



Tompkinsville Elementary



Monroe County High



Joe Harrison Carter Elementary



Gamaliel Elementary



Monroe County Middle

Monroe County Schools Strategic Plan

Building Our Future By Serving Students

2009-2014

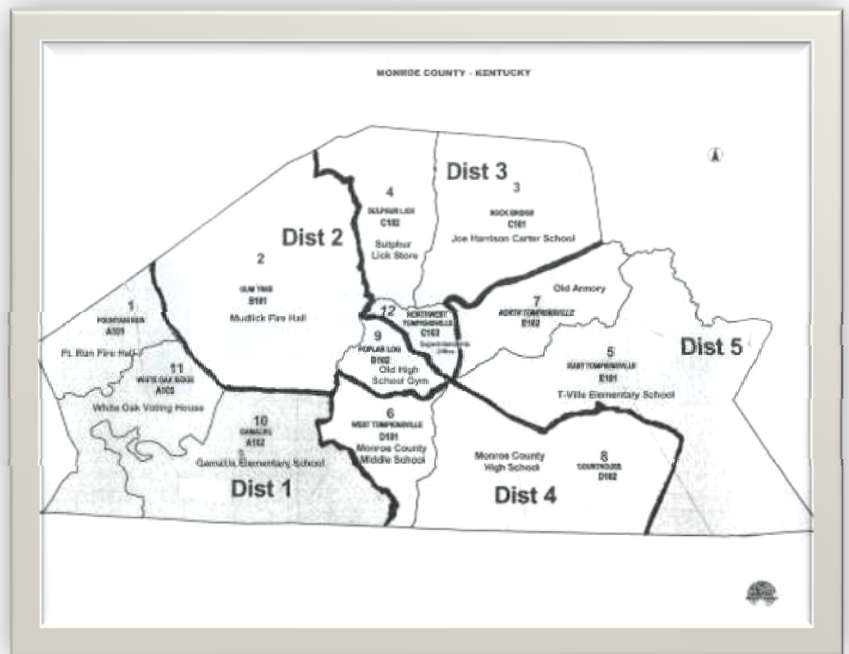


2009-10 Board of Education Members



Front Row (L to R): Lewis Carter (Superintendent); Dr. Michael Carter (Chairman);
Eddie Proffitt (Vice Chairman)
Back Row (L to R): Todd Burgess, Toby Chapman, Shane McPherson

- District 1 - Todd Burgess**
- District 2 - Shane McPherson**
- District 3 - Toby Chapman**
- District 4 - Eddie Proffitt**
- District 5 - Dr. Michael Carter**

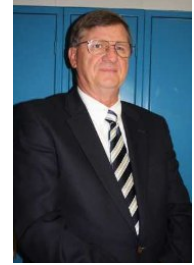




Dr. William Michael Carter represents District 5 of the Monroe County School Board district. He has been a school board member for the past 3 years. Dr. Michael is a graduate of Tompkinsville High School as well as the University of Louisville and has a family practice in Tompkinsville. He proudly serves on the executive council for the Boy Scouts of America. His wife is the former Terry Lynn Hagan and they have four children: Allison Rains, John Michael, and twins Cassidy and Caroline.

Dr. Michael Carter, District 5 (Chairman)

Eddie Proffitt, who represents District 4 of the Monroe County School Board District, has been a member for a total of 13 years. He is a real estate agent and auctioneer with Proffitt Real Estate and also a co-owner of the business. A graduate of Tompkinsville High School, Mr. Proffitt continued his education by taking several college hours in real estate. He is a member of the Chamber of Commerce, the Fountain Run Masonic Lodge and participates in local charity events and fundraisers. He and his wife, Sharon Barnes Proffitt, have one son William H. (Billy) Proffitt. When asked about his service on the board, Mr. Proffitt said, "I enjoy serving on the Monroe County Board of Education and hope I can make a difference in the lives and education of the youth in Monroe County".



Eddie Proffitt, District 4 (Vice Chairman)



Todd Burgess represents District 1 of the Monroe County School Board District, which includes Gamaliel, Ft. Run and White Oak Ridge. Todd has completed 10 years of consecutive service with the board. He is the co-owner of B&B Farm Supply and Hardly Able Dairy. He is a graduate of Gamaliel High School and completed one year of undergraduate work in college. Along with running his own business, Todd is also a certified fire fighter for the Gamaliel Volunteer Fire Department where he has served for the past 18 years. He is a member of the Gamaliel Lions Club and the Corporate Board of Directors for Dairy Farms of America. The Monroe County Falcons Basketball team also enlists his services as the official scorekeeper, which he has done for the past several years. Todd and his wife Kerri (Patterson) have two daughters, Gabrielle – a senior at Monroe County High School and Terin Coe. Terin is married to Jeb Coe and they have one son, Jesse. Mr. Burgess said, "I am proud to serve on the school board during this time of increasing test scores and growth in our district. I have enjoyed the past 10 years being a part of the building projects and additions that have been accomplished".

