronger Brains Trainings, behavior
 6 intervention plans, RTI²B- Response to Instruction and Intervention -
 7 Behavior, multi-tiered system of supports, positive school climate
 8 practices, and restorative practices. In these grades, exclusionary
 9 discipline shall only be used as a measure of last resort. The
 10 development of each code shall involve principals and faculty
 11 members of each level and shall be consistent with the relevant
 12 policies as adopted by the Board.¹

13 The following levels of misbehavior and disciplinary procedures and
 14 options are standards designed to protect all members of the
 15 educational community in the exercise of their rights and duties and
 16 to maintain a safe learning environment where orderly learning is
 17 possible and encouraged.² These misbehaviors apply to student conduct
 18 on school buses, on school property, and while students are on
 19 school sponsored outings. Staff members shall ensure that
 20 disciplinary measures are implemented in a manner that:³

- 21 1. Balances accountability with an understanding of traumatic
 22 behavior;
- 23 2. Teaches school and classroom rules while reinforcing that
 24 violent or abusive behavior is not allowed at school;
- 25 3. Minimizes disruptions to education with an emphasis on
 26 positive behavioral supports and behavioral intervention plans;
- 27 4. Creates consistent rules and consequences; and
- 28 5. Models respectful, non-violent relationships.

29 In order to ensure that these goals are accomplished, the school
 30 district shall utilize the following trauma-informed discipline
 31 practices: ACES/Building Stronger Brains Trainings, behavior
 32 intervention plans, RTI²B - Response to Instruction and Intervention-

1 Behavior, multi-tiered system of supports, positive school climate
2 practices and restorative practices.

3 **MISBEHAVIORS: LEVEL I**

4 This level includes minor misbehavior on the part of the student
5 which impedes orderly classroom procedures or interferes with the
6 orderly operation of the school but which can usually be handled by
7 an individual staff member.

8 *Examples (not an exclusive listing)*

- 9 • Classroom disturbances
- 10 • Classroom tardiness
- 11 • Cheating and lying
- 12 • Abusive language
- 13 • Non-defiant failure to do assignments or carry out
- 14 directions
- 15 • Wearing, while on the grounds of a public school during
- 16 the regular school day, clothing that exposes underwear or
- 17 body parts in an indecent manner that disrupts the
- 18 learning environment⁴
- 19 • Minor victimization of any student (Harassment (Sexual,
- 20 Racial, Ethnic, Religious), Bullying, Cyber-bullying,
- 21 and/or Hazing)

22 *Disciplinary Procedures*

- 23 • Staff member intervenes immediately.
- 24 • Staff member determines what offense was committed and its
- 25 severity.
- 26 • Staff member determines who committed the offense and if
- 27 he/she understands the nature of the offense.
- 28 • Staff member employs appropriate disciplinary options.
- 29 • The record of the offense and disciplinary action shall be
- 30 maintained by the staff member.

31 *Disciplinary Options*

- 32 • Verbal reprimand
- 33 • Special assignment
- 34 • Restricting activities
- 35 • Assigning work details
- 36 • Counseling
- 37 • Withdrawal of privileges

- 1 • Issuance of demerits
- 2 • Strict supervised study
- 3 • Detention
- 4 • In-school suspension
- 5 • Behavioral Intervention Plans
- 6 • RTI²B
- 7 • Multi-tiered system of supports
- 8 • Restorative practices

9 **MISBEHAVIORS: LEVEL II**

10 This level includes misbehavior whose frequency or seriousness tends
11 to disrupt the learning climate of the school. These misbehaviors
12 do not represent a direct threat to the health and safety of others
13 but have educational consequences serious enough to require
14 corrective action on the part of administrative personnel.

15 *Examples (not an exclusive listing)*

- 16 • Continuation of unmodified Level I behaviors
- 17 • School or class tardiness
- 18 • Using forged notes or excuses
- 19 • Disruptive classroom behavior

20 *Disciplinary Procedures*

- 21 • The student is referred to the principal for appropriate
22 disciplinary action.
- 23 • The principal meets with the student and teacher.
- 24 • The principal hears the accusation made by the teacher and
25 allows the student the opportunity to explain his/her
26 conduct.
- 27 • The principal takes appropriate disciplinary action and
28 notifies the teacher of the action.
- 29 • The record of offense and disciplinary action shall be
30 maintained by the principal.

