



**ELIZABETHTON  
CITY SCHOOLS**  
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# 5 YEAR STRATEGIC PLAN FOR 2025-2030



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Elizabethton City Schools, in collaboration with the Board of Education, is dedicated to fostering strong partnerships with families, the community, and educational agencies at local, state, and national levels. This strategic plan outlines our commitment to enhancing and supporting student learning and development over the next five years.

## CORE BELIEFS



### TEACHERS/STAFF

We believe that selecting, developing, and celebrating outstanding educators is essential to student success. When teachers and staff are empowered through leadership opportunities, meaningful recognition, and a culture that values their voices, they are equipped to make the greatest impact.



### SCHOOL CLIMATE

We believe that a positive school climate, rooted in safety, mutual respect, and open communication, is fundamental for learning. All students and staff deserve an environment where they feel secure, supported, and comfortable expressing their needs.



### RESOURCES

We believe that student opportunity is maximized when schools strategically secure and allocate resources. By pursuing diverse funding sources, integrating technology, and continuously evaluating resource effectiveness, we ensure all students are prepared for success in a global world.



### RELATIONSHIPS

We believe that intentional, healthy relationships among students, families, and staff create the foundation for a thriving school community. Every student should feel known, supported, and connected through strong relational networks within the school.



## **PASSIONS**

We believe that helping students identify and pursue their interests transforms their educational experience. Through mentorship, personalized opportunities, and outreach to disengaged learners, we cultivate a culture where every student finds purpose and engagement.



## **HEALTH/WELLNESS**

We believe that students learn best when their physical, emotional, and social needs are met. Proactive wellness support, including early interventions, family assistance, and the promotion of lifelong health habits, is essential to student development.



## **COMMUNICATION**

We believe in fostering a transparent and responsive communication system. By regularly sharing meaningful information and celebrating achievements with families and the community, we build trust and shared responsibility for success.



## **HIGH QUALITY INSTRUCTION**

We believe that high-quality instruction is sustained by a culture of continuous improvement. When educators are encouraged to reflect, collaborate, and support one another and are provided with effective instructional resources, students benefit through enriched learning experiences.

# **STRATEGIC INTENT**



## **VISION**

To empower every student to thrive in a dynamic, global society by providing innovative learning experiences, modern facilities, and strong community connections.



## **MISSION**

Elizabethton City Schools cultivates the academic, personal, and social growth of every student by providing high-quality instruction, nurturing relationships, and a safe and inclusive environment, preparing them to lead meaningful lives and contribute to a better world.

# STRATEGIC PRIORITIES

## 1. STUDENT SUCCESS

**GOAL:** Equip all students with the knowledge, skills, and mindset to thrive academically, socially, and emotionally.

### OBJECTIVES & STRATEGIES:

- Deliver high-quality, standards-based instruction across all grade levels.
- Use formative assessments to guide instruction and monitor progress.
- Integrate project-based learning, critical thinking, and creativity into the curriculum.
- Provide targeted interventions and enrichment opportunities.
- Expand supports for student wellness, attendance, and social/emotional development.
- Analyze assessment data to identify gaps and inform instruction.

## 2. SAFE & INCLUSIVE LEARNING ENVIRONMENTS

**GOAL:** Foster safe, supportive, and inclusive school communities where students and staff can thrive.

### OBJECTIVES & STRATEGIES:

- Promote a culture of respect, responsibility, and high expectations.
- Maintain consistent, equitable discipline policies.
- Expand school-based mental health services and wellness programs.
- Ensure every student is connected to at least one caring adult in school.
- Provide regular safety training and update emergency preparedness protocols.
- Engage students in leadership opportunities and school climate initiatives.
- Monitor and improve facilities to support safe, modern learning environments.

## 3. EXCELLENT EDUCATORS & LEADERSHIP

**GOAL:** Attract, develop, and retain highly effective educators and leaders.

### OBJECTIVES & STRATEGIES:

- Maintain competitive compensation and benefits.
- Strengthen onboarding and mentoring for new staff.
- Expand leadership development and succession planning.
- Provide ongoing professional learning aligned with district priorities.
- Support a culture of collaboration, feedback, and innovation.
- Use data from observations and evaluations to inform professional growth.
- Recognize and celebrate excellence in teaching and leadership.



## 4. FAMILY & COMMUNITY ENGAGEMENT

**GOAL:** Build strong partnerships with families and the broader community to support student learning and well-being.

### OBJECTIVES & STRATEGIES:

- Provide clear, consistent communication with families and stakeholders.
- Host regular family and community events in schools.
- Increase volunteer and mentorship opportunities.
- Build partnerships with local organizations, agencies, and businesses.
- Strengthen home visitation and outreach to high-need families.
- Collaborate with local government and law enforcement to support student safety.
- Promote transparency and shared ownership of student success.

## 5. RESOURCE STEWARDSHIP & INNOVATION

**GOAL:** Use resources effectively and strategically to support student outcomes and long-term sustainability.

### OBJECTIVES & STRATEGIES:

- Maintain a 5-year capital improvement and technology plan.
- Align budget planning with strategic priorities.
- Seek additional funding through grants and partnerships.
- Ensure timely maintenance and upgrades to facilities and equipment.
- Continue improvements to transportation, food services, and support services.
- Expand access to technology and ensure responsible digital citizenship.
- Leverage data systems to support decision-making and operational efficiency.

# MONITORING



## MONITORING & ACCOUNTABILITY

Progress toward these goals will be tracked annually using measurable indicators, including academic achievement, attendance, school climate, staff retention, and stakeholder feedback. Strategic priorities will be reviewed and adjusted as needed to ensure alignment with district needs and community expectations.

# APPENDIX

For more detailed information, please consult the following:

- Cyclone Cycle of Support
- Curriculum & Instruction Framework
- Foundational Literacy Skills Plan
- Five-Year Capital Improvement Plan
- Five-Year Technology Plan
- District Family Engagement Plan
- Family Resource Center Plan