Todd Burgess, District 1

Shane represents District 2 of the Monroe County School Board district in which he is completing 4 years of service on the school board. He is the President of Tri-C Farms, Vice-President of Highland Ridge Assisted Living Facility, Palmer Place Assisted Living Facility and Companion Care Services. Shane graduated from Monroe County High School and Western Kentucky University where he received a Bachelor of Science degree. He is a Deacon of the Flippin Church of Christ and volunteers his time as a little league basketball coach. Shane is married to Shaun Brantley McPherson and they have three children. Chandler attends the high school, Cade is at Gamaliel Elementary and Chesney is still at home. Mr. McPherson said, "I am honored to serve on the school board. It is a privilege to be affiliated with a district that is focused on providing students with an individualized and challenging education that will prepare them for success throughout their lives."



Shane McPherson, District 2



Toby Chapman, who represents District 3 of the Monroe County School Board District, was sworn in to serve his first term beginning January, 2009. He is the owner of Chapman's Garage in the Rockbridge community. A graduate of Monroe County High School, Toby is also the chief of the Monroe County Fire and Rescue Squad and has taken several college hours related to this position. He is married to Lisa (Hutcherson) Chapman and they have one daughter, Lauren, who attends Monroe County Middle School. When asked about his service on the Monroe County School Board, Mr. Chapman said, "I have enjoyed serving on the board and look forward to working with all students and staff to make Monroe County School System the best it could possibly be".

Toby Chapman, District 3

MISSION STATEMENT

“Building Our Future By Serving Students.”

VISION STATEMENT

The Monroe County School District will provide a rigorous and relevant education tailored to the unique needs of every student in our schools as demonstrated through continuous gains toward proficiency. As a result, our students will develop into productive, responsible citizens able to contribute to and compete in the 21st century global economy.

THIS WE BELIEVE

- *High expectations begin with us.
- *Every student needs a safe, nurturing environment in order to achieve at high levels.
- *All stakeholders must be focused on student achievement.
 - *We must build positive relationships with each child.
 - *Achievement gaps can be overcome.
- *Every person must accept personal responsibility for things they can control.
 - *Data supports instructional change.
- *Rigorous, relevant, real-world instruction will be the norm.
 - *Every student, every minute, every day!
 - *We must equip students to each life-long goals.

MONROE COUNTY STRATEGIC PLANNING COMMITTEE

Lewis Carter, Superintendent

Phil Bartley, Principal-Monroe County High School
Christie Biggerstaff, Assistant Principal-Gamaliel Elementary
Kirk Biggerstaff, Principal-Tompkinsville Elementary School
Jeff Blythe, Principal-Joe Harrison Carter Elementary
Kevin Cloyd, Director of Food Service
Jamie Stanford Conkin, Assistant Principal-Monroe County Middle School
Jennifer Conner, Director of Insurance/Benefits
Tami Dodson, Assistant Principal-Joe Harrison Carter Elementary
Ronda Jordan-Elam, Public Relations
Jamie England, Director of Adult Education
Sandy England, Director of Health Services
Mike Gee, Director of Pupil Personnel
Tommy Geraldts, Principal-Gamaliel Elementary
Kathy Haile, Director of Finance
Rondal Hammer, Director of Maintenance and Facilities
Tony Harlan, Principal-Monroe County Middle School
Dwayne Murray, Assistant Principal-Monroe County High School
Max Petett, Principal-Falcon Academy
Veronica Reecer, Technology Resource Teacher/Public Relations
Jerri Rowland, Assistant Principal-Monroe County High School
Dean Smith, Director of Technology
Cecilia Stephens, Supervisor of Elementary Instruction
Amy Thompson, Supervisor of Secondary Instruction
Jerry Tooley, Director of Transportation
Stewart Turner, Assistant Principal-Tompkinsville Elementary School
Patricia Walden, Director of Special Education

“Failing to plan is planning to fail.”

