

**Collierville Schools Board Business Meeting
July 27, 2021 6:00 PM
Collierville High School Community Room
11605 East Shelby Drive
Collierville, TN 38017**

I. Call to Order	Wright Cox, Chairman
II. Roll Call	Wright Cox, Chairman
III. Moment of Silence	Wright Cox, Chairman
IV. Pledge of Allegiance	Wright Cox, Chairman
V. Public Comments	Wright Cox, Chairman
VI. Approval of Agenda	Wright Cox, Chairman
VII. Business Affairs	Wright Cox, Chairman
A. Approval of Minutes	
1. Minutes of June 22, 2021 Business Meeting	
VIII. Reports	
A. Chairman's Report	Wright Cox, Chairman
B. Director's Report	Dr. Gary Lilly, Director of Schools
IX. Business Items for Approval	
A. Approval of 2021-2022 Inter-Local Agreement for Planning Assistance	Dr. Gary Lilly, Director of Schools
B. Approval of Crosswind Elementary Addition and Renovation Design Services with recommended award to McGehee Nicholson Burke Associates PC in the amount of \$237,463.00	Dr. Gary Lilly, Director of Schools
C. Approval of Policy #4.600, Grading System	Dr. Gary Lilly, Director of Schools
D. Adoption of Five-Year Strategic Plan	Dr. Gary Lilly, Director of Schools
X. Adjournment	



**Minutes of the Collierville Schools Board Business Meeting
June 22, 2021 @ 6:00 PM
Collierville High School Pickler Auditorium
11605 East Shelby Drive
Collierville, TN 38017**

Attendance Taken at 6:05 PM

Paul Childers: Present
Wanda Chism: Present
Wright Cox: Present
Wanda Gibbs: Present
Frank Warren: Present

I. Call to Order

The Collierville Schools Board Business Meeting was called to order by Board Chairman Wright Cox at 6:05 p.m.

II. Roll Call

Roll Call was taken by Board Chairman Wright Cox and all five of the board members were present.

III. Moment of Silence

Board Chairman Wright Cox led the meeting in prayer.

IV. Pledge of Allegiance

The Pledge of Allegiance was led by Board Member Paul Childers.

V. Special Recognitions

A. CHS Varsity Boys Tennis Team

Tony Cherone, Head coach of the CHS Varsity Boys Tennis Team noted the following:

- Some of the boys here tonight have been training together traveling the tournaments and competing since they were 7 years old. The boys come together as a family representing a phenomenal and awesome team!
- Overcame the hottest week of the year, while some boys were cramping and defaulting.
- There was only one loss in our regular season to MUS.
- The tournament in Jackson, Tennessee was our best regular season ever.
- Some of the boys never lost any matches in these games.
- We have at least two more dominating tennis seasons, as we have 4 sophomores and 1 freshman on our team!
- Special thanks and appreciation to Coach Mitchell, our sponsor and chemistry teacher at CHS, who was there every day supporting our team
- Our boys finished 2nd in the State of Tennessee.
- In the finals, their loss was to Ravenwood 4-3.

The CHS Varsity Boys Tennis Team consists of the following:

- Ansh Sampat
- Aneesh Achanta
- Tristian Kelly **
- Ajay Arul **
- Ranjay Arul *
- ** Runner-up for the Boys Double Division at State
- * Singles State Champion

B. 2020-2021 AAPN Participants

Mr. Jeff Jones, Assistant Superintendent gave an overview of the Aspiring Assistant Principal Network (AAPN). AAPN is sponsored by the Tennessee Department of Education and is designed to provide aspiring school administrators across the state with both a master's degree in Educational Leadership and an Instructional Leadership License, both at no cost to participants who are nominated by their district. In January of 2020, all certificated educators in Collierville Schools were invited to express their interest in AAPN participation. From that group, 11 tenured teachers were granted a screening interview. While each public school district in Tennessee was guaranteed 1 seat in the AAPN Program, Collierville Schools was fortunate to secure seats for 6 highly qualified participants. For the past year, these participants have completed intensive graduate coursework online through Austin Peay State University or Tennessee State University. In addition, they have shadowed an assistant principal in their schools for a minimum of one period each day. Mr. Jones was pleased to announce that all 6 have successfully completed their programs. They are here tonight to receive our official recognition and congratulations!

- Mr. Myles Beaupre - Social Studies Teacher - Collierville High School
- Ms. Ann Blake - School Counselor - Collierville Middle School
- Ms. Jenna Burke - Fifth Grade Virtual Teacher - Sycamore Elementary School
- Ms. Christa Lasley - STEM Teacher - West Collierville Middle School
- Ms. Katherine Perry - ESL Instructional Facilitator - Bailey Station Elementary School
- Mr. Terry Smith - Physical Education Teacher - West Collierville Middle School

VI. Public Comments

There were no public comments.

VII. Approval of Agenda

Motion Passed: Frank Warren made the motion to approve the Board Agenda for June 22, 2021. The motion was seconded by Paul Childers.

Paul Childers: Yea
Wanda Chism: Yea
Wright Cox: Yea
Wanda Gibbs: Yea
Frank Warren: Yea

VIII. Business Affairs

A. Approval of Minutes

1. May 25, 2021, Business Meeting

Motion Passed: Wanda Chism made the motion to approve the May 25, 2021, Board Minutes. The motion was seconded by Wanda Gibbs.

Paul Childers: Yea
Wanda Chism: Yea
Wright Cox: Yea
Wanda Gibbs: Yea
Frank Warren: Yea

B. Approval of Monthly Financials

1. May 2020-2021 Financial Statements

Motion Passed: Paul Childers made the motion to approve the May 2020-2021 Monthly Financial Statements. The motion was seconded by Wanda Chism.

Paul Childers: Yea
Wanda Chism: Yea
Wright Cox: Yea
Wanda Gibbs: Yea
Frank Warren: Yea

IX. Reports

A. Chairman's Report

Chairman Cox reported on the following:

- Even during the summer months, we still have a lot going on in our schools with different events, camps, and projects during the summer.
- Please remember Aalando Perry and his family in your prayers. He was injured in a tragic rollercoaster accident in Branson, Missouri.

B. Director's Report

Dr. Lilly reported on the following:

- Summertime tasks are on-going
 - Interviews
 - Planning
 - Cleaning service transition
 - Capital improvements
 - Refreshing flooring at several schools
 - Tara Oaks
 - Security vestibule
 - Painting
 - Roof
 - Parking lots
 - WCMS HVAC work
 - CES gym
- Received Epidemiology and Laboratory (ELC) Grant, almost \$2.5M
- No work session in July
 - Business meeting is July 27 (back in Community Room)
 - Adopting Strategic Plan
 - Final meeting this Thursday, 9-12pm, CHS Cafeteria
- CEF letter of appreciation for Jeff Jones
- Public farewell to Joyce Keohane
 - Many career accomplishments
 - Wish her health and happiness in retirement
- Superintendent evaluation
 - Mr. Marshall has shared the results
 - I appreciate the feedback
 - Tool for growth and improvement
 - Blessed to lead the district

X. Business Items for Approval

Motion Passed: Paul Childers made the motion to approve resolution items A-E as a group. The motion was seconded by Wanda Chism.

A. Approval of Resolution 2020-09, Amendment #1 for the 2020-2021 School Nutrition Fund Budget

B. Approval of Resolution 2020-10, Amendment #2 for the 2020-2021 Education Capital Fund Budget

C. Approval of Resolution 2020-11, Amendment #3 for the 2020-2021 General Fund Budget

D. Approval of Resolution 2020-12, Amendment #2 for the 2020-2021 Federal Fund Budget

E. Approval of Resolution 2020-13, Amendment #2 for the 2020-2021 Discretionary Grants Fund Budget

Paul Childers: Yea
Wanda Chism: Yea
Wright Cox: Yea
Wanda Gibbs: Yea
Frank Warren: Yea

F. Approval of Resolution 2020-14 Board Member Compensation

Motion Passed: Frank Warren made the motion to approve Resolution 2020-14, Board Member Compensation. The motion was seconded by Wanda Chism.

Paul Childers: Yea
Wanda Chism: Yea
Wright Cox: Yea
Wanda Gibbs: Yea
Frank Warren: Yea

G. Approval of the FY22 Consolidated Application Approval for IDEA/ESEA

Motion Passed: Wanda Chism made the motion to approve the FY22 Consolidated Application for IDEA/ESEA. The motion was seconded by Paul Childers.