31 *Disciplinary Options*

- 32 • Teacher/schedule change
- 33 • Modified probation
- 34 • Behavior modification
- 35 • Social probation
- 36 • Peer counseling
- 37 • Referral to outside agency

- 1 • In-school suspension
- 2 • Transfer
- 3 • Detention
- 4 • Suspension from school-sponsored activities or from riding
- 5 school bus
- 6 • Out-of-school suspension (not to exceed ten (10) days)
- 7 • Behavioral Intervention Plans
- 8 • RTI²B
- 9 • Multi-tiered system of supports
- 10 • Restorative practices

11 **MISBEHAVIORS: LEVEL III**

12 This level includes acts directly against persons or property but
13 whose consequences do not seriously endanger the health or safety of
14 others in the school.

15 *Examples (not an exclusive listing)*

- 16 • Continuation of unmodified Level I and II behaviors
- 17 • Fighting
- 18 • Vandalism (minor)
- 19 • Use, possession, sale, distribution, and/or being under
- 20 the influence of tobacco, drugs, drug paraphernalia,
- 21 and/or alcohol
- 22 • Stealing
- 23 • Threats to others
- 24 • Victimization of any student (Harassment (Sexual, Racial,
- 25 Ethnic, Religious), Bullying, Cyber-bullying, and/or
- 26 Hazing)

27 *Disciplinary Procedures*

- 28 • The student is referred to the principal for appropriate
- 29 disciplinary action.
- 30 • The principal meets with the student and teacher.
- 31 • The principal hears the accusation and allows the student
- 32 the opportunity to explain his/her conduct.
- 33 • The principal takes appropriate disciplinary action.
- 34 • The principal may refer incident to the Director of
- 35 Schools and make recommendations for consequences.
- 36 • If the student's program is to be changed, adequate notice
- 37 shall be given to the student and his/her
- 38 parent(s)/guardian(s) of the charges against him, his/her

- 1 right to appear at a hearing, and his/her right to be
2 represented by a person of his/her choosing.
- 3 • Any change in school assignment is appealable to the
4 Board.
 - 5 • The record of offense and disciplinary action shall be
6 maintained by the principal.

7 *Disciplinary Options*

- 8 • In-school suspension
- 9 • Detention
- 10 • Restitution from loss, damage, or stolen property
- 11 • Out-of-school suspension not to exceed ten (10) days
- 12 • Social adjustment classes
- 13 • Transfer
- 14 • Expulsion
- 15 • Behavioral Intervention Plans
- 16 • RTI²B
- 17 • Multi-tiered system of supports
- 18 • Restorative practices

19 **MISBEHAVIORS: LEVEL IV**

20 This level of misbehavior includes acts which result in violence to
21 another's person or property or which pose a threat to the safety of
22 others in the school. These acts are so serious that they usually
23 require administrative actions which result in the immediate removal
24 of the student from the school, the intervention of law enforcement
25 authorities, and/or action by the Board.

26 If a student's action poses a threat to the safety of others in the
27 school, a teacher, principal, school employee, or school bus driver
28 may use reasonable force when necessary to prevent bodily harm or
29 death to another person.⁵

30 *Examples (not an exclusive listing)*

- 31 • Continuation of unmodified Level I, II, and III behaviors
- 32 • Death threat (hit list)
- 33 • Threat of mass violence on school property or at a school
34 related activity*
- 35 • Extortion
- 36 • Bomb threat*
- 37 • Possession/use/transfer of dangerous weapons