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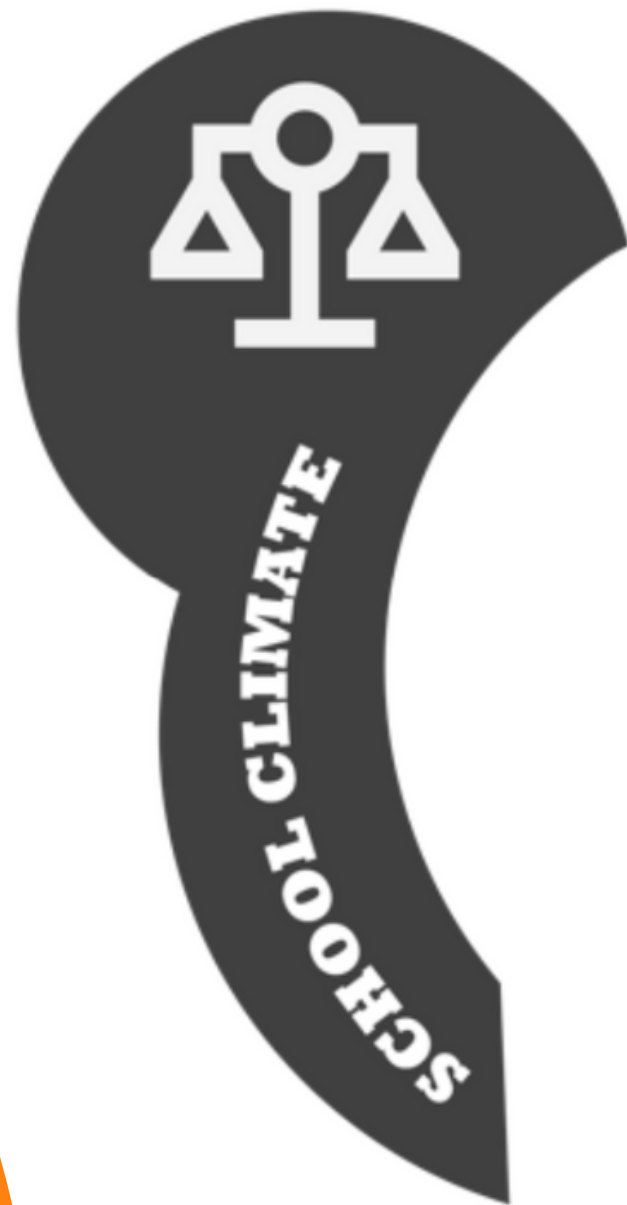


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- **Provide opportunities for professional growth and leadership development**
- **Select the "best of the best" for all positions**
- **Recognize staff accomplishments and extraordinary efforts**
- **Create an environment where all staff members' contributions and opinions are valued**



- **Build a culture where the safety of all students and staff is an expectation and priority**
- **Establish an environment where mutual respect between all students and staff is an expectation**
- **Create a climate where students feel comfortable sharing their needs with staff members**
- **Create a support structure to address the needs of students when appropriate**





- **Secure community resources necessary to assist students in attaining their learning goals and passions**
- **Pursue all funding sources available to increase student opportunities**
- **Develop a culture where feedback from all stakeholders is valued and encouraged**
- **Continuously evaluate the effectiveness of resource distribution and reallocate as needed**
- **Provide the technology resources necessary for students to compete globally for 21st-century career opportunities**



- **Be intentional about building HEALTHY relationships with students, parents, and colleagues**
- **Ensure every student has AT LEAST ONE meaningful connection with a caring adult**
- **Create opportunities for positive connections with parents early in the school year**





- **Establish a support system to identify underserved student groups and/or individuals**
- **Establish a mentoring system to help students identify and focus on their areas of interest**
- **Create a structured plan to ensure students are aware of all available opportunities and activities**
- **Develop new pathways to reach students who are not actively engaged in a course, passion, or activity of personal interest**
- **Foster an environment that encourages innovative approaches to student learning and opportunities for growth**



- **Establish an early warning system that identifies students with social-emotional concerns**
- **Create an intervention plan that addresses student health and wellness needs in a timely and meaningful manner**
- **Provide support for students and families when appropriate**
- **Encourage students to make choices that promote lifelong health and fitness**
- **Promote and support the development of healthy nutritional habits**



- **Establish a communication system to safely and efficiently share information with (and collect feedback from) stakeholders**
- **Create a culture of transparency when sharing information with stakeholders**
- **Encourage students and staff to share successes with administrators to ensure achievements are relayed to the community**



- **Develop a culture of continuous improvement where teachers modify and adjust instruction as needed, based on various sources of feedback**
- **Create an expectation where teachers are comfortable asking for assistance when needed**
- **Create an expectation where teachers are comfortable providing assistance to colleagues when appropriate**
- **Provide teachers with high-quality materials that will improve and enhance instruction**
- **Provide student learning support and enrichment opportunities for students as needed for academic achievement and growth**







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# **CURRICULUM & INSTRUCTION FRAMEWORK**

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# BELIEFS

At Elizabethton City Schools, we believe in creating a culture where every student and educator is empowered to thrive. We are committed to attracting and supporting exceptional teachers and staff, fostering safe and respectful school climates, and ensuring equitable access to the resources needed for academic and personal success. Through strong, intentional relationships and a focus on student passions, we cultivate engagement, purpose, and belonging. We prioritize the health and wellness of our students and families, knowing that well-being is foundational to learning. Transparent communication with stakeholders builds trust, while a shared commitment to high-quality instruction and continuous improvement ensures that every learner has the opportunity to achieve and grow.

At Elizabethton City Schools, we believe that high-quality instruction begins with a clear alignment to academic standards, ensuring that every student gains the knowledge and skills expected at each grade level. We also recognize that our teachers are our greatest asset in advancing student success. Guided by our core beliefs, we are committed to equipping educators with ongoing professional development, collaborative support, and access to high-quality instructional materials. We empower our teachers through investing in tools and training.





# GLOSSARY

- **CORE** is a division of the Tennessee Department of Education that provides support to ECS by providing training for leaders, teachers, and other staff.
- **ELA** is an acronym for English Language Arts.
- **EOC** is an acronym for End-of-Course state mandated tests (secondary only).
- **High-quality Instructional Materials (HQIM)** referenced in this document include Core Knowledge Language Arts (CKLA) Foundations and Knowledge, Benchmark Advance, Amplify, MyPerspectives, Tennessee Foundational Skills Curriculum Supplement (TNFSCS), Eureka Math, i-Ready Math, and Big Ideas Math.
- **Instructional Model** is a one-page model of the processes ECS follows to support student success.
- **Manipulatives** are objects that students can touch or hold to model mathematical concepts for deeper student comprehension.
- **Preparation Protocols** are templates used by teachers to prepare to teach lessons. They are utilized for reading and math.
- **Related Arts** include art, library, music, physical education, and STEM.



# GLOSSARY

- **Response to Intervention and Instruction (RTI2)** typically has three tiers (Tier I, Tier II, Tier III) which match the needs of all students within the classroom. Each tier provides differing levels of support. Providing high-quality instruction in literacy and numeracy ensures schools are better equipped to identify and address the needs of students at all levels of learning. Using programs that are supported by reliable research evidence is central to this approach. (i.e., **Tier I:** Whole Class; **Tier II:** Small group intervention; **Tier III:** Intensive intervention)
- **Scope & Sequence** describes the ideas and concepts that will be covered in a course or book within a curriculum.
- **TNFSCS** is an acronym for Tennessee Foundational Skills Curriculum Supplement, which is an open-source resource that is free and available to anyone. This curriculum supplement was developed for all teachers, parents, higher education agencies, and others to support students' foundational literacy skills acquisition.
- **Universal Screener** is an assessment conducted with all students to provide teachers with information about strengths and needs in students' basic reading, writing, and math skills.



# SCHEDULE

## ELEMENTARY DAILY SCHEDULE

Elementary school begins at 8:00 a.m. and finishes at 3:00 p.m. Our main focus when developing master schedules is to protect Tier I instructional time. At ECS, we prioritize ensuring all students consistently receive high-quality instruction in core subject areas.