Paul Childers: Yea
Wanda Chism: Yea
Wright Cox: Yea
Wanda Gibbs: Yea
Frank Warren: Yea

H. Approval of Revised Policy #4.600, Grading System

Motion Passed: Frank Warren made the motion to approve Policy #4.600 Grading System. The motion was seconded by Wanda Gibbs.

Paul Childers: Yea
Wanda Chism: Yea
Wright Cox: Yea
Wanda Gibbs: Yea
Frank Warren: Yea

I. Approval of West Collierville Middle Renovation Design Services with recommended award to Fleming Architects

Motion Passed: Wanda Gibbs made the motion to approve the West Collierville Middle School Renovation Design Services with recommended award to Fleming Architects. The motion was seconded by Frank Warren.

Paul Childers: Yea
Wanda Chism: Yea
Wright Cox: Yea
Wanda Gibbs: Yea
Frank Warren: Yea

J. Approval of Collierville High School Expansion Design Services with recommended award to Renaissance Group

Motion Passed: Paul Childers made the motion to approve the Collierville High School Expansion Design Services with recommended award to Renaissance Group. The motion was seconded by Wanda Chism.

Paul Childers: Yea
Wanda Chism: Yea
Wright Cox: Yea
Wanda Gibbs: Yea
Frank Warren: Yea

K. Approval of the 2020-2021 Capital Improvement Plan

Motion Passed: Wanda Gibbs made the motion to approve the 2020-2021 Capital Improvement Plan. The motion was seconded by Wanda Chism.

Paul Childers:	Yea
Wanda Chism:	Yea
Wright Cox:	Yea
Wanda Gibbs:	Yea
Frank Warren:	Yea

XI. New Business Items for Approval

A. Approval of appointing Andy Field and Eric Linsy to the Disciplinary Hearing Authority Committee commencing on July 1, 2021, through June 30, 2022

Motion Passed: Frank Warren made the motion to approve appointing Andy Field and Eric Linsy to the Disciplinary Hearing Authority Committee commencing on July 1, 2021, through June 30, 2022. The motion was seconded by Wanda Chism.

Paul Childers:	Yea
Wanda Chism:	Yea
Wright Cox:	Yea
Wanda Gibbs:	Yea
Frank Warren:	Yea

B. Acceptance of the Board's Superintendent Evaluation for Dr. Gary Lilly and Award of Performance Bonus for 2020-2021

Motion Passed: Frank Warren made the motion to approve the acceptance of the Board's Superintendent Evaluation for Dr. Gary Lilly and approve award of the \$15,000.00 Performance Bonus for 2020-2021. The motion was seconded by Wanda Gibbs.

Paul Childers:	Yea
Wanda Chism:	Yea
Wright Cox:	Yea
Wanda Gibbs:	Yea
Frank Warren:	Yea

XII. Adjournment

With no further comments or objections, the meeting was adjourned at 6:50 p.m.

Chairman

Director of Schools

INTERLOCAL AGREEMENT FOR PLANNING ASSISTANCE

This Agreement is made and entered into by and between Bartlett City Board of Education (“Provider”), a public school district, located at 5705 Stage Road, Bartlett, TN 38134 and Collierville Schools Board of Education (“Collierville Schools”) (hereinafter collectively referred to as the “Parties”).

WITNESSETH:

WHEREAS, pursuant to Tennessee Code Annotated §7-51-908, the Parties are authorized to contract among themselves for matters concerning education; and

WHEREAS, Collierville Schools are in need of Planning services in order to serve their present and future needs; and

WHEREAS, the Bartlett City Board of Education has a Planning staff with sufficient qualifications to provide those services to Collierville Schools; and

WHEREAS, the Parties have agreed to enter into this Agreement to effect the purposes stated herein.

NOW THEREFORE, in consideration of the mutual covenants contained herein, the sufficiency of which is hereby confirmed, the Bartlett City Board of Education (the “Provider”) and Collierville Schools agree as follows:

1. Purpose – The purpose of this Agreement is to authorize the Provider to deliver Planning services to Collierville Schools in exchange for consideration under the following terms and conditions.
2. Designated Representatives – To implement this Agreement, each Party’s Director of Schools or their designee shall be that Party’s representative with regard to their respective Districts’ Planning needs and all other matters pertaining to those services provided pursuant to this Agreement. Such designees, hereinafter collectively referred to as the “Directors,” shall serve as the point of contact for the Provider, the Provider’s Director, and all Planning personnel concerning disputes regarding the terms of this Agreement or any services provided hereunder.
3. Services – The Provider shall cause its Planning personnel (“Planning Personnel”) to deliver the Planning services (the “Services”) outlined on Attachment A to Collierville Schools pursuant to applicable federal, state and local laws, codes, rules and regulations.
4. Third-Party Contract(s) – The Parties expressly acknowledge that Provider shall enter into a third-party contract for Business Information Management software (the “Software”) necessary for the delivery of the Planning Services outlined on Attachment A.

5. Oversight – The Provider shall use its own facilities, equipment, personnel, and personnel policies in providing the Services under this Agreement. Planning Personnel shall be considered employees of the Provider for all purposes and shall not be under the control or supervision of Collierville Schools or its Director of Schools.
6. Relationship Between the Parties – The relationship between Collierville Schools and the Provider or the Provider’s Planning Personnel shall be that of an independent contractor. No principal-agent or employer-employee relationship is created by this Agreement.
7. Consideration – In consideration for the Services listed in Attachment A, Collierville Schools shall pay the Provider Thirty Three Thousand Four Hundred Dollars and Forty Five Cents (\$33,400.45) (“contract price”).
8. Extraordinary Expenditures – If the Provider determines that an expense/s outside of the “contract price” may be incurred, Provider shall provide the anticipated expense/s to Collierville Schools prior to incurring the expense/s. If the Collierville Schools believe that the expense/s are necessary, the expense/s shall be authorized. Services beyond those listed in Attachment A will be outside the scope of this Agreement and must be agreed upon, in writing, by the Provider and Collierville Schools prior to commencement of any such work.
9. Payment – The Provider shall invoice Collierville Schools monthly, with the first payment being due July 1, 2021. All payments shall be remitted within thirty (30) calendar days to Bartlett City Schools, Attention: Chief Financial Officer, 5705 Stage Road, Bartlett, TN 38134.
10. Term – The term of this Agreement shall commence on July 1, 2021 and shall end on June 30, 2022.
11. Termination for Cause – If, through any cause, any Party shall breach a material term of this Agreement by failing to fulfill in a timely and proper manner its obligations under this Agreement or by violating any of the covenants, agreements, or stipulations of this Agreement, the non-breaching Party may terminate this Agreement. The non-breaching Party shall provide the breaching Party with written notice specifying the nature of the breach, and the breaching Party shall have thirty (30) days in which to cure the breach. Should the breaching Party fail to cure the breach, the non-breaching Party shall provide written notice of such failure to cure and such Agreement shall terminate as to that Party no earlier than fourteen (14) days after such notice.
12. Access to Planning Services – The Parties acknowledge that Planning Services provided under this Agreement are equally available to all signatories hereto. The Provider agrees that Planning Personnel employed in furtherance of this Agreement shall use best efforts at all times to provide equal access to the Services.