- 1 • Assault that results in bodily injury upon any teacher,
2 principal, administrator, any other employee of the
3 school, or a school resource officer*
- 4 • Aggravated assault*
- 5 • Vandalism
- 6 • Theft/possession/sale of stolen property
- 7 • Arson
- 8 • Possession of unauthorized substances (i.e. any controlled
9 substance, controlled substance analogue, or legend drug)*
- 10 • Use/transfer of unauthorized substances
- 11 • Victimization of any student (Harassment (Sexual, Racial,
12 Ethnic, Religious), Bullying, Cyber-bullying, and/or
13 Hazing)
- 14 • Electronic threat to cause bodily injury or death to
15 another student or school employee*

16 *Disciplinary Procedures*

- 17 • The principal confers with appropriate staff members and
18 with the student.
- 19 • The principal hears the accusations and allows the student
20 the opportunity to explain his/her conduct.
- 21 • The parent(s)/guardian(s) are notified.
- 22 • Law enforcement officials are contacted.
- 23 • The incident is reported, and recommendations are made to
24 the Director of Schools.
- 25 • If the student's placement is to be changed, adequate
26 notice of the charges shall be given to the student and
27 his/her parent(s)/guardian(s) and his/her right to appear
28 at a hearing.

29 *Disciplinary Options*

- 30 • Other hearing authority or Board action which results in
31 appropriate placement
- 32 • Behavioral Intervention Plans
- 33 • RTI²B
- 34 • Multi-tiered system of supports
- 35 • Restorative practices

36 * Zero tolerance offenses

Legal References

1. TCA 49-6-4005; TCA 49-6-3024
2. TCA 49-6-4002 to 4005; 20 USCA § 7114, 7118
3. TCA 49-6-4109
4. TCA 49-6-4009
5. TCA 49-6-4008
6. TCA 49-6-2801
7. TCA 49-6-2802
8. TCA 39-16-517; TCA 49-6-3401 (g); Public Acts of 2023, Chapter No. 209

Cross References

Traffic and Parking Controls 3.403
Student Safety 6.300.1
Acknowledgement of Receipt of Code of Conduct 6.300.2
Procedural Due Process 6.302
Student Discrimination, Harassment, Bullying,
Cyber-bullying, and Intimidation 6.304
Bus Safety and Conduct 6.308
Zero Tolerance Offenses 6.309
Dress Code 6.310
Corporal Punishment 6.314
Detention 6.315
Suspension 6.316
Safe Relocation of Students 6.4081

Cheatham County Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: <p style="text-align: center;">Personnel Health Examinations/ Communicable Diseases</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> First Reading 11/2/2023 </div>	Descriptor Code: <p style="text-align: center;">5.400</p>	Issued Date: <p style="text-align: center;">07/11/16</p>
		Rescinds: <p style="text-align: center;">5.400</p>	Issued: <p style="text-align: center;">08/04/97</p>

- 1 ~~All employees, prior to entering service, shall present a certificate showing a satisfactory health record.~~¹
- 2 Employees shall inform the director of schools whenever they contract a contagious or communicable
- 3 disease.

- 4 No employee who has any communicable disease shall perform his/her duties in any location where such
- 5 might endanger the health of school children. The Board shall require any employee to submit to a
- 6 physical examination by a physician whenever there is reason to believe that the employee has any
- 7 communicable disease.²

- 8 The director of schools shall reassign or suspend any employee who is suspected of having a
- 9 communicable disease which might endanger the health of children, pending investigation and final
- 10 disposition of the case before the Board.³

- 11 To assist the Board in making final disposition of the case, the director of schools may refer the case to
- 12 the County Health Office or other medical experts.

- 13 The Board shall use the written report to determine the employment status of the employee.