~Alan Lakein

MONROE COUNTY SCHOOL DISTRICT STRATEGIC PLANNING
STEERING COMMITTEE

Lewis Carter, Superintendent

Cecilia Stephens, Supervisor of Instruction

Amy Thompson, Supervisor of Instruction

Mike Gee, Director of Pupil Personnel

Kirk Biggerstaff, Principal

Kathy Haile, Director Finance

Rondal Hammer, Director of Facilities

Ronda Jordan-Elam, Public Relations

The Monroe County Strategic Planning Steering Committee bears the responsibility for gathering data, performing critical reviews, assessing the district's status in focus areas, and working with finance in determining proposals, projects, and initiatives to accomplish our strategic plan goals.

*****The Strategic Plan for Monroe County Schools will be revised on a biannual basis.***

WHAT IS STRATEGIC PLANNING?

Strategic planning is a process to determine or re-assess the vision, mission, and goals of the organization and then mapping out objectives in measurable ways to accomplish the identified goals.

Strategic planning is an open, dynamic, and continuous process, which ensures that any organization remains flexible and responsive to a changing environment.

Source: New Mexico State University and Western Kentucky University



**Monroe County District and School Administrators
2009-10**

Our Strategic Planning Model

The Western Kentucky University Benchmark Model of Strategic Planning

Western Kentucky University is moving forward based on their benchmark model strategic plan. This process for strategic planning relies heavily on the leadership of WKU's administrative team and less on brainstorming and wish lists. It is based on data driven, performance indicators that create specific goals and a map to get there. The key factor in the WKU Benchmarking Model of Strategic Planning is to create measurable or identifiable goals that will be able to show when the goals have been accomplished and to what extent. At WKU, the deans were responsible for establishing the university's goals, creating the road map to accomplish them, and monitoring the progress toward them. For Monroe County Schools, district level directors are serving as the component managers.

At the summer leadership retreat, all district and school level administrators began identifying areas in which growth was needed for the school district. These decisions were based on a review of data from a number of credible sources including school surveys, parent surveys, Kentucky Department of Education Performance Reports, administrators' professional experience and leadership, etc.

The Benchmarking Model requires an organization to compare where it is currently with where it wants to be at some point in the future. For Monroe County Schools, we are benchmarking ourselves against: ourselves (data collection related to specific areas); survey data (internal, state, and national); key indicators mandated by the state (KDE/EPSEB); and similar institutions (similar demographics).

STRATEGIC PLAN COMPONENTS AND MANAGERS

COMPONENT

MANAGER

1. STUDENT ACHIEVEMENT

CECILIA STEPHENS
AMY THOMPSON

2. STAFF SUPPORT

MIKE GEE

3. RESOURCE MANAGEMENT

RONDAL HAMMER

"The world makes way for the man who knows where he is going."

~Ralph Waldo Emerson

**"You've got to be very careful if you don't know where you are going,
because you might not get there."**

~Yogi Berra

**"Man is a goal seeking animal. His life only has meaning if he is reaching
out and striving for his goals."**

~Aristotle

COMPONENT 1

STUDENT ACHIEVEMENT



COMPONENT 1

STUDENT ACHIEVEMENT

Goal: Raise expectations for every child.

What have we done?

We have become more aware of fault, and we have embraced a “no excuses” attitude.

What are we doing?

- Keep talking the talk and walking the walk.
- Expect proficiency from all students.
- Remain positive and optimistic even when faced with negative energy.
- Schedule interventions in an ongoing, systematic manner.
- Establish goals for students throughout the school year.

What are we going to do?

- Assess for learning.
- Higher DOK levels.
- Focus on building and maintaining positive relationships with students.

Measurable Data

- KCCT
- Learning Checks
- Thinklink
- TPRO

Timeline: Ongoing

Responsibility: Lewis Carter

COMPONENT 1

STUDENT ACHIEVEMENT

Goal: Close achievement gaps for students with disabilities.

What have we done?

- Increased use of collaboration.
- Increased exposure to Core Content.
- Increased inclusion for moderate and severe disabled students.

What are we doing?

- Implementation of district-wide PBIS (KYCID)
- Conducting walkthroughs.
- Implementing hands-on instruction.
- Using specific, ongoing, continuous assessments at all levels.
- Responsibility for each disabled student to achieve is assumed by all staff members.

What are we going to do?

- Continue to promote collaboration and inclusion in all aspects of school life.
- Require staff to make more home visits.
- Create alternate schedule to meet intervention needs.
- Increase positive communication with families.
- Utilize RTI pyramid prior to referrals for special education services.