13. Force Majeure – If performance of this Agreement or any obligation under this Agreement is prevented, restricted, or interfered with by causes beyond any Party’s reasonable control (“Force Majeure”), and if the Party unable to carry out its obligations gives the other Party prompt written notice of such event, then the obligations of the Party invoking this provision shall be suspended to the extent necessary by such event. The term Force Majeure shall include, without limitation, acts of God, fire, explosion, vandalism, storm or other similar occurrence, orders or acts of military or civil authority, or by national emergencies, insurrections, riots, or wars, or strikes, lock-outs, work stoppages. The excused Party shall use reasonable efforts under the circumstances to avoid or remove such causes of non-performance and shall proceed to perform with reasonable dispatch whenever such causes are removed or ceased. An act or omission shall be deemed within the reasonable control of a Party if committed, omitted, or caused by such Party, or its employees, officers, agents, or affiliates.
14. Liability – Both Parties to this Agreement shall be solely responsible for their own actions and the actions of their employees and agents conducted pursuant to this Agreement. The Provider shall offer the Services to Collierville Schools in an advisory role, and all decision-making authority remains entirely vested in Collierville Schools. Collierville Schools confer no agency or authority, either express or implied, on the Provider for which any third party may rely. To the extent permitted by Tennessee law, Collierville Schools shall hold harmless the Provider, and its members, directors, agents and employees, including Provider’s Planning Personnel, from any and all liabilities arising out of the rendition of services hereunder unless such liabilities arise from the willful and intentional acts of Provider or its members, directors, agents and employees.
15. Governing Law – This Agreement shall be exclusively governed by the laws of the State of Tennessee.
16. Notice – All notices required under this Agreement shall not be effective unless in writing and sent by certified mail to the following:
 - a) Notices to Bartlett City Board of Education shall be sent to:

Attn: Superintendent’s Office
Bartlett City Schools
5705 Stage Rd.
Bartlett, TN 38134
 - b) Notices to Collierville Schools Board of Education shall be sent to:

Attn: Superintendent’s Office
Collierville Schools
145 West Poplar Avenue
Collierville, TN 38017

17. Entire Agreement – This Agreement and any attachments included herewith at the time of execution of this Agreement contain the entire agreement between the Parties as to the subject matter herein, and no statements, promises, or inducements made by any party or agent of any party that is not contained in this written Agreement shall be valid or binding.
18. Modifications in Writing – This Agreement may not be amended, enlarged, modified or altered except in writing and signed by all affected Parties.
19. Assignment – The rights and obligations of this Agreement are not assignable.
20. No Consent to Breach – No consent or waiver, express or implied, by any Party to this Agreement to or of any breach or default by any other Party to this Agreement in the performance of such other Party’s obligations hereunder shall be deemed or construed to be a consent or waiver to or of any other breach or default of the same or any other obligations hereunder. Failure on the part of either Party to complain of any act or failure to act of the other Party to this Agreement, or to declare such Party in default, irrespective of how long such failure continues, shall not constitute a waiver by the non-defaulting party of its rights hereunder.
21. Severability – If any provision of this Agreement is held to be invalid, unlawful, or unenforceable under present or future laws, such provision shall be fully severable, and this Agreement shall be construed and enforced as if such invalid, unlawful, or unenforceable provision had not been a part hereof. The remaining provisions of this Agreement shall remain in full force and effect and shall not be affected by such invalid, unlawful, or unenforceable provision or by its severance therefrom.
22. Headings – The headings in this Agreement are for convenience and reference and are not intended to define or limit the scope of any provision of this Agreement.
23. Counterparts - This Agreement may be signed in multiple counterparts, each of which shall be an original, and shall be binding on the Parties hereto and their servants and assigns.
24. Effective Date – This Agreement shall not be binding upon the Parties until it has been properly approved by the Boards of Education of the respective parties and has been signed by the authorized representatives of the Parties. When it has been so approved and signed, this Agreement shall be effective as of July 1, 2020.

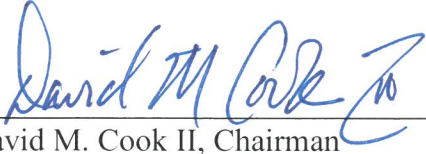
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IN WITNESS WHEREOF, the Parties have executed this Agreement by their duly authorized representatives on the date and year hereof.

Collierville Board of Education

Bartlett City Board of Education

Wright Cox, Chairman

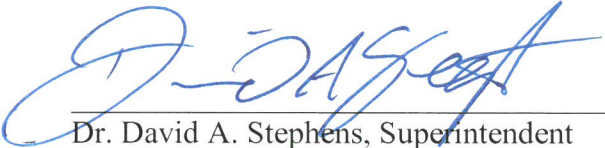


David M. Cook II, Chairman

Date: _____

Date: 6-24-21

Dr. Gary Lilly, Superintendent



Dr. David A. Stephens, Superintendent

Date: _____

Date: 6-24-21

ATTACHMENT A – SCOPE OF PLANNING SERVICES

“Planning Services” pursuant to this Agreement shall include the following:

1. Assist and advise Collierville Schools with regard to all matters relating to compliance with educational objectives, policies, and procedures of the Tennessee Department of Education and state and federal regulations;
2. Prepare, maintain, and regularly update Collierville Schools’ annual CIP, subject to approval of Collierville Schools;
3. Design and conduct research to identify enrollment and growth patterns;
4. Maintain official street index for planning programs; and
5. Coordinate planning services with local government personnel and agencies as appropriate.

Letter Form of Agreement Between Owner and Architect

AGREEMENT made as of this the **Thirtieth** day of **June 2021**.

BETWEEN the Owner: Collierville Schools
146 College Street
Collierville, TN 38017

And the Architect: McGehee Nicholson Burke Architects PC
6750 Lenox Center Court, Suite 100
Memphis, TN 38115

For the following Project: **Crosswind Elementary - Classroom Addition**

The Owner and the Architect Agree as Follows:

McGehee Nicholson Burke Architects will provide Architectural/Engineering design services, bid documents (plans and specifications), State Fire Marshal approval, receive and evaluate bids and construction administration as described as Basic Services in AIA Document 8101 - 2017, Owner/Architect.

Existing Building:	Area 90,000 sq. ft.	
Lighting & Controls - \$6.00/sq. ft.		\$ 540,000.00
Fire Alarm Replacement = \$4.25/sq. ft.		\$ 382,500.00
Fire Protection (Sprinkler) = \$4.00/sq. ft.		\$ 360,000.00
New Floor Tile & Base (Corridors & Cafeteria)		<u>\$ 121,000.00</u>
Renovations Cost		\$1,403,500.00

Addition – 12 Classrooms Area = 14,750.00/sq/ft/ = **\$2,914,000.00**

Program: Twelve (12) classrooms, toilet rooms, & Teacher Work Area. Addition will be connected to existing building with an enclosed corridor. Two classrooms may be enlarged to kindergarten classes with toilet in each classroom. Building constructed of load bearing masonry walls, brick veneer, steel bar joist & metal deck roof structure with TPO roof membrane.

Total Budget Estimate:

Renovations	-	\$1,403,500.00
Addition	-	<u>\$2,914,000.00</u>
Subtotal		\$4,317,500.00
Contingency 10%		<u>\$ 431,750.00</u>
Total		\$4,749,250.00

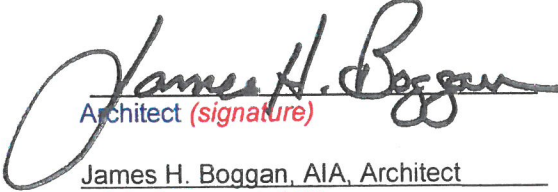
A/E Fee: 5 ½% of Construction cost = \$237,463.00
This fee does not include Civil, Landscape or Collierville DRC.

Reimbursable expenses will be invoiced as they occur at cost plus ten percent (10%). All provisions of this agreement are governed by AIA Document 8101 Standard Form of Agreement Between Owner and Architect. Reimbursable expenses typically anticipated per the Standard Form of Agreement include:

1. Travel mileage.
2. Fees paid for securing approval of authorities having jurisdiction over the Project.
3. Printing, reproductions, plots, standard form documents
4. Postage, handling, and delivery

Owner *(signature)*

printed name and title


Architect *(signature)*

James H. Boggan, AIA, Architect
printed name and title

Collierville Schools Board of Education

Monitoring: Review: Annually, in June	Descriptor Term: <h2 style="margin: 0;">Grading System</h2>	Descriptor Code: 4.600	Issued Date: Click here to enter a date.
		Rescinds: 4.600	Issued: 06/22/21 02/24/21 09/22/20 06/27/19 08/08/18 07/25/17 04/17/17

1 The Director of Schools shall develop an administrative procedure to establish a system of grading and
 2 assessment for evaluating and recording student progress and to measure student performance in
 3 conjunction with Board-adopted content standards for grades K-12. The grading/assessment system shall
 4 follow all applicable statutes and rules and regulations of the State Board of Education. The
 5 grading/assessment system shall be uniform district-wide at comparable grade levels, except that the
 6 Director of Schools shall have the authority to establish and operate ungraded and/or unstructured classes
 7 in grades K-3 according to state rules and regulations.¹

8 The Director of Schools shall submit a copy of the grading, reporting, and assessment systems to the
 9 Board before the system is implemented.² These guidelines shall be communicated annually to students
 10 and parents/guardians.¹

11 Conduct grades are based on behavior and shall not be deducted from scholastic grades.

12 A student’s academic grade is solely intended to reflect the student’s acquired knowledge, ability, and/or
 13 skills in the designated subject. Therefore, academic credit/points may not be awarded or deducted for
 14 any purpose that is not directly related to the student’s academic performance. For example, academic
 15 credit/points may not be awarded as an incentive to participate or achieve a certain goal in a school fund-
 16 raising event.