### GRADES K-1

CKLA Foundational Skills & TNFSCS	60 minutes
<b>CKLA Knowledge (Science &amp; Social Studies Integrated)</b>	<b>120 minutes</b>
Eureka Math	90 minutes
<b>Supports (RTI &amp; Tutoring)</b>	<b>45 minutes</b>
Related Arts	60 minutes

### GRADE 2

CKLA Foundational Skills & TNFSCS	60 minutes
<b>CKLA Knowledge (Science &amp; Social Studies Integrated)</b>	<b>120 minutes</b>
i-Ready Math	90 minutes
<b>Supports (RTI &amp; Tutoring)</b>	<b>45 minutes</b>
Related Arts	60 minutes

### GRADES 3-5

Benchmark Advance	90 minutes
<b>i-Ready Math</b>	<b>90 minutes</b>
Science & Social Studies	90 minutes
<b>Supports (RTI &amp; Tutoring)</b>	<b>45 minutes</b>
Related Arts	60 minutes



# SCHEDULE

## SECONDARY DAILY SCHEDULE

The secondary school day officially begins for 6-12 students at 7:45 a.m. and ends at 2:45 p.m. The top priority for the master schedule is to protect Tier I instructional time. This means that at ECS we make it a priority for all students to receive consistent, high-quality instruction in the foundational subject areas. The following times are the minimum number of minutes for each subject.

### GRADES 6-8

ELA/Amplify	90 minutes
<b>Math/Big Ideas</b>	<b>90 minutes</b>
Science/SAVAAS	45 minutes
<b>Social Studies</b>	<b>45 minutes</b>
Related Arts (Fine Arts & CTE)	45 minutes
<b>Supports (RTI - for eligible students only)</b>	<b>45 minutes</b>

### GRADES 9-12

English Language Arts	90 minutes
<b>Math</b>	<b>90 minutes</b>
Science	90 minutes
<b>Social Studies/History</b>	<b>90 minutes</b>
Fine Arts	90 minutes
<b>CTE</b>	<b>90 minutes</b>
Supports (RTI - for eligible students only)	45 minutes

*\*Diverse school- and grade-level structures may have an effect on scheduling.*



# INSTRUCTIONAL SUPPORTS

## TEACHER SUPPORTS AND STRATEGIES

Teacher Leads/Department Chairs are teachers who serve as a teacher leader under the direction of the building administrator. They lead planning teams following district preparation protocols on a regular basis throughout the school year. They support the implementation of high-quality instructional materials and pacing guides.

### GRADE K-5 TEACHERS

Principals coordinate master schedules to enable teachers to collaborate by subject/grade level through virtual meetings. Professional Development days are utilized to support in-person collaborations.

### GRADE 6-12 TEACHERS

Principals coordinate schedules to enable teachers to collaborate in person by subject/grade levels.

### IMPLEMENTATION COACH

Implementation Coach aims to support teachers in implementing new curriculum through providing whole-group and job-embedded professional development. The Implementation Coach also aims to support any initiatives, such as TN ALL Corps Tutoring, changes in RTI, and Intellectual Preparation.



# INSTRUCTIONAL SUPPORTS

## TEACHER SUPPORTS AND STRATEGIES

### DISTRICT AND SCHOOL LEADERS

Principals are the instructional leaders in each school. They set the direction for instructional expectations, and they support the teachers as they meet the needs of all learners. Principals and their data teams meet with district leaders three times a year to analyze benchmark data and develop action plans to support student learning and teacher development.

District supervisors lead the process for establishing and enforcing district goals for improvement. They work with school principals to ensure consistency between district and school goals and expectations. Supervisors align district resources for professional development with district goals for curriculum and instruction. They coordinate services and department support for school communities, including Data and Assessment, Transportation, Whole Child, Special Education, English Language Learners, Technology, and Extended Learning. Supervisors manage the funds that are dedicated to the Instructional Framework. The funds come from multiple funding sources.



# LEARNING MANAGEMENT SYSTEM

## GRADES K-8

Google Classroom

- Pacing Guides
- HQIM Resources
- HQIM Slide Decks
- TDOE Blue Prints
- PLC documents/protocols (Intellectual Prep)
- Approved Supplemental materials/programs
- Grade level specific folders with additional resources
- Mastery Connect resources

## GRADES 9-12

Canvas

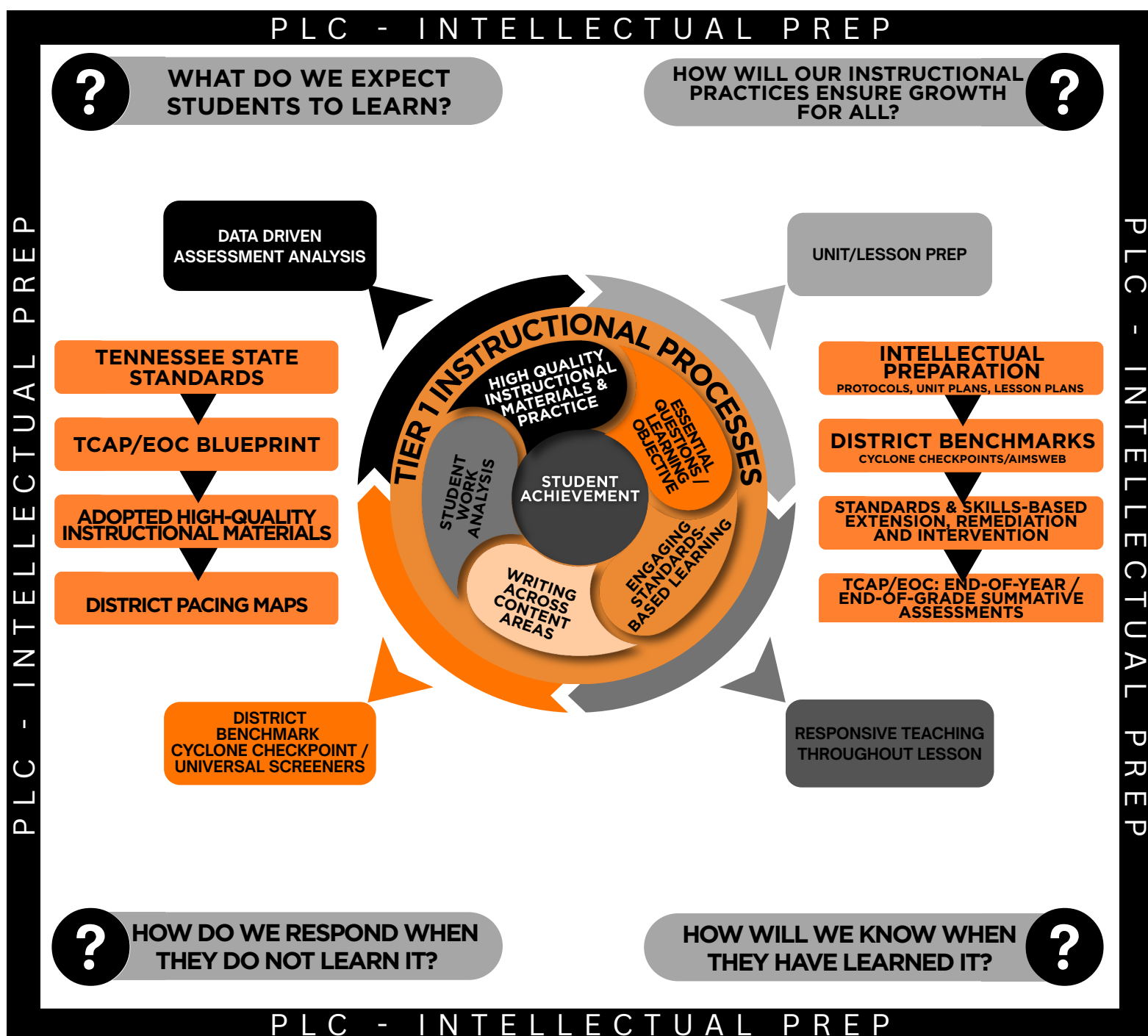
- Units
- Course syllabus
- Announcements
- Presentation slides
- Daily class work and assignments
- Mastery Connect link
- Anything to support parents helping their children at home (examples: re-teaching videos, additional practices, links to online practice)