Legal References

1. TRR/MS 0520-01-03-.08(2)(f)
2. TCA 49-2-203(b)(2); TCA 49-5-710(a)(7); TCA 49-5-404
3. TCA 49-5-511(a)(3)

Cross References

Section 504 & ADA Grievance Procedures 1.802
 Suspension/Dismissal 5.200-202

Cheatham County Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: <h3 style="text-align: center;">Extracurricular Activities</h3> <div style="border: 1px solid black; padding: 2px; margin: 5px auto; width: fit-content;"> First Reading 11 /2/2023 </div>	Descriptor Code: 4.300	Issued Date: 05/02/16
		Rescinds:	Issued:

1 The following guidelines shall be followed in administering school-
 2 sponsored extracurricular activities:

- 3 1. The Board shall initially approve each extracurricular activity
 4 to ensure proper support and supervision.
- 5 2. Each student activity must be under the guidance and direction
 6 of a certified staff member.
- 7 3. All extracurricular activities and clubs must have the approval
 8 of the principal.
- 9 4. Student activities occurring before or after regularly
 10 scheduled school hours must be under the supervision of the
 11 principal or his/her designee.
- 12 5. Secret organizations shall not be operated in any school.
- 13 6. A student shall not be required to attend an extracurricular
 14 activity that is scheduled at a time which conflicts with
 15 his/her religious practices.
- 16 7. Extracurricular activities during vacation periods shall be
 17 restricted to regularly scheduled athletic programs and major
 18 events which cannot be scheduled otherwise.
- 19 8. Student groups shall not participate in state or national
 20 activities which are not listed as approved activities by a
 21 regional accrediting association or the state and national
 22 principals' associations without the approval of the director
 23 of schools.
- 24 9. A student on out-of-school suspension shall not be permitted to
 25 participate in extracurricular activities.
- 26 10. Activities which restrict participation because of race,
 27 color, religion, sex, disabilities, or national origin are
 28 strictly forbidden.¹

STUDENT CLUBS & ORGANIZATIONS

All students under the age of eighteen (18) shall present a signed and dated statement from their parent/guardian before joining any club or organization or participating in activities of a club or organization. The Director of Schools shall develop administrative procedures outlining this recordkeeping process.

Legal References

1. 20 USC § 1703
2. TCA 49-6-1002©
3. 34 CFR 106.41
4. Public Acts of 2023, Chapter No. 353

Cross References

Interscholastic Athletics 4.301
Field Trips and Excursions 4.302

TISA

District Name: Cheatham County

Director of Schools: Cathy Beck

District Point of Contact for TISA Accountability Report: Stacy Brinkley and Tara Watson

Percent of 3rd grade students who scored proficient (“met expectations” or exceeded expectations”) on the English Language Arts (ELA) portion of the spring TCAP

41.4%

District Goal Statement(s)

Goal Statement 1:

3rd Grade ELA Proficiency

70% of students will score proficient on the 3rd grade ELA TCAP by 2027-2028 school year

Goal Statement 2:

Mathematics

In the 2023-2024 school year, the majority of the mathematics lessons are grounded in materials and the majority of teachers are delivering lessons that meet the intent of grade-level standard(s) and leverages mathematical coherence and the appropriate aspect(s) of rigor to develop student understanding.

Goal Statement 3

Graduation Rates/Ready Graduate

The Cheatham County School District intends to increase graduation rates at each individual school as well as the ready graduate rate. Our goal is to increase our average ACT scores, increase opportunities for Dual Enrollment, Dual Credit, AP courses, and industry certifications. By increasing access to additional opportunities for students to earn college credit and industry certifications, we will support increasing our graduation rate

Goal Statement 1:

3rd Grade ELA Proficiency

70% of students will score proficient on the 3rd grade ELA TCAP by 2027-2028 school year

School Year	Annual Outcome(s)
Year 1: 2023-2024 School Year	42% of 3 rd grade students will score proficient on spring ELA TCAP
Year 2: 2024-2025 School Year	50% of 3 rd grade students will score proficient on spring ELA TCAP
Year 3: 2025-2026 School Year	57% of 3 rd grade students will score proficient on spring ELA TCAP
Year 4: 2026-2027 School Year	65% of 3 rd grade students will score proficient on spring ELA TCAP
Year 5: 2027-2028 School Year	72% of 3 rd grade students will score proficient on spring ELA TCAP

Associated Metric/Data

3rd grade spring ELA TCAP testing

Action Steps

This may include descriptions of district-based programs, staffing and intervention services for students.