17 In the event of an excused absence, students are expected to make up missed work within a reasonable
 18 amount of time as determined by the school policy, with a minimum of one day allowed for each day
 19 absent.

20 **KINDERGARTEN**

21 The kindergarten report card shows progress toward the state standards. The grade level standards are
 22 set by the state and indicate what a student should know and be able to do. Students are evaluated
 23 based on their progress toward meeting benchmarks for each standard. This is indicated by mastery
 24 (M) or non-mastery (X) for each skill.

1 Social Expectations and Art, Music, and PE will be represented with “S” for satisfactory and “N” for
2 needs improvement.

3 Report Cards are issued at the end of each nine-week period. Parents must be notified within a report
4 card period when a student is not doing acceptable work.

5 **GRADES 1-5**

6
7 Student conduct is graded as “E”, “S”, “N” and is to be reported at each grading period on the report
8 card.

9
10 The basic grading system for knowledge/subject area is expressed by the letters “A”, “B”, “C”, “D”, and
11 “F” according to the numerical values listed under the Grading Scale.

12 **Grades 1-2**

- 13
- 14 • During the first 9-weeks a minimum of six (6) grades should be given for Language Arts
15 and Math.
- 16 • During the second through fourth 9-weeks a minimum of nine (9) grades should be given
17 in Language Arts and Math.

18
19 First (1st) and second (2nd) grade science and social studies will be expressed by the letter
20 grades “S” or “N”.

21 **Grades 3-5**

- 22
- 23 • During the first 9-weeks a minimum of six (6) grades should be given for Language Arts,
24 Math, Science, and Social Studies.
- 25 • During the second through fourth 9-weeks a minimum of six (6) grades should be given
26 in Science and Social Studies, while a minimum of nine (9) grades should be given in
27 Language Arts and Math.

28 Grading Scale

29 A..... 90-100

30 B..... 80-89

31 C..... 70-79

32 D..... 65-69

33 F..... Below 65

34
35
36
37
38
39
40
41 Plus and minus evaluations are not to be added to letter grades.

1 The numerical values listed are for teacher use only.

2 **Semester Grades**

3 Semester grades for grades 1-5 are determined by an average of grades for each of the two nine-week
4 terms.

5 **Final Grades**

6 Final grades are determined by averaging the two semester grades.

7 **State Standardized Assessments**

8 For students in grades 3-5, scores on the state standardized assessments shall not count in the students'
9 final grade. (TCA 49-1-617)

10 Report cards are issued at the end of each nine-week period. Parents must be notified within a report
11 card period when a student is not doing acceptable work.

12 **GRADES 6-8**

13 Collierville Schools Board of Education policy in accordance with the Tennessee Uniform Grading
14 System establishes the grading system for grades 6-12.

15 Report cards are issued at the end of each nine-week period. Parents must be notified within a report
16 card period when a student is not doing acceptable work.

17 In all schools, students' conduct is graded as "E", "S", "N" and is to be reported at each grading period
18 on the report card.

19 Grades will be reported on report cards and transcript records using numerical values as indicated below:

20 Grading Scale

21 A..... 90-100

22 B..... 80-89

23 C..... 70-79

24 D..... 65-69

25 F..... Below 65

26
27
28
29
30
31 Grades given at the end of each nine-week period will be determined by the average of daily work, oral
32 and written assignments, and other meaningful assessments that allow students to demonstrate mastery
33 of skills and concepts. A minimum of **twelve** grades for the nine-week period should be recorded for
34 each subject. Teachers of career, pilot, and other competency-based courses may appeal to the principal
35 on an annual basis for a waiver of this requirement. Fifty percent of the student's grade in the course
36 should be earned and recorded by the interim of the nine-week term. This gives the teachers the basis

1 for the grades at the end of the grading period.

2 Grades for homework assignments should be given with care. Homework assignments are of value in
3 affording students needed practice, and such assignments should be made within practicable limits.

5 **State Standardized Assessments**

6 For students in grades 6-8, scores on the state standardized assessments shall comprise 15 percent (in the
7 subject areas of mathematics, reading/language arts, science, and social studies) of the students' final
8 grade for the spring semester. If Collierville Schools does not receive its students' state mandated test
9 scores at least five (5) instructional days before the end of the school year, the state mandated test scores
10 will not be included in the Collierville Schools students' grades in the subject areas of mathematics,
11 language arts, science, and social studies. (TCA 49-1-617).

12 **High School Level Course in Middle School**

13 Beginning with courses taken in the 2018-19 school year, students who successfully complete a high
14 school course in the middle school will earn a high school credit. Semester grades earned in high school
15 courses will be recorded on the high school transcript, but these grades will *not* factor into the student's
16 GPA or class rank at the high school level.

17 For courses which have no Tennessee State mandated EOC exam required during a given semester,
18 semester grades are determined by counting each of the two quarter grades as 50%.

19 For courses which have a Tennessee State mandated EOC exam required during second semester, the
20 semester grades are determined as follows:

- 21 • First semester grades are determined by counting each of the two quarter grades as 50%,
- 22 • Second semester grades are determined by counting each of the two quarter grades as 50%.
- 23 • The weight of the EOC examination on the student's final yearly average shall be fifteen
24 percent (15%), with each semester average weighted at 42.5%.
- 25 • If Collierville Schools does not receive its students' state mandated test scores at leave five
26 (5) instructional days before the end of the school year, the state mandated test scores will
27 not be included in the Collierville Schools students' grades in the subject areas of
28 mathematics, language arts, science and social studies.

29 Students who meet only the minimum requirements should be given minimum passing grades.

30 Credits will be awarded in a .5 increment upon successful completion of a semester.

31 Additionally, a student will receive one full credit in the course if he/she receives a passing yearly
32 grade in the course.

33 **GRADES 9-12¹**

34 Collierville Schools Board of Education policy in accordance with the Tennessee Uniform Grading
35 System establishes the grading system for grades 9-12.

1 Report cards are issued at the end of each nine-week period. Parents must be notified within a report
2 card period when a student is not doing acceptable work.

3 Grades will be reported on report cards and transcript records using numerical values as indicated
4 below.

5 Grading Scale

6
7 A..... 90-100

8
9 B..... 80-89

10
11 C.....70-79

12
13 D..... 65-69

14
15 F..... Below 65

16 Grades given at the end of each nine-week period will be determined by the average of daily work, oral
17 and written assignments, and other meaningful assessments that allow students to demonstrate mastery
18 of skills and concepts. A minimum of twelve grades for the nine-week period should be recorded for
19 recorded for each subject. Teachers of career, pilot, and other competency-based courses may appeal to
20 the principal on an annual basis for a waiver of this requirement. Fifty percent of the student's grade in
21 the course should be earned and recorded by the interim of the nine-week term. This gives the teachers
22 the basis for the grades at the end of the grading period.

23 Students who meet only the minimum requirements should be given minimum passing grades.

24
25 Credits will be awarded in a .5 increment upon successful completion of a semester.

26 Additionally, a student will receive one full credit in the course if he/she receives a passing yearly grade
27 in the course.

28
29 Semester grades are comprised of two quarterly grades, each worth ~~fifty percent (50%)~~ **Forty percent**
30 **(40%) and a semester exam worth twenty percent (20%)**. For courses which have no state mandated end
31 of course (EOC) exam, each semester grade is fifty percent (50%) of the final grade. For courses which
32 include a state EOC exam, each semester grade is forty-two point five (42.5%) of the final grade, and
33 the EOC exam accounts for fifteen percent (15%).

34 If Collierville Schools does not receive its students' state mandated test scores at leave five (5)
35 instructional days before the end of the school year, the state mandated test scores will not be included
36 in the Collierville Schools students' grades in the subject areas of mathematics, language arts, science,
37 and social studies.

38
39 For Dual Enrollment and Advanced Placement courses, the semester grades are determined as follows:

- 1 • Advanced Placement: Each semester, the grades will be determined by counting 50% for each
 2 quarter.
 3 • Dual Enrollment: The dual enrollment courses will follow the university’s grading system for
 4 that specific course.
 5 • Students are required to sit for their AP, Dual Enrollment, IB, SWDC and CLEP final tests. If
 6 a student does not sit for their final test, the additional points added to each quarter will be
 7 removed from the student’s grade and final grade will be re-calculated to reflect that change.