## FAMILIES

Parent Square will be utilized as a communication tool between school and home.



# INSTRUCTIONAL MODEL







# LITERACY FRAMEWORK

## ELA K-5

Every student deserves instruction from a highly qualified teacher using high-quality instructional materials every day. To ensure this, ECS only uses materials adopted by our district for literacy instruction.

All K-5 teachers do the following:

- Ensure exclusive use of the adopted HQIM in literacy:
  - Tennessee Foundational Skills Curriculum Supplement (TNFSCS) in K-3
  - CKLA Foundational Skills Curriculum in K-2
  - CKLA Knowledge Curriculum in K-2
  - Benchmark Advance in 3-5
- **Tennessee ELA Standards**
- **Tennessee ELA Standards Guides**
- Follow district curriculum pacing
- Implement Foundational Literacy Plan

## ELA 6-12

Every student deserves instruction using high-quality instructional materials and practices every day. To ensure this, ECS only uses the materials adopted by our district for literacy instruction.

All 6-12 teachers do the following:

- Ensure exclusive use of the adopted HQIM in literacy:
  - Amplify Literacy in 6-8
  - SAVVAS My Perspectives in 9-12
- **Tennessee ELA Standards**
- **Tennessee ELA Standards Guide**



# MATH FRAMEWORK

## MATH

Every student deserves instruction using high-quality instructional materials and practices every day.

All K-12 teachers will do the following:

- Use **Tennessee Math Standards**
- Use **Tennessee Instructional Focus documents**
- Use district-adopted HQIM math curriculum
  - Kindergarten & First: Eureka
  - Second through Fifth: i-Ready
  - Sixth through Twelve: Big Ideas
- Use district benchmark assessments
- Utilize CER lessons as supplemental materials when needed

*District Adopted High-Quality Instructional Materials (Math Textbooks) 2023-2031*



# SCIENCE FRAMEWORK

Every student deserves instruction using high-quality instructional materials and practices every day. To ensure this, ECS will use the materials adopted by our district for science instruction.

All K-2 teachers will do the following:

- Use CKLA Knowledge and McGraw-Hill Tennessee Science HQIM
- Collaborate with district team to Intellectually Prepare for instruction using HQIM
- Follow curriculum pacing created collaboratively by instructional coaches and teachers

All 3-5 teachers will do the following:

- Use McGraw-Hill Tennessee Science HQIM
- Collaborate with district team to Intellectually Prepare for instruction using HQIM
- Follow curriculum pacing created by CER Pacing Teams
- Use district benchmark assessments created by Mastery Connect

All 6-8 teachers will do the following:

- Use SAVVAS: Tennessee Elevate Science HQIM
- Follow curriculum pacing created by CER Pacing Teams
- Collaborate at a grade level to Intellectually Prepare for instruction using HQIM
- Use district benchmark assessments created by Mastery Connect



# SCIENCE FRAMEWORK

All 9-12 teachers will do the following:

- Use McGraw-Hill Science Textbook Adoption HQIM
- Collaborate at a grade level to Intellectually Prepare for instruction using HQIM
- Follow curriculum pacing created by CER Pacing Teams
- EOC courses will use district benchmark assessments created by Mastery Connect



# SOCIAL STUDIES FRAMEWORK

Every student deserves instruction using high-quality instructional materials and practices every day. To ensure this, ECS only uses the materials adopted by our district for social studies instruction.

All K-2 teachers will do the following:

- Use CKLA Knowledge HQIM
- Collaborate with district team to Intellectually Prepare for instruction using HQIM
- Follow curriculum pacing created collaboratively by instructional coaches and teachers



# SOCIAL STUDIES FRAMEWORK

All 3rd-grade teachers will do the following:

- Use Studies Weekly Curriculum
- Follow curriculum pacing created collaboratively by instructional coaches and teachers
- Use district benchmark assessments created by Mastery Connect

All 4-5 teachers will do the following:

- Use Gibbs Smith Education instructional materials
- Follow curriculum pacing created collaboratively by instructional coaches and teachers
- Use district benchmark assessments created by Mastery Connect

All 6-8 teachers will do the following:

- Use Gallopade instructional materials
- Follow curriculum pacing created CER/Mastery Connect
- Use district benchmark assessments created by Mastery Connect

All 9-12 teachers will do the following:

- Use district adopted instructional materials
- US History: McGraw-Hill: United States History & Geography
- AP US History: Bedford, Freeman & Worth Publishing Group: America's History
- Human Geography: The Cultural Landscape: An Introduction to Human Geography AP Edition
- Government: Pearson Education: Tennessee Magraders American Government
- EOC courses will use district benchmark assessments created by Mastery Connect



# RTI: RESPONSE TO INTERVENTION

Across the country, states are focused on intervening at the first signs of academic challenges, often called a Response to Intervention (RTI) method, to address deficits in student learning. In Tennessee, we have Response to Instruction and Intervention (RTI2), which is Tennessee's academic three-tiered framework for teaching and learning. RTI2 begins with high-quality, differentiated instruction throughout the day and emphasizes intervening with struggling students to avoid prolonged academic difficulties.

## ELA RESPONSE TO INTERVENTION

- Students are identified for ELA RTI through a battery of assessments, including Universal Reading Screener (Aimsweb-URS) and other individual student data (attendance, behavior, class performance, etc.).
- Once students are identified, a Survey Level Assessment is administered to determine specific components of reading skills that need to be addressed during intervention time.
- RTI2 ELA is implemented across grades K-12.
- Each intervention session is 45 minutes in length.
- Evidence-based reading programs and instruction are based on the skill(s) identified as needing improvement and then wrapped back into grade-level standards.
- Progress monitoring is conducted with Aimsweb throughout the year to monitor students' progress toward mastery of the identified reading skills.