IPG Support

The IPG is an ELA-specific walk-through tool that correlates with the TEAM rubric and the big three instructional shifts in the ELA standards. The district coordinators and academic specialists will provide ongoing PD support to school administrators and teachers on the components of the IPG. The district-wide literacy vision encompasses the IPG indicators, so teachers will strengthen their understanding of the IPG tool and the literacy vision through Literacy Learning Walks, ongoing PD, and discussions.

Ongoing Data Analysis

The district will compile and analyze multiple data sources to evaluate the effectiveness of T1 instruction: IPG walk-through trend data, teacher observations, district benchmark scores, collaborative planning discussions, and TNReady scores.

Monitor Collaborative Planning

District coordinators will reinforce common planning protocols for all teachers to engage in weekly planning with administration, colleagues, and academic specialists. These protocols will assist teachers in discussing the standards, student outcomes, and performance expectations in the form of culminating tasks and daily checks for understanding.

Identify Instructional Supports

Benchmark Advance (K-5) and Pearson MyPerspectives (6-12) contain specific strategies for teachers to support students who are at different levels, are English Language Learners, and who have different learning needs. Our common collaborative planning protocol will ensure teachers are adequately planning for lesson supports- we will focus more on student work analysis and the questions that identify where students will struggle and what supports teachers can put in to place to help.

Special Education Co-teaching and intervention in ELA

Common collaborative planning is essential to ensure that CCSD has an effective co-teaching model among content-specific general education teachers and special education interventionalists. To include the use of an intervention option within the schedule for students that are not making appropriate gains.

RTI Intervention

Students receiving intervention in all Tiers will be provided with high quality materials and progress monitoring and fidelity checks will occur on a regular basis.

Student Engagement

Ensuring that students are appropriately engaged in their learning and acquiring skill sets. This will be accomplished by classroom walkthroughs and observations.

High-dosage low-ratio tutoring

Elementary and middle schools will offer high-dosage low-ratio tutoring. All students should have access to grade level instruction no matter where they are in their continuum of learning. Tier I core instruction is essential to ensure that all students are continuing to accelerate their learning.

Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

Curriculum materials are purchased for ELA instruction as well as RTI and Tutoring. Professional development is needed to implement the materials with fidelity. Ongoing support from academic specialists, administrators, as well as district coordinators is necessary to oversee, reflect and evaluate how materials are being used in the classroom.

People delivering the instruction is our number one priority and giving them the training opportunities, they need to be successful is an important role in providing high quality instructional material, as well as high quality instruction from our staff. This is where we see our greatest impact from our general budget. Technology and software for the curriculum also play a factor in the general budget. Student devices K-12 are one-to-one. We have classroom sets of iPads in grades K-2 and laptops for 3-12.

Additional staff members for high-dosage, low ratio tutoring and additional materials to support this learning are provided through the Tn All Corp program. ESSR funds have also been used to purchase additional curriculum materials.

Goal Statement 2:

Mathematics

In the 2023-2024 school year, the majority of the mathematics lessons are grounded in materials and the majority of teachers are delivering lessons that meet the intent of grade-level standard(s) and leverages mathematical coherence and the appropriate aspect(s) of rigor to develop student understanding.

Performance Measure

In the 2023-2024 school year, Cheatham County School District will increase achievement and growth for ALL students in mathematics. Students in grades K-1 will be measured using Reveal Math Benchmark Assessment data. Students in grades 2-8 will be measured by TNReady. Students in High School English will be measured by the End of Course assessments and the ACT assessment.

By August 2023, all math teachers, school leaders, and district leaders will engage in professional development to prepare for full implementation by the start of the school year.