8 **Calculation for High School Course GPA Weighting:**

Grade	Percentage Range	Standard	Honors / National Industry Certification	Statewide Dual Credit	Dual Enrollment and Advanced Placement
A	90-100	4.0	4.5	4.75	5.0
B	80 - 89	3.0	3.5	3.75	4.0
C	70 - 79	2.0	2.5	2.75	3.0
D	65 - 69	1.0	1.5	1.75	2.0
F	Below 65	0.0	0.0	0.0	0.0

Collierville Schools Grading System – Additional Points for Advanced Coursework					
Grade	Percentage Range		Honors Courses	Local and Statewide Dual Credit Courses, Capstone Industry Certification- Aligned Courses, and Dual Enrollment Courses	Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and International Baccalaureate Courses
A	90	100	Shall include the addition of 3 percentage points to the quarter grades and exam used to calculate the semester average.	Shall include the addition of 4 percentage points to the quarter grades and exam used to calculate the semester average.	Shall include the addition of 5 percentage points to the quarter grades and exams used to calculate the semester average.
B	80	89			
C	70	79			
D	65	69			
F	0	64			

9 **GRADES NINE - TWELVE GRADING SCALE AND LOTTERY SCHOLARSHIPS³**

10 Local education agencies may allow students to participate in credit recovery programs as outlined in
 11 the State Board of Education’s High School Policy 2.103. Students passing credit recovery courses shall
 12 receive a grade of seventy percent (70%). The original failing grade shall not be considered in the HOPE
 13 Scholarship Eligibility Grade Point Average calculation. A student may repeat any course in which an
 14 “F” is made if the schedule of the student allows it. The subsequent grade, if higher than an “F” will be
 15 placed on the student’s transcript and the “F” will be removed. The course taken over must be the same
 16 course code number as the course which was failed and the course must be retaken in a Collierville

- 1 School. Collierville Schools will not remove an “F” from a transcript unless the course is repeated in a
 2 Collierville School.
- 3 The GPA used to determine eligibility for the HOPE Scholarship and other Tennessee Student Assistance
 4 Corporation funds shall be reported on the student’s transcript as the “Hope Scholarship GPA.” The
 5 grade scale used to calculate the “Hope Scholarship GPA” and is the TN State Uniform Grading System
 6 and will be calculated as follows in accordance with the State Board of Education’s Uniform Grading
 7 Policy 3.301:

TN State Uniform Grading System – Additional Points for Advanced Coursework					
Grade	Percentage Range		Honors Courses	Local and Statewide Dual Credit Courses, Capstone Industry Certification-Aligned Courses, and Dual Enrollment Courses	Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and International Baccalaureate Courses
A	93	100	Shall include the addition of 3 percentage points to the quarter grades and exam used to calculate the semester average.	Shall include the addition of 4 percentage points to the quarter grades and exam used to calculate the semester average.	Shall include the addition of 5 percentage points to the quarter grades and exam used to calculate the semester average.
B	85	92			
C	75	84			
D	70	74			
F	0	69			

 Legal References

1. TRR/MS 0520-01-03-.02, State Board of Education Policy 3.301
2. TCA 49-2-203(b)(7); TCA 49-2-301(b)(1)(H)
3. TCA 49-4-904, 907

 Cross References

Alternative Credit Options 4.209
 Credit Recovery 4.210
 Reporting Student Progress 4.601
 Honor Roll, Awards, & Class Ranking 4.602
 Promotion and Retention 4.603
 Transcript Alterations 4.608



**COLLIERVILLE
SCHOOLS**

SCHOLARSHIP · INTEGRITY · SERVICE

Strategic Plan 2021-2026

Succeeding. Leading. Exceeding.

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SUPERINTENDENT'S LETTER



I am proud to present for your information, inspection, and engagement, the Collierville Schools new 5-year strategic plan. This document is the culmination of work spanning almost two years with an extended intermission, courtesy of COVID. The development of the plan involved input from a wide array of participants, including students, teachers, administrators, Board of Education members, parents, and business and community leaders who contributed freely of their time and perspectives to come to consensus around the goals our district should pursue in the future to ensure our students have educational opportunities that are second-to-none.

At the onset, a diverse design team of approximately 70 people created a Portrait of a Graduate representing five competencies that we want every graduate leaving our district to possess, including Adaptive Perseverance, Empathy, Critical Thinking, Communication, and Integrity. Little did we know at the time how spot-on those choices were until the pandemic made it glaringly obvious that we must prepare students to look for opportunity in challenge while maintaining focus during times of uncertainty.

The Portrait of a Graduate work informed our strategic planning process. Over multiple meetings, a writing team used feedback from the larger group to eventually distill the goals, objectives, and strategies. Moving forward, action steps will be added on an annual basis to align future initiatives to each area of the plan.

While you will note that our goals have been updated to meet the needs and wishes of our students and community, you may also notice that our mission, vision, and beliefs are the same as they were in our previous plan and, in fact, have not changed since the inception of the district. The reason for that is simple: Our beliefs about educating students in general and Collierville's children specifically have not changed. Instead, those beliefs are ingrained in the fabric and purpose of the school district's make-up and have been from the beginning. Those beliefs shape our vision and drive our mission, all of which are intrinsic to the commitment we make to our students and what we stand for as one of the best school districts in Tennessee.

While we greatly appreciate and applaud all who have contributed to the creation of this plan, our journey is just beginning. You are invited and encouraged to actively participate in the implementation phase. It will be motivating and inspiring to see where we can take our district and the opportunities that we can provide to students together as we put this plan into action.

Sincerely,

Dr. Gary Lilly, Superintendent

VISION, MISSION, BELIEFS



VISION

Collierville Schools will be the leader in public education, meeting the needs of a diverse student population by preparing them to succeed in a global society and celebrating their achievements of today.



MISSION

To prepare our students for a life of scholarship, integrity, and service.



WE BELIEVE

Public education is a bridge to creating productive members of society.



Every individual is entitled to an emotionally and physically safe and respectful learning environment.



Each student deserves equal and equitable access to a quality education.



A commitment to student success is a shared responsibility among students, parents, educators, and the community.



Students learn best when they are faced with high expectations and are active participants in their own learning.



Academics, the arts, career and technology, electives, and extracurricular activities are crucial to a well-rounded education.



The core values of scholarship, integrity, and service should be evident in all we do.



Our schools should reflect the high standards and commitment to quality consistent with those of the Town of Collierville.



COLLIERVILLE SCHOOLS

SCHOLARSHIP · INTEGRITY · SERVICE



ADAPTIVE PERSEVERANCE



EMPATHY



CRITICAL THINKING



COMMUNICATION



INTEGRITY



PORTRAIT OF A GRADUATE



ADAPTIVE PERSEVERANCE

Our students will be agile in thoughts and actions, demonstrating flexibility to changing and multiple opportunities and challenges. Likewise, students will respond productively and resiliently to positive and negative feedback. Success is not final, and failure is not fatal.



CRITICAL THINKING

Understand the “bigger picture” and propose solutions that are mindful to the impact they may have on other parts of the system. Inquisitively seek to improve the quality of one’s own understanding by skillfully analyzing, assessing, and reconstructing present knowledge. Apply disciplined intellect that is clear, rational, open-minded, and informed by evidence.



EMPATHY

Value and engage diverse cultures and unique perspectives by soliciting, understanding, and appreciating what others are thinking, feeling, and experiencing. Use this understanding to nurture relationships, improve conditions, further equity, and promote inclusivity.



COMMUNICATION

Articulate thoughts and ideas effectively using oral, written, and nonverbal skills in a variety of contexts. Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions. Exchange ideas for a range of purposes, paying attention to the needs and characteristics of varied audiences.