# RTI: RESPONSE TO INTERVENTION

## MATH RESPONSE TO INTERVENTION

- Students are identified for Math RTI through a battery of assessments, including Universal Screener (Aimsweb) and other individual student data (attendance, behavior, class performance, etc.)
- Once students are identified, a Survey Level Assessment is administered to determine specific components of math skills that need to be addressed during intervention time.
- RTI2 Math is implemented across grades K-12.
- Each intervention session is 45 minutes in length.
- Evidence-based math programs and instruction are based on the skill(s) identified as needing improvement and then wrapped back into grade-level standards.
- Progress monitoring is conducted with Aimsweb throughout the year to monitor students' progress toward mastery of the identified math skills.



# TUTORING

ECS will follow the TN ALL Corps model of tutoring. The TN ALL Corps tutoring model offers targeted instruction for 30-45 minutes, 2-3 times per week in small groups. The content follows a Learning Acceleration approach, helping students access grade-level content by frontloading upcoming concepts, extending practices of grade-level content, or revisiting skills and standards. By aligning content in tutoring with content in core classroom instruction, the model ensures instructional coherence and expands access to grade-level content.

ECS tutoring will focus on English Language Arts (ELA) in grades K-5. Priority students will receive tutoring 2 times a week. Each session provides 45 minutes of targeted instruction. Tutor, student ratio will be 1:3. Student data (i.e., TCAP, classroom grades, attendance, URS scores, prior retention, etc.) will be utilized to identify Priority students for tutoring.





# ASSESSMENTS

## STUDENT ASSESSMENTS

### CYCLONE CHECKPOINTS

District benchmark assessments (Cyclone Checkpoints) are administered three times a year in traditional year-long scheduled courses and once a semester in block-scheduled EOC courses. Cyclone Checkpoints are designed to align with standards assessed on TCAP and are created by Mastery Connect. Assessments are used to determine whether our HQIM are meeting the needs of all students and are used by teachers to determine re-teaching plans. Students in grades 3-12 take Cyclone Checkpoints in all four core subject areas.

### UNIVERSAL SCREENERS

The Aimsweb is utilized as our universal reading, writing and math screeners. Aimsweb has been identified as the TDOE Universal Reading Screener. It complies with RTI2 and Say Dyslexia requirements. Aimsweb is our progress monitoring tool for all grades.



# OUR SCHOOLS

## ***East Side Elementary***

800 Siam Road  
Elizabethton, TN 37643  
(423) 547-8010  
<https://ese.ecschools.net/>

## ***Harold McCormick Elementary***

226 Cedar Ave  
Elizabethton, TN 37643  
423-547-8020  
<https://hme.ecschools.net/>

## ***West Side Elementary***

1310 Burgie St  
Elizabethton, TN 37643  
423-547-8030  
<https://wse.ecschools.net/>

## ***T.A. Dugger Junior High School***

305 W E St  
Elizabethton, TN 37643  
423-547-8025  
<https://tad.ecschools.net/>

## ***Elizabethton High School***

904 Jason Witten Way  
Elizabethton, TN 37643  
423-547-8015  
<https://ehs.ecschools.net/>

## **Elizabethton City Schools**

### Foundational Literacy Skills Plan

Last Updated: April 27, 2023

Approved: May 17, 2024

This Foundational Literacy Skills Plan has been approved by the Tennessee Department of Education and meets the requirements of the *Tennessee Literacy Success Act*. All portions of the Foundational Literacy Skills plan were submitted to the department and approved. To view the supplemental artifacts, please contact the district directly.

### **Daily Foundational Literacy Skills Instruction in Grades K-2**

In Elizabethton City Schools, students from Kindergarten through Second grade dedicate an average of 60 minutes each day to Foundational Skills instruction. This instruction is anchored within the Tennessee State Standards, serving as the overarching framework for all classroom activities. The curriculum for these grades relies on High-Quality Instructional Materials provided by Amplify, Skills and Core Knowledge, or CKLA.

Within the daily English Language Arts (ELA) block for Kindergarten through Second grade, students receive focused and explicit instruction, coupled with ample opportunities for practice, in various aspects of language acquisition. This includes phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Elizabethton City Schools prioritizes the professional development of its elementary teachers, ensuring they are equipped with the necessary skills and knowledge to effectively deliver early reading instruction. Participation in the Tennessee Early Reading Foundational Skills training has been instrumental in shaping the approach to early reading skills instruction within the district.

Moreover, the utilization of the Early Literacy Networks Grant has played a pivotal role in further enhancing Foundational Skills instruction and sustaining the implementation of High-Quality Instructional Materials across Elizabethton City Schools. All instructional efforts are closely aligned with the Tennessee state standards, ensuring coherence and consistency in educational delivery.

Ultimately, Foundational Skills instruction serves as the cornerstone of the curriculum, with daily lessons designed to provide explicit instruction and practice in phonemic awareness, phonics, fluency, vocabulary, and comprehension, laying a solid foundation for students' language development and literacy skills.

### **Daily Foundational Literacy Skills Instruction in Grades 3-5**

Elizabethton City Schools dedicates an average of 64 minutes daily to Foundational Skills instruction for students in grades three through five. This instruction adheres to the Tennessee State Standards, which serve as the guiding framework for all classroom activities. In 2020, the district adopted High-

Quality Instructional Materials, Benchmark Advanced, for these grades, which were subsequently implemented during the 2020-2021 school year.

Each day, the English Language Arts (ELA) block for grades 3-5 is structured to provide explicit instruction and student practice in various components of reading, including morphology, fluency, grammar, spelling, vocabulary, writing, and comprehension. An evidence-based approach is employed to deliver effective instruction utilizing our adopted High-Quality Instructional Materials. This structured approach involves several key elements:

- Read-Aloud sessions to engage students and promote comprehension.
- Mini lessons focusing on metacognitive skills, comprehension strategies, vocabulary development, word study, grammar, and language.
- Small group reading activities and independent reading, with opportunities for individualized support and conferencing.
- Mini lessons on writing skills to enhance students' writing abilities.
- Independent writing time with opportunities for conferencing to provide personalized feedback.

In line with a commitment to continuous improvement, elementary teachers in Elizabethton City Schools participated in the Tennessee Early Reading Foundational Skills training. Our goal is to ensure sustainability with this training by providing teacher support throughout the year.

### **Approved Instructional Materials for Grades K-2**

Amplify Core Knowledge Language Arts

### **Approved Instructional Materials for Grades 3-5**

Benchmark Advance

### **Supplemental Instructional Materials**

We use the following supplemental materials: Advanced Word Study: Accelerated learning of multisyllabic word reading and morphology - used in Grades 3-5

### **Universal Reading Screener for Grades K-5. This screener complies with RTI2 and Say Dyslexia requirements.**

We administer the Tennessee Universal Reading Screener, aimswebPlus, to our students in grades K-5.

### **Intervention Structure and Supports**

Students in grades K-5 undergo Universal Screening three times per year to assess their academic progress. The screenings are strategically timed: Fall, Winter, and Spring utilizing the AimswebPlus assessment tool. Each elementary school employs at least two interventionists, one for English Language Arts (ELA) and one for math, who collect and analyze student data from multiple sources and provide individualized intervention. Students scoring below the 25th percentile on these

screenings undergo further assessment using tools such as the Spelling Inventory, PASS, PWRS, S.P.I.R.E, and WADE to pinpoint reading deficiencies and determine appropriate interventions.