School Year	Annual Outcome(s)
Year 1: 2023-2024 School Year	42% of Grades 3-8 Math and Algebra 1, Geometry and Integrated Math 3 score proficient on spring Math TCAP/EOC
Year 2: 2024-2025 School Year	50% of Grades 3-8 Math and Algebra 1, Geometry and Algebra 2 score proficient on spring Math TCAP/EOC
Year 3: 2025-2026 School Year	57% of Grades 3-8 Math and Algebra 1, Geometry and Algebra 2 score proficient on spring Math TCAP/EOC
Year 4: 2026-2027 School Year	65% of Grades 3-8 Math and Algebra 1, Geometry and Algebra 2 score proficient on

	spring Math TCAP/EOC
Year 5: 2027-2028 School Year	72% of Grades 3-8 Math and Algebra 1, Geometry and Algebra 2 score proficient on spring Math TCAP/EOC

Associated Metric/Data

3rd -8th Grade TnReady Math
 High School EOC Mathematics testing

Action Steps

This may include descriptions of district-based programs, staffing and intervention services for students.

High Quality Instructional Materials (HQIM) Implementation

The district is adopting new HQIM for the 2023-2024 school year. Materials will be ordered in the spring so that teachers can access materials over the summer. The district will offer multiple days of professional development for all math teachers. The district is also putting in place a collaborative planning protocol for math teachers. During these planning meetings, teachers will receive embedded PD, support on the content and the standards, and will discuss how to help differentiate for all learners. Ensuring that all teachers are effectively implementing the HQIM will mean that all students have equitable access to strong Tier 1 instruction, thus increasing student achievement and growth.

Benchmark Indicator for HQIM Implementation

Walk-through data will be analyzed at least three times throughout the year by the district academic team along with building leaders. By December, 80% of classrooms will be scored "yes" on Core Action 1 of the Tennessee Math IPG. By May, 70% of classrooms will be scored "Yes" or "Mostly" on Core Action 2 of the Tennessee Math IPG. Common Planning Collaborative Discussions will be monitored for quality and content quarterly by the district academic team utilizing a rubric. Scores on district benchmarks throughout the year will increase with each administration.

Professional Development

****Curricular Support:** ******Beginning with summer PD, teachers will spend time collaborating with peers on the learning how to utilize the curriculum with integrity. Coordinators, academic specialists, and teacher leaders will facilitate PD modules based on current and ongoing needs, such as maximizing effectiveness of hands-on learning using manipulatives, incorporating student exploration and productive struggle, pacing within the instructional blocks, and why conceptual understanding is a key component for success.

****New Standard Support:**** In 2023-2024, Tennessee will implement updated mathematics standards. Through the collaborative planning protocol, teachers will receive ongoing support on how to utilize the materials to teach the rigor of the standards.

Common Collaborative Planning

District coordinators will establish common planning protocols for all teachers to engage in weekly planning with administration, colleagues, and academic specialists. These protocols will assist teachers in discussing the standards, student outcomes, and performance expectations in the form of culminating tasks and daily checks for understanding. District coordinators will monitor planning meetings regularly to check for quality discussions and adherence to the common protocol. School administration will also attend meetings to ensure all teachers are fulfilling planning responsibilities. District coordinators will provide training on the protocol during summer professional development as well as ongoing support through academic specialists during the school year.

Providing Instructional Supports

Reveal Math (K-8) and Into Math (9-12) contain specific strategies for teachers to support students who are at different levels, are English Language Learners, and who have different learning needs. Summer and ongoing professional development will focus on these aspects of the curriculum and how teachers can incorporate the different learning needs daily. A common collaborative planning protocol will ensure teachers are adequately planning for lesson supports.

Content Differentiation for Students with Disabilities

From the root cause analysis, not reaching the full potential of our special education population included the two areas of concern - differentiation and time for assimilation of required concepts. This strategy touches on the time for assimilation. More time and a more focused differentiated approach will be given to students for whom this would better meet their needs. Block time frames will be used where 30 mins can be used for this strategy to help bring out the full potential of our special education population. Special education interventionists will work collaboratively with general education math teachers. Specifically, they will support the content with strategies and accommodations based on the student's specific educational plan and the impact it has on their ability to effectively access their education at tier one. Special education teachers will collaborate with general education math teachers to ensure that IAIEP development are in alignment with tier one.

Student Engagement

Ensuring that students are appropriately engaged in their learning and acquiring skill sets. This will be accomplished by classroom walkthroughs and observations. Data will be collected via the TEAM rubric.

Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

Last school year was a new adoption with the math curriculum. Curriculum materials were purchased for K-8 as well as Algebra 1 and Geometry. We are continuing Integrated Math 3 this year and will transition to Algebra 2 during the 2024-2025 school year. Professional development is needed to implement the materials with fidelity. Ongoing support from academic specialists, administrators, as well as district coordinators is necessary to oversee, reflect and evaluate how materials are being used in the classroom. We have utilized every possible moment to prepare for the new curriculum roll out. Summer professional development, as well as ongoing and collaborative planning is in place to ensure a smooth roll out and implementation of the new curriculum.

Our teachers delivering the instruction is our number one priority and giving them the training opportunities, they need to be successful is an important role in providing high quality instructional material, as well as high quality instruction from our staff. This is where we see our greatest impact from our general budget. Technology and software for the curriculum also play a factor in the general budget. Student devices K-12 are one-to-one. We have classroom sets of iPads in grades K-2 and laptops for 3-12.

We also utilize tutoring time after school to ensure that students are getting additional instructional time to focus on specific skills in math that may be lacking. Intervention in math is also provided through the RTI process.

Goal Statement 3

Graduation/Ready Graduates

The Cheatham County School District intends to increase graduation rates at each individual school as well as the ready graduate rate. Our goal is to increase our average ACT scores, increase opportunities for Dual Enrollment, Dual Credit, AP courses, and industry certifications. By increasing access to additional opportunities for students to earn college credit and industry certifications, we will support increasing our graduation rate.

Performance Measure

Graduation rate when compared to previous year/years has fluctuated. It was 92.3% in 2020-2021, 89.8% in 2021-2022 and raised again 93.83% in 2022-2023.

We would like to see an increase to 95% as a district/school average.

Ready Graduate rates decreased from the previous year from 36.3% to 35% and when compared to comparable districts with 39.7%. We are working to add additional industry certifications, as well having an increase in dual credit and dual enrollment classes offered to our students. We have put extra focus on ACT to ensure students are set up for success as well.

We would like to increase our Ready Graduate rate to 50% district/school wide.

School Year	Annual Outcome(s)
Year 1: 2023-2024 School Year	Graduation Rate at 94% and Ready Graduate 38%
Year 2: 2024-2025 School Year	Graduation Rate at 95% and Ready Graduate 41%
Year 3: 2025-2026 School Year	Graduation Rate at 95% and Ready Graduate 44%
Year 4: 2026-2027 School Year	Graduation Rate at 95% and Ready Graduate 47%
Year 5: 2027-2028 School Year	Graduation Rate at 95% and Ready Graduate 50%

Associated Metric/Data

Yearly Graduation Rate Data

Yearly Ready Graduate Rate Data

Action Steps

This may include descriptions of district-based programs, staffing and intervention services for students.

Increase Dual Enrollment/Dual Credit Opportunities

The Cheatham County School District will continue to work with schools, teachers, students, and parents to inform what opportunities are available to students in the areas of dual enrollment and dual credit. Each School will offer a variety of classes for students to receive college credit.

Preparing for ACT

The Cheatham County School District will be providing ACT support through a targeted ACT program. Sophomores will take a practice test in Fall of 2023 on the same day as the Senior/Juniors will be testing. This will give the district the additional data to adequately plan for the needs of the students in each school to prepare for the test.

Increase Earned Promoted Industry Credentials

The District will collaborate with local and regional industry partners to prioritize certifications matched with the Tennessee Department of Education's CTE Office tiered list of Promoted Industry Credentials (ICs) by pathway and program of study. The District will prioritize increasing the number of ICs available to all students across all program levels.

Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

We as a district have provided extra learning opportunities for our students to practice ACT tests, as well as provide a resource for students to learn on their own, and given staff the tools

necessary to assist students in improving scores. We have increased the number of industry certification tests that are available to our students in our career clusters and are working toward providing more work based learning opportunities. ESSR funds allowed us to hire a STEAM/CTE Coordinator to help move us towards this goal. Our general purpose budget will absorb this position next school year.