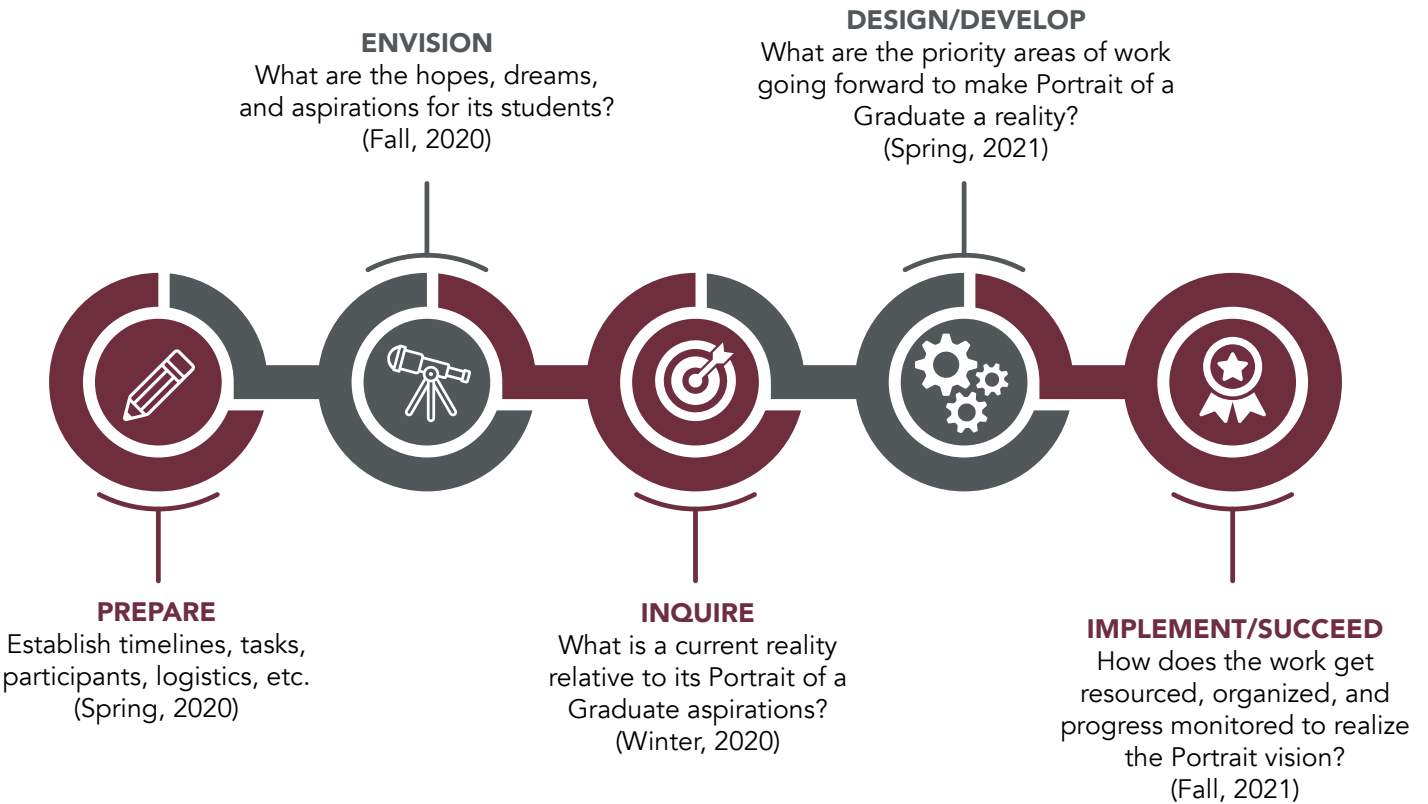


INTEGRITY

Consistently align choices and behaviors with a developed core set of principles. Deserve others’ trust and respect through honesty, consistency, and authenticity.

OUR PROCESS

Collierville Schools' internal and external community members developed our vision for our future: Collierville Schools' Portrait of a Graduate, which serves as our North Star for our strategic plan. This process began in January 2020 and concluded during the summer of 2021. This process had over 70 stakeholders participate in its development - community members, parents, educators, and students. As part of this process, we investigated our current state and identified our priorities that will help our Portrait come to life. From these priorities, we developed and refined goals and strategies through a thorough vetting process, using stakeholder feedback to guide us all along the way.



STRATEGIC PLAN - OVERVIEW OF GOALS

Goal I:

Each and Every Student's Success

Collierville Schools will implement research-based learning experiences with a personalized and comprehensive approach in order to maximize student learning and to ensure that all students find their education more relevant, engaging, and rewarding.

Goal II:

Investing in People / Investing in Culture

Collierville Schools will nurture an inclusive environment where everyone feels welcomed, supported, and inspired, so that they can thrive in their work, learning, and relationships.

Goal III:

Community Engagement and Communications

Collierville Schools will continually foster strong bonds throughout the community, so that all stakeholders may benefit from mutual trust, quality relationships, information sharing, and collective support.



Our Portrait of a Graduate reminds me of the old saying, 'Skate to where the puck is going.' The world is changing, and we must develop proactive plans for the future that are different from the past. Students, educators, and employers will have different needs and desires in the future. We must listen, trust, and respect everyone's thoughts to enhance the productivity of students and educators, which will inevitably benefit the community."

—Dave Rhylander, Chair, Collierville Partners in Education



Goal I:

Each and Every Student's Success

Collierville Schools will implement research-based learning experiences with a personalized and comprehensive approach in order to maximize student learning and to ensure that all students find their education more relevant, engaging, and rewarding.

OBJECTIVE I-A

LEARNING FRAMEWORK

Collierville Schools will ensure that its approach to student learning, growth, and development is personalized and evidenced by both documented student success and the provision of multiple learning experiences that are tailored to the needs of each K-12 student.

Progress Evidence

- Student grades at all levels
- Performance on state assessments at all levels (both achievement and growth measures)
- Participation and success in Early Postsecondary Opportunities (EPSOs), including dual enrollment, advanced placement, CLEP, and industry certifications
- Ready Graduate indicators
- ACT scores
- National Student Clearinghouse data on post-secondary education graduate pursuits



Strategies

1. Build teachers' capacity to lead school and district initiatives utilizing a growth mindset to improve programs, communication, teaching, and learning.
2. Provide district training for teachers in instructional strategies for differentiation, equity, and meeting all students' needs while ensuring alignment to approved curriculum.
3. Ensure that all secondary students identify college, career, and life goal pathways and are exposed to opportunities for real-life experiences within their current schedules.
4. Align systems of intervention and special education with curriculum, instruction, and assessment within the state's academic content standards and provide pathways to success for all students in both traditional and non-traditional diploma tracks.
5. Ensure students are presented a viable and rigorous curriculum to maximize student growth and achievement in both Literacy and Math at all grade levels.
6. Provide varied, early postsecondary opportunities (e.g., industry certifications, internships, work-based learning, ACT, AP and dual enrollment options) to all students in order to increase the number of students meeting the metrics for the Ready Graduate designation prior to graduation.
7. Establish baseline measures in the 2021-22 school year.

Goal I:

Each and Every Student's Success

Collierville Schools will implement research-based learning experiences with a personalized and comprehensive approach in order to maximize student learning and to ensure that all students find their education more relevant, engaging, and rewarding.

OBJECTIVE I-B

NETWORKS OF CARE

Collierville Schools will implement structures that support students' holistic well-being, including mental, physical, and social-emotional wellness, as evidenced by ever-increasing perseverance, resiliency, and overall life satisfaction.

Progress Evidence

- Panorama (social-emotional learning) data
- Improved discipline data at all levels
- Student perception survey results



Strategies

1. Adopt the WSCC (Whole School, Whole Community, Whole Child) model of coordinated support in order to address the whole child and improve each student's cognitive, social, physical, and emotional well-being.
2. Provide a robust network of support personnel and resources at the building, system, and community levels—including professional school counselors, social workers, school nurses, school administrators, and district leaders—to ensure that students and families have access or referrals to the tools necessary for success.
3. Implement age-appropriate, vertically-aligned, classroom-based social-emotional learning programs that effectively teach students to build relationships, manage their emotions, resolve conflicts, seek needed assistance, and make sound and ethical decisions.
4. Adopt Responsibility-Centered Discipline (RCD) as the district's model for managing student behaviors, de-escalating conflicts, limiting exclusionary discipline consequences, addressing disproportionality among subgroups, and improving overall school climates. Provide ongoing professional development to ensure its implementation with fidelity by all educators in all schools.
5. Establish baseline measures in the 2021-22 school year.

Goal I:

Each and Every Student's Success

Collierville Schools will implement research-based learning experiences with a personalized and comprehensive approach in order to maximize student learning and to ensure that all students find their education more relevant, engaging, and rewarding.

OBJECTIVE I-C

STUDENT ENGAGEMENT

Collierville Schools will promote and increase all students' influence on their own learning, as well as on the culture and governance of their respective schools.