Measurable Data

- Increased use of collaboration as noted on teacher schedules.
- Attendance logs.
- Increased number of disabled students in ESS.

Timeline: Ongoing

Responsibility: Patricia Walden

COMPONENT 1

STUDENT ACHIEVEMENT

Goal: Close achievement gaps for boys.

What have we done?

- Implemented Thoughtful Education strategies.
- Monitoring Thoughtful Education strategies through walkthroughs.
- Book study: *How Boys Learn Differently*

What are we doing?

- Implementation of intervention programs at all levels.
- Gender Task Force
- RTI
- Actively involving positive male role models.

What are we going to do?

- Require home visits.
- Utilize alternate scheduling.
- Gender grouping at the secondary level.

Measurable Data

- Thoughtful Education strategies documented in lesson plans.
- Professional development log of attendance.

Timeline: Ongoing

Responsibility: Amy Thompson

COMPONENT 1

STUDENT ACHIEVEMENT

Goal: Close achievement gaps for free and reduced lunch students

What have we done?

- Conducted book study of Ruby Payne's *Understanding Poverty*.
- Disseminated KCCT data to all staff members regarding the SES achievement gap.
- Professional development targeted at understanding poverty.

What are we doing?

- Targeting low SES students for 21st CCLC programs.
- Providing summer school services.

What are we going to do?

- Require home visits.
- Develop Individual Learning Plans (ILPs) for low SES students.
- Continuous parental communication.

Measurable Data

- KCCT scores
- TPRO results
- Attendance records.
- EXPLORE, PLAN, ACT results

Timeline: Ongoing

Responsibility: Cecilia Stephens

COMPONENT 1

STUDENT ACHIEVEMENT

Goal: Increase parental involvement.

What have we done?

- Encouraging and notifying parents in a systematic manner.
- Transporting parents to school events.
- Home visits.

What are we doing?

- Regular parent meetings/conferences.
- Conducting referrals with parents for school programs.
- Hosting parental involvement programs.
- Use of One Call Now system.
- Use of school website, newsletter, etc.
- Special education and preschool interventions.
- Parent portal training for Infinite Campus.

What are we going to do?

- Develop parent informational libraries at each school.
- Encourage more parents to become involved in school activities such as SBDM.
- Develop more parental advisory committees.
- Plan more social/educational parental involvement activities.

Measurable Data

- Review parent sign in sheets of school activities.
- Volunteer program sign in sheets.
- SBDM council elections.

Timeline: Ongoing

Responsibility: Cecilia Stephens

COMPONENT 1

STUDENT ACHIEVEMENT

Goal: Technology will support student achievement.

What have we done?

- Provided teachers with modern, up-to-date computers.
- Provided adequate network capabilities.
- Computer labs are present at each school.
- Interactive white boards are installed at each school.
- Access to local school channels 16 and 94.
- Achieved GOLD status at all schools with STLP.

What are we doing?

- Continuing to upgrade all technology-related equipment.
- Teachers are routinely utilizing interactive white boards to enhance instruction.
- Each school maintains a current website.

What are we going to do?

- Reduce repair time.
- Provide additional staff training in specified areas.
- Upgrade hardware that is out of date.
- Continue to provide technical assistance as needed.

Measurable Data

- District support and tracking tool.
- Surveys.
- Inventory tracking program.
- District support tracking tool.

Timeline: Ongoing

Responsibility: Dean Smith, Bo Taylor, Veronica Reecer, Ronda Elam

COMPONENT 1

STUDENT ACHIEVEMENT

Goal: Approach health in a proactive manner.

What have we done?

- Health coordinator is responsible for health issues.
- School nurses are in place at all schools.
- Improved nutrition content of school lunches based on state recommendations.
- Provided information to staff, parents, and students on health related issues.
- Food service staff and school district staff has been trained in health and safety issues.
- Health plans have been developed for students with health problems.

What are we doing?

- Ensure immunizations/physicals/screenings/glasses and other health services are provided.
- Provide health insurance to employees and assist with enrollment and claims.
- Health coordinator serves as a liaison between schools and community.
- Limit foods in snack machines that are high in calories and sugar.

What are we going to do?

- Continue to improve nutritional value of school meals.
- Increase participation from students on menu planning.
- Enforce required daily physical activity for all students.
- Enforce competitive food policy.
- Revisit and revise elementary school wellness policy.

Measurable Data

- School menus and nutritional evaluations of school lunch.
- Surveys from students.
- Food service documentation.