Data teams composed of teachers, interventionists, school counselors, and administrators convene to analyze student data and decide on intervention strategies tailored to each student's specific skill deficiencies. Students then receive 45 minutes of tiered interventions daily, during which other school activities are suspended to ensure focused intervention. TIER II intervention, provided in small groups, is delivered by classroom teachers or designated TIER II interventionists for students scoring between the 16<sup>th</sup> and the 40th percentile (at risk for significant reading deficiency) and demonstrate a need for support from multiple sources of data (benchmark testing, classroom assessments, etc.). TIER III intervention is for students scoring at or below the 15th percentile (significant reading deficiency) and for those who demonstrate a need for support from multiple sources of data. Tier III support is administered by interventionists.

Various intervention programs are employed, including S.P.I.R.E., Wilson Reading System, Words Their Way, Sidewalks, and the West VA Phonics Program. Progress monitoring is conducted bi-weekly across grades K-5, and fidelity checks are conducted each semester by building-level administrators. At the four-and-a-half-week mark, data teams reconvene to analyze progress and decide on the continuation, alteration, or termination of interventions, or whether a special education referral is warranted. Regular communication with parents occurs at each four-and-a-half-week check and after each Universal Screening.

### **Parent Notification Plan/Home Literacy Reports**

Elizabethton City Schools utilizes the ESGI program for grades Kindergarten and one. This tool offers a comprehensive assessment of students' mastery of standard-aligned skills, with detailed reports provided to parents alongside quarterly report cards.

Emphasizing the critical role of reading proficiency by third grade, school administrators and teachers actively communicate this message at various events, including PTO gatherings, school events, parent involvement sessions, and parent/teacher conferences. Each elementary school's handbook thoroughly outlines reading assessments and their significance.

The school system conducts Universal Screeners (AimswebPlus) three times a year for students in grades K-5. Parents receive updates on their child's progress following each screening. Students scoring at or below the 25th percentile in Early Literacy and Reading Composites are identified as at-risk for significant reading deficiencies. Parents are promptly informed of their child's scores through parent-friendly written communication, accompanied by a detailed screening report that includes a clear explanation of skills gaps and the depth and extent of student need. We also provide information on how the gaps will be addressed during intervention. Additionally, parents are provided with an RTI<sup>2</sup> brochure to aid their understanding of Response to Instruction and Intervention supports. These home reports also include information on the pathway to 4<sup>th</sup> grade.

Students identified as at-risk receive tiered interventions tailored to their specific skill deficiencies, with progress monitoring weekly. Every 4 ½ weeks, parents receive written updates on their child's

progress through parent letters and progress monitoring reports. Interventionists also hold parent conferences to discuss students' reading skill progress.

Elizabethton City Schools offer no-cost reading activities to families to support student learning at home. Collaborating with the Governor's Early Literacy program, ECS has implemented various initiatives, including the Betsy Book Bus, and the Summer K-3 Reading initiative which provided books and resources to students over the summer break. Each elementary school hosts Parent Involvement Activities focused on literacy, such as Make-it, Take-it Workshops, Book and Treat Night, and the Winter Survival Guide, which equips parents with materials and guidance for supporting reading activities at home. Encouraging parental involvement, the schools promote both shared reading experiences and independent reading among children.

### **Professional Development Plan**

Elizabethton City Schools have developed a comprehensive professional development plan for ELA teachers involving a multifaceted approach aimed at enhancing teaching practices and promoting continuous growth. This plan integrates various elements, starting with regular professional learning community (PLC) meetings where teachers collaborate, share insights, and refine their instructional strategies. There is a focus on phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. These PLC sessions serve as forums for exchanging best practices, analyzing student data, and discussing pedagogical techniques.

In tandem with PLC support, the plan emphasizes structured unit and lesson preparation. Teachers engage in workshops focused on curriculum design, differentiated instruction, and assessment strategies grounded in phonics-based approaches. Through these sessions, educators prepare for units and lessons from their High-Quality Instructional Materials that align with standards, incorporate diverse learning modalities, and cater to the needs of all students.

The professional development plan underscores ongoing mentorship and coaching opportunities, where experienced educators provide guidance and feedback to their peers. Through observations and constructive dialogue, teachers refine their instructional practices, cultivate reflective habits, and foster a culture of continuous improvement within the school community.

In addition to all the above, Elizabethton City Schools prioritizes sustaining the Read 360 initiative by ensuring all new teachers complete the Week 1 modules. Teachers are encouraged to also attend Week 2 of the Early Literacy Training. Additional plans are in place for teachers who have already completed Week 1 to refresh their foundational skills instructional strategies by repeating Course 1 of the Reading 360 Early Literacy Training.

Overall, this holistic professional development plan aims to empower teachers with the knowledge, skills, and support they need to deliver high-quality instruction, ultimately leading to improved student outcomes and a culture of lifelong learning.



# FIVE-YEAR CAPITAL EXPENDITURES (2025-2029)

## 2025-2026

One (1) 66 Passenger Bus	\$ 120,000
Recurring Camera Replacement (Phase I)	\$ 15,000
Recurring Six-Year Computer Replacement Cycle in All Schools	\$ 115,000
<b>Total</b>	<b>\$ 250,000</b>

## 2026-2027

One (1) 66 Passenger Bus	\$ 120,000
Complete Tile Replacement on Second Floor at TAD	\$ 40,000
New Roof at Central Office	\$ 250,000
Replace Air Handlers in EHS Gym	\$ 200,000
Recurring Six-Year Computer Replacement Cycle in All Schools	\$ 115,000
<b>Total</b>	<b>\$ 725,000</b>

## 2027-2028

One (1) 66 Passenger Bus	\$ 120,000
Update Electrical & Plumbing at East Side Elementary	\$ 350,000
Turf Replacement for Citizens Bank Stadium on Campus of EHS	\$ 600,000
Recurring Six-Year Computer Replacement Cycle in All Schools	\$ 115,000
Climate Control Replacement Cycle in All Schools	\$ 50,000
HVAC Unit/Heat Exchanger Replacement Cycle in All Schools	\$ 75,000
<b>Total</b>	<b>\$ 1,310,000</b>

## 2028-2029

Construct New Eight Classroom Addition at TAD (Classrooms, Restrooms, Offices)	\$ 8,000,000
Remove and Replace Grandstands at TAD Stadium	\$ 500,000
Relocate Boiler from HME to EHS	\$ 75,000
Update Electrical & Plumbing at West Side Elementary	\$ 350,000
Recurring Six-Year Computer Replacement Cycle in All Schools	\$ 115,000
Climate Control Replacement Cycle in All Schools	\$ 50,000
HVAC Unit/Heat Exchanger Replacement Cycle in All Schools	\$ 75,000
<b>Total</b>	<b>\$ 9,165,000</b>

## 2029-2030

Remove Asbestos Material from HME & Electrical/Plumbing Update (Phase II)	\$ 3,000,000
One (1) 66 Passenger Bus	\$ 120,000
Additional 4-Classroom/Restroom Additions at HME, & WSE	\$ 7,000,000
Recurring Six-Year Computer Replacement Cycle in All Schools	\$ 115,000
Climate Control Replacement Cycle in All Schools	\$ 50,000
HVAC Unit/Heat Exchanger Replacement Cycle in All Schools	\$ 75,000
<b>Total</b>	<b>\$ 10,360,000</b>





# FIVE-YEAR TECHNOLOGY PLAN (2025-2030)

## OBJECTIVE

To provide an overview of the district's technology goals to enhance technology infrastructure while increasing innovation in digital learning for students and staff.