Progress Evidence

- Opportunities and platforms in place to ensure more student-initiated solutions to school issues
- Increased student engagement trend by providing diverse leadership opportunities for all students
- Increased student participation in co-curricular and extracurricular activities
- Student data portfolios that document their own progress toward personalized academic goals
- Reduction in incidents of student-to-student conflict

Strategies

1. Cultivate a broad spectrum of leadership opportunities for all students by which students build communication skills, collaborate with peers to develop creative solutions, and are emboldened by the power and responsibility to impact school culture and their own learning.
2. Create vibrant classroom environments that encourage student-centered learning by giving students choices in how they exhibit understanding, facilitating collaboration between students, and believing in students' capacity to lead.
3. Collaborate with students in individual data conferences to ensure that students understand their learning data, can identify both areas of strength and areas for growth, and set—and track their progress toward—goals.
4. Integrate social-emotional learning across all school contexts to promote the development of student empathy, reliability, self-confidence, and respect for others.
5. Establish baseline measures in the 2021-22 school year.



Goal II: Investing in People / Investing in Culture

Collierville Schools will nurture an inclusive environment where everyone feels welcomed, supported, and inspired, so that they can thrive in their work, learning, and relationships.

OBJECTIVE II-A

SAFE AND TRUSTING RELATIONSHIPS

Collierville Schools will strengthen the relationships and interactions among and between staff, students, and other stakeholders to maximize safety, trust, belonging, and performance.

Progress Evidence

- Gallup Staff Engagement measures (Q12)
- Increased mentor program activity in quantity and depth
- Increase in horizontal PLC meetings, ideally on professional learning days



Strategies

1. Provide, implement, and promote a robust, overarching communication system to improve transparency and information sharing in all areas for all stakeholders.
2. Provide systemwide opportunities for both vertical and horizontal communication between the district office, schools, grade levels, and professional learning communities.
3. Initiate and build community partnerships in schools that include tutoring, reading partners, internships, career presentations, and business sponsorships.
4. Provide a mentor program in all Collierville Schools through which district employees, community partners, and other interested individuals may complete required training and serve as mentors to students during the school day.
5. Create a structured program for student and staff recognition at both the school and district levels with representation from each school and clear measures for determining those to be recognized.
6. Facilitate high quality, timely, and readily available training for staff, students, and parents in various district-provided programs.
7. Establish baseline measures in the 2021-22 school year.

Goal II: Investing in People / Investing in Culture

Collierville Schools will nurture an inclusive environment where everyone feels welcomed, supported, and inspired, so that they can thrive in their work, learning, and relationships.

OBJECTIVE II-B

SUPPORTIVE AND MOTIVATING WORKPLACES

Collierville Schools will attract, grow, and retain the most talented educators and support staff by providing safe and inspiring workplaces, combined with a comprehensive set of individualized supports.

Progress Evidence

- Increased participation of untapped populations in district events
- Increased breadth and depth of applicant pool
- Positive ratings in job satisfaction surveys such as Top Workplaces



Strategies

1. Develop a brand strategy and practices that promote recognition and pride in Collierville Schools while celebrating successes and growing comradery.
2. Identify competencies critical to success and develop a multipoint hiring system aligned to those competencies, including a research-based employee screener.
3. Embed ongoing, research-based professional development practices that continually grow educators and provide opportunities for collaboration, peer support, and mentoring.
4. Conduct both on-the-job and exit interviews and develop feedback loops that empower faculty and staff to share successes, concerns, and ideas.
5. Provide experienced mentors for employees, including classroom teachers and school administrators, who are new to their roles.
6. Evaluate and refine workplace safety plans, equipment, and preparedness in collaboration with emergency personnel.
7. Establish baseline measures in the 2021-22 school year.

Goal II: Investing in People / Investing in Culture

Collierville Schools will nurture an inclusive environment where everyone feels welcomed, supported, and inspired, so that they can thrive in their work, learning, and relationships.

OBJECTIVE II-C

AFFIRMING AND INCLUSIVE ENVIRONMENTS

Collierville Schools will nurture culturally responsive environments that affirm and support the identities, experiences, and aspirations of all stakeholders.

Progress Evidence

- Improvement in Equity Table indicators for outcomes, program participation, and discipline (proportionality and gap closure)
- Increased staff diversity that is reflective of the student population
- Reduced incidents of bullying/harassment



Strategies

1. Develop and distribute surveys for parents, teachers, and students that assess comprehensive needs (cultural, academic, socio-emotional, etc.), thoughts, experiences, and expectations. Disaggregate results to inform action steps necessary to meet stakeholder expectations.
2. Provide district-wide professional development to address multi-cultural/diversity awareness and develop action plans based on identified needs.
3. Address stress management, communication, and other services available for students, families, and staff during visits to school faculty meetings by mental health professionals.
4. Compile a roster of nationalities and languages represented in all schools, along with a comprehensive, online calendar of cultural and religious holidays/celebrations with informative links to heighten awareness of the diverse stakeholder population.
5. Develop a Minority Educators' Round Table (MERT) at the district level for the discussion of challenges and successes and the development of strategic plans to recruit, retain, and mentor employees from traditionally underrepresented populations.
6. Design, establish, and promote a virtual academy to meet the needs of special populations of students, families, and educators.
7. Establish baseline measures in the 2021-22 school year.

Goal III: Community Engagement and Communications

Collierville Schools will continually foster strong bonds throughout the community, so that all stakeholders may benefit from mutual trust, quality relationships, information sharing, and collective support.

OBJECTIVE III-A

STUDENT-LEVEL ENGAGEMENT

Collierville Schools students will regularly and positively engage with their communities in pursuit of healthy, authentic, and practical learning experiences, while simultaneously benefitting the members of those communities.

Progress Evidence

- Student engagement in community interest surveys increases as they see the importance of community involvement
- Student survey results indicate that needs and interests are being met
- Student participation in co-curricular and extracurricular activities improves
- Percentage of students involved in community partnerships increases
- Number and depth of community-based opportunities for service learning for students and families increase
- Increased membership in the Collierville High School Alumni Association

Strategies

1. Provide students with opportunities to be engaged citizens in the community and prepared for post-secondary education and future careers through work-based learning, job shadowing opportunities, and in-school exposure to colleges and careers.
2. Conduct student surveys to assess students' needs and interests. Utilize digital platforms to track and communicate students' progress with families, as well as to provide information and resources for student development.
3. Partner with businesses, government entities, civic groups, and other community organizations to ensure that all students' academic and social needs are met.
4. Host career days/fairs in all schools to expose students to a variety of postsecondary opportunities.
5. Encourage seniors to join the alumni association upon graduation for purposes of both individual networking and collective school support.
6. Establish baseline measures in the 2021-22 school year.



The design team included staff, parents, community leaders, and—most importantly—STUDENTS, who came together to develop our Portrait of a Graduate. The pandemic and societal changes introduced an unexpected design twist, but we discovered that the goals and priorities we had set prior to the pandemic were even more essential in a world changed by the events of 2020. As stakeholders from varied backgrounds, interests, and ages, we developed a strategic plan that we believe will help students become contributing members of the community and that will ensure a strong Collierville well into the future.”

—Monica Childress, Parent and PTA Leader



Goal III: Community Engagement and Communications

Collierville Schools will continually foster strong bonds throughout the community, so that all stakeholders may benefit from mutual trust, quality relationships, information sharing, and collective support.

OBJECTIVE III-B

SCHOOL-LEVEL ENGAGEMENT

All Collierville Schools will engage their students' families through multiple means to strengthen school and family partnerships that positively affect all stakeholders.

Progress Evidence

- By evidence of sign-in forms, family participation in school activities increases
- By evidence of sign-in forms, community involvement in school activities increases
- Family survey results for school communications improve and remain at high levels (90% or above)
- Family survey results for family involvement and inclusion improve and remain at high levels (90% or above)
- Increase in fundraising participation



Strategies

1. Consistently communicate information about school functions through social media, PTA, website, e-mail, and a text messaging service in order to inform all students and families of school events and information.
2. Evaluate and assess, through surveys, each school's effectiveness with communication and inclusion of all families.
3. Provide parent nights to present curricula, programs, available resources, and other important information in an effort to engage families in their students' educational development.
4. Provide a variety of academic and non-academic events, both at school and off campus, for families to enjoy together.
5. Establish mutually beneficial partnerships between individual schools and businesses, government agencies, civic groups, and other community organizations.
6. Design opportunities and guidelines for parents, grandparents, retirees, and others to serve as volunteers in schools.
7. Establish baseline measures in the 2021-22 school year.