Timeline: Ongoing

Responsibility: Sandy England

COMPONENT 1

STUDENT ACHIEVEMENT

Goal: Kindergarten Readiness

What have we done?

- Organized a committee to discuss kindergarten readiness (including representation from head start, preschool, and kindergarten teachers across district).
- Early Childhood Task Force

What are we doing?

- Kindergarten Camps
- Development of diagnostic tool for incoming kindergarten students.
- Recruitment of students for head start, preschool, etc.
- Assessed all incoming kindergarten students.
- Transition Day

What are we going to do?

- Lobby for more funding for early childhood education.
- Advocate for full funding of kindergarten from legislature.
- Disseminate information to parents and community regarding kindergarten reading skills.
- Work with local daycares to provide information of kindergarten readiness skills.
- Utilize local physicians' offices and the health department as resources.

Measurable Data

- Primary progress report.
- Grade report.
- Skill checks.
- All kindergartners screened before first day of school.

Timeline: Ongoing

Responsibility: Cecilia Stephens

COMPONENT 1

STUDENT ACHIEVEMENT

Goal: Focus on preventing drop-out rate.

What have we done?

- Developed drop-out prevention plan for entire school district.
- Drop-Out Prevention Coordinator employed for the district.

What are we doing?

- Implementing program to reduce drop-out rate for district.
- Principals are ensuring the drop-out prevention plan is being implemented.
- Expanded mentoring program at the high school level.
- Home and school visits.
- Counseling services provided.

What are we going to do?

- Identify at-risk students and assign mentors for these students.
- Develop an organized way to identify potential drop-outs.
- Principal referrals for weekly visits (building positive relationships with the students).

Timeline: Yearly

Responsibility: Randy Murphy

COMPONENT 2

STAFF SUPPORT



COMPONENT 2

STAFF SUPPORT

Goal: Use evaluations to improve student achievement and teacher performance.

What have we done?

- Revamped the district evaluation plan in 2006 and 2008.

What are we doing?

- Revising district evaluation plan for 2010-11.

What are we going to do?

- Continue to utilize the evaluation plan.

Measurable Data

- Improved student achievement on standardized tests.
- Higher quality of teacher performance.

Timeline: Yearly

Responsibility: Amy Thompson

COMPONENT 2

STAFF SUPPORT

Goal: Use incentives for classified employees.

What have we done?

- Developed a classified incentive plan to promote staff academic development so that student learning will be enhanced.

What are we doing?

- Promoting professional growth among classified staff.
- Offering remediation classes in math and English.
- Partnering with WKU for development of local college classes.

What are we going to do?

- Continue to promote lifelong learning with classified staff members.
- Continue to promote the classified incentive program with all classified employees, especially new classified employees.

Measurable Data

- Increased number of employees participating in the program.

Timeline: Ongoing

Responsibility: Mike Gee and Jamie England

COMPONENT 2

STAFF SUPPORT

Goal: Increase the number of National Board Certified teachers in the district.

What have we done?

- Inform teachers about National Board certification process and encourage them to apply.

What are we doing?

- Teachers are kept aware of the importance of becoming an NBCT through emails and staff meetings.
- School level principals encourage and support teachers to become NBCT.
- Informational meetings are held about the NBCT process.
- NBCTs are recognized and honored.

What are we going to do?

- Continue to encourage teachers to become NBCT certified.
- Board of Education will commit to keep \$2,000 salary increase for NBCTs.
- Discussion of additional raises for NBCTs.

Measurable Data

- Increased number of teachers applying for National Board certification.

Timeline: Yearly

Responsibility: Cecilia Stephens

COMPONENT 2

STAFF SUPPORT

Goal: Tie professional development directly to student achievement.

What have we done?

- All teachers have completed training in Thoughtful Education strategies.
- Implementation of PLCs at the district and school levels.

What are we doing?

- Embedding professional development to help teachers grow and improve.

What are we going to do?

- Utilize walkthroughs as a means to monitor implementation of Thoughtful Education strategies in the classroom.
- Work with principals and professional development coordinators to ensure professional development is connected with the school CSIP and individual growth plans.
- Professional development must be tied directly to student achievement at all times!

Measurable Data

- Professional growth plans.
- Results from professional development reports.

Timeline: Ongoing

Responsibility: Amy Thompson

COMPONENT 3

RESOURCE MANAGEMENT



COMPONENT 3

RESOURCE MANAGEMENT

Goal: Create a more efficient budget for the school district.