## INFRASTRUCTURE

### NETWORK

- Over the next 5 years look to upgrade our wireless access network to take advantage of newer wireless technology for increased speed and performance. Leverage E-Rate Category 2 funding to help offset costs.
  - *Estimated completion date: 2030.*

### SERVERS

- Upgrade and virtualize existing servers leveraging the versatility and lower hardware costs of virtualization. The reduced up-front hardware costs can be put towards the price of the server upgrades.
  - *Estimated completion date: 2029.*

### SECURITY

- Increase Avigilon security camera and door access control footprint.
  - *Estimated completion date: Annual.*
- Physical server upgrades would be handled by virtualization and the projected network improvements would address the increased bandwidth requirements of the additional devices. Leverage security grants to help offset the costs as well.
  - *Estimated completion date: 2029.*

## DEVICES

### STUDENT

- Continue with our annual replacement of Chromebooks to ensure that the devices the students use are current and in good condition.
  - *Estimated completion date: Annual.*
- Expand our Follett Resource Manager to not only help inventory and manage Chromebooks but also to help improve school-wide inventory tracking for all items.
  - *Estimated completion date: 2027.*





# FIVE-YEAR TECHNOLOGY PLAN (2025-2030)

## DEVICES, CONT.

### STAFF

- Work on a set budget cycle for school Windows based device replacement. This will ensure faculty and staff devices are always current and in good condition.
  - *Estimated completion date: 2027 and then annual.*
- Leverage existing Microsoft Intune licensing for management of those devices.
  - *Estimated completion date: 2026.*

### ROOM

- Evaluate Boxlight touchscreen TVs in classrooms. Ensure they are up to date and in good repair. Plan additional purchases of the devices as classrooms are added.
  - *Estimated completion date: Annual.*
- Evaluate additional technology requirements for classrooms based on grade level and subject taught yearly to plan for technology replacements due to age or curriculum changes. Funds for some of these replacements would come from CTE, Special Education, or Title depending on the classroom and/or school.
  - *Estimated completion date: Annual.*

## SOFTWARE

### STAFF

- Annually evaluate all existing software used for quantity, effectiveness, and compliance to make changes as needed.
  - *Estimated completion date: Annual.*
- Continue to leverage existing Microsoft licenses to introduce additional security measures and to reduce other license costs where products overlap.
  - *Estimated completion date: 2027.*
- Expand Veeam Backup software licenses for additional servers.
  - *Estimated completion date: 2026.*

### INSTRUCTIONAL

- Annually evaluate all existing software with input from school faculty and administration to address any changes/needs with current offerings.
  - *Estimated completion date: Annual.*



# FIVE-YEAR TECHNOLOGY PLAN (2025-2030)

## SOFTWARE, CONT.

### INSTRUCTIONAL, CONT.

- Purchase AI software to ensure students and teachers are not only compliant in their use but are learning to use this new technology safely and effectively.
  - *Estimated completion date: 2025.*
- Evaluate Google for Education licensing and see if the higher tier plans are needed for current and future use.
  - *Estimated completion date: 2027.*

## TRAINING

### STAFF

- Increase offerings for in person and digital training for the multitude of software packages the district supports.
  - *Estimate completion date: 2027.*
- Some training may be addressed by Personal Development training and others would need to be more focused based on the role of the employee.
  - *Estimated completion date: Annual.*

### TECHNOLOGY

- Leverage online virtual training for more advanced networking and server management while reducing potential down time for technology staff.
  - *Estimated completion date: Annual.*
- Expand training to include security infrastructure and VoIP products.
  - *Estimated completion date: 2026.*

***Elizabethton City Schools  
District Parent & Family Engagement Plan  
2025 – 2026 Revision***

In support of strengthening student academic achievement, Elizabethton City Schools receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the district's expectations and objectives for meaningful parent and family engagement and describes how the district will implement specific parent and family engagement activities.

Elizabethton City Schools agrees to implement the following requirements as outlined by Section 1116:

- The school district will put into operation programs, activities, and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.
- Consistent with Section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESSA and include as a component a school-parent compact consistent with Section 1116(d) of the ESEA.
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of families with limited English proficiency, limited literacy, disabilities, migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language families understand.
- If the district plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the families of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state department of education.
- The school district will be governed by the following definition of family engagement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition in Section 8101 of the ESSA:
  - Family engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (A) families play an integral role in assisting their child's learning
    - (B) families are encouraged to be actively involved in their child's education at school
    - (C) families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
    - and

(D) other activities are carried out, such as those described in Section 1116 of the ESEA.

#### **COLLABORATIVE PARTNERSHIP:**

Elizabethhton City Schools will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESEA:

The ECS District Improvement Plan (DIP) team is involved in the development of our district parent and family engagement plan. The DIP team, comprised of administration, teachers, and parent representatives, meets annually to discuss, and provide input for school improvement and parent and family engagement planning based on identified needs, data analysis, input from families, and results from annual surveys. Cultural, economic, language, and demographics will be given attention in planning family engagement events and activities.

Additionally, family input and comments regarding this plan are welcome during the school year through an online form. The plan is posted on our website for families to view and submit feedback throughout the year. All feedback received during the year will be used to revise the plan for the next school year. We distribute an annual survey to ask parents for their suggestions on the plan and the use of funds for family engagement. Families can also give feedback during several meetings and activities during the school year.

#### **TECHNICAL ASSISTANCE:**

Elizabethhton City Schools will provide the following coordination, technical assistance, and other support necessary to assist and build the capacity of all Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education:

ECS provides support to our Title I schools through our district family engagement liaison who works directly with the parent involvement coordinators at each school. The family engagement liaison consults with school coordinators in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. ECS also provides videos, Tuffy PEP Talks, that highlight curriculum, programs, and resources for parents to help their children succeed in school. Our Family Engagement webpage is updated regularly and includes the PEP videos, family resources, and links to local community organizations that assist families with children.

#### **ANNUAL EVALUATION**

Elizabethhton City Schools will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by families in activities (with particular attention to families who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also include identifying the

needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective family engagement and to revise, if necessary, its parent and family engagement policies.

ECS will conduct an annual evaluation to help us identify the needs of all our students' parents and family members. Feedback from parent involvement activities, teachers, and parent surveys will enable us to revise plans and activities and better support our students with more effective family engagement.

#### **RESERVATION OF FUNDS:**

Elizabethton City Schools will involve the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools.