Goal III: Community Engagement and Communications

Collierville Schools will continually foster strong bonds throughout the community, so that all stakeholders may benefit from mutual trust, quality relationships, information sharing, and collective support.

OBJECTIVE III-C

DISTRICT-LEVEL ENGAGEMENT

Collierville Schools leaders will expand community connections by continually seeking partnerships, opportunities, and resources that can benefit both the district and the greater community.

Progress Evidence

- Family survey results about district communications increase and remain at high levels
- Increase in number of classroom grants from the Collierville Education Foundation



Strategies

1. Use technology and best practices to inform and connect with all stakeholders, including students, their parents, and the community.
2. Create welcoming opportunities for alumni, retirees, faith-based organizations, and others to participate and contribute.
3. Promote the Collierville Education Foundation and their goal of generating and distributing grants directly to teachers to enrich, enhance, and expand educational opportunities.
4. Grow and fully utilize Partners In Education to provide critical feedback regarding workforce needs, curriculum guidance, program funding, and internship opportunities.
5. Expand the capacity, reach, and functions of the district's Family Resource Center to best leverage community partners to meet student and family needs.
6. Establish baseline measures in the 2021-22 school year.



Scholarship. Integrity. Service. It is our highest wish that all of our students are prepared for a life of learning, a life of success."

—Wright Cox, Chair
Collierville Schools Board of Education



ACKNOWLEDGEMENTS

Thank you!

We are grateful to the students, teachers, administrators, Board of Education members, parents, and business and community leaders who collaborated with us to develop our Portrait of a Graduate and Strategic Plan.

Strategic Plan Leadership Team

The Strategic Plan Leadership Team met frequently with representatives from Battelle for Kids to execute the strategic planning process, finalize the goals and objectives, and craft specific strategies aligned to those objectives.

Dr. Gary Lilly – Superintendent

Jeff Jones – Assistant Superintendent

Leigh Anne Rainey – Chief Academic Officer

Lisa Higgins – Chief Technology Officer

Michele Seiler – Director of Special Education

Dr. Georgette Cleaves – Schilling Farms Elementary School Principal

Daniel Ford – Collierville High School Assistant Principal

Demetrius Marks – West Collierville Middle School Assistant Principal

Dr. Beth Sansone – Sycamore Elementary School Assistant Principal



ACKNOWLEDGEMENTS

Portrait Design Team

The Portrait Design Team members were community stakeholders, along with Collierville Schools students and employees. The team developed the district's Portrait of a Graduate, including the related graphics; identified focus areas for the strategic plan based upon a current state analysis; and provided essential feedback on draft goals, objectives, and strategies.

Priyanshu Alluri – Student
Nassir Almayahi – Student
Anthony Argiro – Student
Lauren Baker – School Counselor
Sahil Baligar – Student
Colleen Balkcom – Parent
Myles Beaupre – Teacher
Ann Blake – School Counselor
Cecelia Booker – District Administrator
Molly Brown – Student
Jenna Burke – Teacher
Preston Burleson – Parent, Business Leader
Paul Childers – School Board Member
Monica Childress – PTA President
Wanda Chism – School Board Member
Louise Claney – District Administrator
Georgette Cleaves – School Principal
Mary Corson – Parent
Wright Cox – School Board Member
Dr. Andre Crafford – School Principal
Ana Cruz Hinojosa – Student
Antoinette Davis-Curtis – Teacher
Guy Featherstone – Student
Daniel Ford – School Administrator
Maureen Fraser – Elected Official
Miles Garland – Student
Amy Geuss – Teacher
Wanda Gibbs – School Board Member
Isabel Giraldo – Parent
Liz Grasso – Parent, Business Leader
Mark Hansen – School Board Member
Corinne Harpel – Student
Cathy Harper – Parent
Amy Henson – Community Partner
Glenn Herald – Business Leader
Lisa Higgins – District Administrator
Ana Monica Hinojosa Yzcoa – Parent
Mario Hogue – District Administrator
Deanna Jones – School Principal

Jeff Jones – District Administrator
Roger Jones – School Principal
Joyce Keohane – District Administrator
Jackson Latimer – Student
Dr. Gary Lilly – Superintendent
Hallie Loynachan – Student
Demetrius Marks – School Administrator
Shy Martin – Parent
Dustin May – Parent
Bill Miles – Community Member
Nan Miller – Community Member
Shelly Misenheimer – Teacher
Justin Mitchell – Community Member
Kayden Morgan – Student
Kristie Murin – School Principal
Chris Murray – School Administrator
Leigh Anne Rainey – District Administrator
Alpesh Rambiya – Parent
Julie Reagan – School Principal
Tina Rehm – PTA President
Dave Rhylander – Community Member
Bradley Rice – Parent
Beth Robbins – School Principal
Tyler Salyer – School Principal
Dr. Beth Sansone – School Administrator
Michele Seiler – District Administrator
Karsyn Sewell – Intern, High School Alumna
Kathy Smithart – Grandparent
Mark Stanford – Parent
Cedric Stevenson – School Counselor
Anita Swindle – School Principal
David Townsend – Parent
Frank Warren – School Board Member
Chris Winton – Business Partner
Kerstin Wright – Community Member
Dr. Yonghong Jade Xu – Parent
Maureen Yarborough – Business Leader

GLOSSARY

Co-Curricular – Refers to an activity associated with the curriculum in a regular classroom that is generally required outside the school day to receive credit (marching band, for example).

Collierville Education Foundation – A 501(c)(3) tax exempt organization established in 1996 “to promote academic excellence in the Collierville Schools by generating and distributing grants directly to teachers to further enrich, enhance, and expand every child’s education.”

Culturally Responsive – Refers to the educator’s ability to employ the cultural knowledge, experiences, frames of reference, and learning styles of ethnically diverse students to make learning opportunities more relevant and powerful for them (Geneva Gay, 2010).

Data Conference – A meeting held between a teacher and a student for the purposes of reviewing results from prior assessments, identifying individual strengths and weaknesses, and assisting the student to set personal short-term and long-term academic goals.

Differentiation – The process of utilizing known differences among students to provide varied tasks and experiences that will maximize each one’s learning opportunity.

Disaggregation – The breaking down of data into smaller subpopulations—such as grade level, gender, or race—to examine trends, inform decisions, and assist with resource allocation.

Disproportionality – Refers to the overrepresentation of a particular racial or ethnic group, relative to all other groups in a school, with respect to special education placement or disciplinary consequences such as suspensions or expulsions.

Equity – The provision of the personalized resources required for each individual to achieve common goals. In other words, “Each student receives what that student needs.”

Extracurricular – Refers to an activity that is not part of the curriculum, is ungraded, offers no academic credit, and does not occur during the regular school day (cheerleading, for example).



GLOSSARY

Family Resource Center – A state-endorsed resource hub that seeks to proactively engage with the community “to empower students and families, bridging gaps to ensure they evolve together through connected systems of support.”

Feedback Loop – A human resources system that uses feedback from employees as input to improve the company’s internal structure in an effort to boost morale, job satisfaction, and employee productivity.

Growth Mindset – A fundamental belief that one’s talents are not limited, but rather can be developed over time through hard work, strategic choices, and external input.

Learning Framework – A research-informed model for instructional design that aligns learning goals with classroom activities, promotes motivating and inclusive learning environments, and effectively integrates assessment with learning.

Partners in Education – A 501(c)(3) tax exempt organization established in 2016 by local business leaders with the ongoing mission “to support Collierville youth and the school system . . . by providing field trips, mentorship, speakers, internships, and access to hands-on experiences in high demand sectors.”

Professional Learning Community (PLC) – A group of educators that meets regularly to share expertise and works collaboratively to improve both teaching and student learning.

Ready Graduate – Refers to a student graduating from a public high school in Tennessee who also meets at least one of four state-defined criteria related to college and career readiness.

Service Learning – An educational strategy that connects academic curriculum to civic or environmental problem-solving, making learning more relevant for students while simultaneously improving their local communities.

Social-Emotional Learning – A process of developing the skills, attitudes, and behaviors necessary to manage emotions, set and achieve goals, feel and demonstrate empathy for others, establish healthy relationships, and make responsible decisions.

Work-Based Learning – An educational strategy that allows students to apply acquired knowledge and skills in a real-world, work-related setting through job shadowing, internship, apprenticeship, or other learning models while still enrolled in school.





COLLIERVILLE SCHOOLS

SCHOLARSHIP · INTEGRITY · SERVICE

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