What have we done?

- Examined school allocations and staffing policies.
- Reviewed the Comprehensive District Improvement Plan.
- Implemented a budget monitoring tool.

What are we doing?

- Provide monthly reports to state and federal programs.
- Attend financial meetings to ensure district is in compliance with financial matters.

What are we going to do?

- Analyze current budget and look for other areas of revenue (i.e. grants).
- Develop a timeline for budget planning.
- Develop a needs assessment for each school.
- District level administrators will attend SBDM meetings at all schools.
- Develop a policy on discretionary funds.
- Use better financial coding in MUNIS to accurately report to KDE the status/needs of the district.
- Update finance section on website to include forms, salary tables, bid information, etc.
- Prepare binders for school principals to include codes for Section 6 money; grant programs; hourly rates for classified, etc.

Measurable Data

- MUNIS reports.

Timeline: Yearly

Responsibility: Kathy Haile

COMPONENT 3

RESOURCE MANAGEMENT

Goal: Design a facilities plan to meet the needs of the school district.

What have we done?

- Updated facilities plan every 5 years as mandated by state law.
- Build or renovate schools as money become available.
- Revise our 5 year facility plan to reflect the current needs of the school district.

What are we doing?

- The district is examining other possible needs besides classrooms (i.e. auditorium, security entrances, storage facilities, athletic facilities, etc.).

What are we going to do?

- Seek funding to meet the needs of the district.
- Facilities Planning Committee will meet and review plan yearly.

Measurable Data

- Meeting minutes.
- Facilities plan.

Timeline: Yearly

Responsibility: Rondal Hammer

COMPONENT 3

RESOURCE MANAGEMENT

Goal: Increase the safety of our schools and implement a crisis plan.

What have we done?

- Hired school resource officers at the middle and high schools.
- Created a crisis team and developed a crisis procedure manual for the district.
- Established LifeSkills program at all schools.
- Random drug tests for students and staff.
- Completed installation of security systems at all schools.

What are we doing?

- Monthly safety and security checks.
- Routinely conducting drills (fire, tornado, lock out, earthquake) and bus evacuations.
- Receiving technical assistance for KSBA representative on student and employee safety.
- Attendance at safe schools conferences.
- Implemented Falcon Academy, an alternative learning center.
- Implemented an employee identification program.
- Safety assessments are conducted annually at selected schools.
- Collaborate with community partners in developing programs that address drug abuse.

What are we going to do?

- Provide additional training for SROs with adequate professional development as well.
- Expand the district-wide crisis team.
- Safety walkthroughs should be conducted quarterly at all schools.

Measurable Data

- Crisis Manuals.
- Safety walkthroughs.
- Drill/evacuation documentation.

Timeline: Ongoing

Responsibility: Sandy England and Kevin Cloyd

COMPONENT 3

RESOURCE MANAGEMENT

Goal: Increase effective communication among all stakeholders.

What have we done?

- Developed current, up-to-date websites for all schools and district.
- Policies are posted on the district and school websites.
- Channel 16 and 94 local cable access channels for school activities.
- Online district directory.
- Established district public relations plan.

What are we doing?

- Monthly/weekly newsletters published by each school.
- Quarterly district newsletter for employees.
- One Call Now system.
- Technology is kept up-to-date throughout the district.
- Follow the public relations plan.

What are we going to do?

- Monitor websites and Channel 16 and 94 regularly.
- Update district directory monthly.
- Keep all communication with stakeholder pertinent and current.
- Continue to utilize the One Call Now information system.

Measurable Data

- Monthly logs.

Timeline: Ongoing

Responsibility: Veronica Reecer and Ronda Elam

COMPONENT 3

RESOURCE MANAGEMENT

Goal: Focus on energy conservation.

What have we done?

- Installed highly efficient variable refrigerant volume (VRV), heat, ventilation, and air conditioning systems.
- Installed controls to regulate heat, air conditioning, and lighting at a more efficient level.
- Using geo-thermal and VRV systems for heat, ventilation, air conditioning to save energy.
- Using more efficient lighting and bathroom fixtures.

What are we doing?

- Designing better building with more insulation and energy efficient windows.
- Updating HVAC systems to VRV systems as needed.

What are we going to do?

- Educate staff and students on importance of energy conservation.
- Examine the use of personal appliances in the classrooms.
- Update HVAC systems as needed.

Measurable Data

- Monthly utility bills.

Timeline: Ongoing

Responsibility: Rondal Hammer