ECS receives more than \$500,000 in Title 1 Part A funds and does set back the required 1% to be provided to the Title I schools for Parent Involvement. During the Title I annual meeting principals shall share budget information pertaining to Title I funds that are received and shall request input regarding the use of these funds from parents (in writing). The principal can then convene with the Parent Involvement Committee and discuss the recommendations and determine the best use of funds and whether the recommendations are allowable expenditures. Lastly, it will be determined if the use for the funding is supplementing or supplanting.

#### **COORDINATION OF SERVICES:**

Elizabethton City Schools will coordinate and integrate parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs that encourage and support families in more fully participating in the education of their children by:

The ECS staff includes a district family engagement liaison who consults with the school parent involvement coordinators to ensure we offer quality parent and family engagement programs and activities for our district community. Our programs and activities are designed to assist parents in participating in their child's education. Resources are offered to engage families in helping their children succeed in school. We provide Tuffy PEP talk videos for parents to help them transition into elementary, middle, and high school. The videos provide helpful tips for parents on preparation and registration as well as suggestions on how to help their child transition into each school setting.

#### **BUILDING CAPACITY OF PARENTS AND FAMILY MEMBERS:**

Elizabethton City Schools will, with the assistance of its Title I schools, build families' capacity for strong family engagement by providing materials and training on such topics as literacy training and using technology (including education about the harms of copyright piracy) to help families work with their children to improve their children's academic achievement. Assistance will also be provided to parents and families in understanding the following topics:

- The challenging state academic standards;
- The state and local academic assessments including alternate assessments;
- The requirements of Title I, Part A;
- How to monitor their child's progress; and
- How to work with educators.

**Examples of how ECS will build the capacity of parents and family members:**

- Title I Annual Meetings at each school
- Grade-level specific parent meetings for school transitions
- Parent Involvement events to develop shared partnerships for student learning
- Tuffy PEP Talks to assist parents with developing their child's learning at home
- Workshops specifically designed to target communication with parents
- District Newsletters
- School Newsletters
- Board Policies
- Phone calls and messaging apps

**BUILDING CAPACITY OF SCHOOL STAFF:**

Elizabethton City Schools will, with the assistance of its schools and families, educate its teachers, specialized instructional support personnel, principals, other school leaders, and other staff on the value and utility of contributions of families, and on how to reach out to, communicate with, and work with families as equal partners, implement and coordinate parent programs, and build ties between families and schools by:

- Involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- Providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Training families to enhance the involvement of other families.
- Maximize family engagement and participation in their children's education, arranging school meetings at a variety of times or conducting virtual conferences between teachers or other educators who work directly with participating children, with families who are unable to attend those conferences at school.
- Adopting and implementing model approaches to improving family engagement.
- Establishing a districtwide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs.
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family engagement activities.

**Examples of how ECS will build the capacity of school staff:**

- Annual review of Title I funds and resources by principals and/or parent involvement coordinators
- Review of family engagement surveys to improve parent involvement effectiveness and participation
- Focus on school transitions and prepare students and parents for ease of transitioning into



grades K and 6.

- Faculty discussions on best practices for parent involvement and family engagement
- Plan Parent Involvement events that develop shared partnerships for student learning
- Faculty participation in Tuffy PEP Talks to assist parents with developing their child's learning at home
- Faculty and staff workshops specifically designed to target communication with parents
- New Teacher Induction training on building relationships with parents
- Build partnerships with local agencies, businesses, and churches to develop support systems for family engagement events
- Utilize our Coordinated School Health Director and School Social Worker to educate school staff on community resources and best practices for working with families, and
- Board Policies





# FAMILY RESOURCE CENTER

## NUTRITION/ STUDENT AND FAMILY ENGAGEMENT

By May 2026, our ESP (extended school) program will implement a school garden and food origin demonstration into instruction, ensuring that at least one school site establishes a sustainable project that showcase where food comes from. Success will be measured by a 20% increase in students' knowledge of the origin of food.

By September 2025, apply for grants and gain community partners to support garden-based learning and food origin education.

By November 2025, I will work with HME ESP site to develop a garden, hydroponic systems, farm-to-school activities, or other creative demonstrations that help students understand food origins.

By March 2026, facilitate communication among the participating staff and other interested ESP sites to share best practices, project ideas, and sustainability strategies.

By May 2026, collect data on staff participation, project implementation, and student knowledge of the origin of food.

## SCHOOL COUNSELING, PSYCHOLOGICAL, AND SOCIAL SERVICES

### YEAR ONE

By May 2026, Elizabethton City School District will develop and implement a plan for a therapy dog program in \_\_\_ identified school, as measured the secured funding sources, completed staff and dog training, and finalized implementation plan.

By August 2025, identify key stakeholders including, but not limited to, school counselors, administrators, community partners and district staff for the therapy dog program, and determine logistics such as funding sources, training requirements, insurance needs, and district policies.

By October 2025, we will procure a therapy dog, equipment and materials, and identify handler.

By February 2026, all required training for the therapy dog and handler will be completed, and a draft of implementation will be shared with the district and identified school administration for feedback.

By May 2026, facilitate implementation training to identify school leadership and develop actionable goals for the upcoming academic year based upon feedback.





# FAMILY RESOURCE CENTER

## SCHOOL COUNSELING, PSYCHOLOGICAL, AND SOCIAL SERVICES CONT.

### YEAR TWO

By May 2027, Elizabethton City School District will implement a comprehensive therapy-dog program in identified school, with at least 85% of surveyed participants reporting a positive impact on school climate and student engagement.

By July 2026, facilitate training and professional learning to staff of identified schools on the implementation of a comprehensive therapy-dog program.

By August 2026 and weekly thereafter, implementation of a comprehensive therapy-dog program. Therapy dog leader will work alongside district and school leadership to assess programmatic elements in real time and adjust as needed.

By January 2027, draft and discuss scaling plan to expand therapy dog program to additional schools that include additional funding mechanisms, handlers, etc. The plan will be presented to the district and school leadership.

By May 2027, assess and analyze data on year one successes and provide snapshot highlights to each identified school on their specific metrics as well as district leaders. Make necessary adjustments for the upcoming academic year based upon feedback.

### LITERACY

By May 2026, The FRC will assist the Betsy Book Bus with the needed remold to continue the program. FRC will equip the bus with food boxes and hygiene bags. Improvements to the bus program will show a 5% increase in participation of students in the program.

By August 2025, the FRC Director, CSH, and Book Bus Coordinator will have secured funds for needed repairs for the bus.

Ongoing, the FRC will routinely ensure that the bus is well stocked with food boxes and hygiene bags.

By May 2026, FRC Director and Book Bus Coordinator will review data of student participation and project implementation.



# FAMILY RESOURCE CENTER

## COMMUNITY PARTNERSHIPS

By May 2025, FRC will have a 10% increase in community partnerships, volunteers, and in-kind donations.

By August 2025, FRC Director will make calls, email, attend meetings, and/or write letters to local businesses, churches and community agencies to showcase FRC mission, needs, and upcoming events.

By November 2025, FRC Director will utilize social media and other means of communication to advertise needed donations and volunteer opportunities.

By May 2026, FRC Director will distribute a survey to community partners and advisory council to receive feedback on partnerships.