Maryville City Schools
520 S Washington Street
Maryville, TN 37804

BOARD OF EDUCATION **5:30 PM, OCTOBER 19, 2026**
REGULAR MEETING **SAM HOUSTON ELEMENTARY SCHOOL**

I. CALL TO ORDER **CHAIR ELDER**
MOMENT OF SILENCE
PLEDGE OF ALLEGIANCE Kinslee Ray, Third Grade

II. UPDATE FROM SAM HOUSTON ELEMENTARY SCHOOL

III. ADOPT AGENDA

IV. COMMENTS FROM THE PUBLIC

V. CONSENT AGENDA ITEMS

1. Approve Minutes of September 14, 2026, meeting (Attachment)
2. Approve second reading of Policy 4.600 – Grading System (Attachment A1)
3. Approve Coulter Grove Intermediate School Liaisons overnight trip to Nashville, Tennessee for Ace of Shakes – Funding Source: School General Fund (Attachment A2)
4. Approve Coulter Grove Intermediate School Music Department overnight to Ohio for a music festival competition – Funding Source: Fundraising (Attachment A3)
5. Approve Coulter Grove Intermediate School Leadership Team overnight to Washington DC – Funding Source: Self Pay (Attachment A4)
6. Approve Maryville Junior High School Eighth Grade Band Students overnight to Nashville, Tennessee to perform at the All-State Convention – Funding Source: Student Fees (Attachment A5)
7. Ratify Executive Committee approval for a multi-year contract with PowerSchool – Funding Source: Regular Education Software (Attachment A6)
8. Approve Montgomery Ridge Intermediate School Rangers overnight to Pennsylvania – Funding Source: Students/Families (Attachment A7)
9. Approve the 2026 LEA Compliance Report (Attachment A8)
10. Approve the Maryville City Schools TISA Accountability Report and Goals (Attachment A9)
11. Approve Maryville High School Wrestling Team overnight to Johnson City, Tennessee for a Wrestling Tournament at Science Hill High School – Funding Source: Wrestling Account (Attachment A10)
12. Approve Maryville High School Wrestling Team overnight to Asheville, North Carolina for Wrestling Tournament – Funding Source: Wrestling Account (Attachment A11)
13. Approve Maryville High School and Maryville Junior High School All East Honors Choir overnight to Johnson City, Tennessee for All East Honors performance – Funding Source: Students (Attachment A12)

VI. AGENDA

1. Consider naming the field at Montgomery Ridge Intermediate School the “Joey Winders Field”.
2. Consider approval of a proposal from United Elevator Services, through the TIPS Purchasing Cooperative, to upgrade Elevator No. 2 at Maryville High School - $82,920.00 – Funding Source: Maintenance and Repair-Building (Attachment B1)
3. Consider approval of the first reading of Board Policy 2.402 (Investment Earnings) (Attachment B2)

VII. REPORTS FROM DIRECTOR OF SCHOOLS

VIII. RECOGNITION OF STAFF AND STUDENTS

IX. COMMENTS FROM BOARD MEMBERS

X. ADJOURN

Upcoming meeting dates:
November 9, 2026, 5:30 p.m. Montgomery Ridge Intermediate School
December 14, 2026, 5:30 p.m. Central Office Multi-Purpose Room

Maryville City Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Biennially, in August	**Grading System**	**4.600**	**10/19/26**
		Rescinds: **4.600**	Issued: **08/19/24**

The Director of Schools shall develop an administrative procedure to establish a system of grading and assessment for evaluating and recording student progress and to measure student performance in conjunction with State Board of Education adopted content standards for grades K-8. The grading/assessment system shall follow all applicable statutes and rules and regulations of the State Board of Education. The grading/assessment system shall be uniform, district-wide, at comparable grade levels, except that the Director of Schools shall have the authority to establish and operate ungraded and/or unstructured classes in grades K-3 according to state rules and regulations.[1]

The Director of Schools shall submit a copy of the grading, reporting, and assessment systems to the Board before the system is implemented.[2] These guidelines shall be communicated annually to students and parent(s)/guardian(s).[1]

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

GRADING SYSTEM: GRADES NINE - TWELVE (9-12)[1]

Schools teaching grades nine (9) through twelve (12) shall use the uniform grading system established by the State Board of Education. Using the uniform grading system, students' grades shall be reported for the purposes of application for post-secondary financial assistance administered by the Tennessee Student Assistance Corporation.

Subject-area grades shall be expressed by the following letters with their corresponding percentage range:

- A (90-100)
- B (80-89)
- C (70-79)
- D (60-69)
- F (0-59)

This grading system shall be uniform throughout the school district for each grade.

Advanced coursework grades shall be weighted with additional percentage points to calculate the semester average. Depending on the course taken, the following percentage points shall be assigned:

- Honors Courses – three (3) percentage points;
- *Dual Enrollment*, Local and Statewide Dual Credit, and Capstone Industry Certification Aligned Courses – four (4) percentage points; and

- Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and International Baccalaureate Courses, ~~and Dual Enrollment Courses~~ – five (5) percentage points.

LOTTERY SCHOLARSHIPS[3]

Each school counselor shall provide freshmen with information on college core courses required for lottery scholarships as well as necessary criteria (grade point average, ACT and SAT score, etc.) that must be met in order to receive a scholarship.

Seniors may apply for the Tennessee HOPE Scholarship by completing the Free Application for Federal Student Aid (FAFSA). The FAFSA is available at the guidance office or online. Students shall be made aware of all applicable FAFSA deadlines and encouraged to submit applications in a timely manner.

Elementary school counselors shall explain the HOPE Scholarship and its requirements to their students and impress upon them the benefits of making good grades.

LOTTERY SCHOLARSHIP DAY

Each school year, prior to scheduling courses for the following school year, schools teaching students in grades 8-11 shall conduct a lottery scholarship day for students and their parents.[4]

Legal References

1. TCA 49-2-203(b)(16); TCA 49-2-301(b)(1)(H)
2. TRR/MS 0520-01-03-.02; State Board of Education Policy 3.301; TCA 49-6-407
3. TCA 49-4-904, 905, 907
4. TCA 49-4-932(f)

Cross References

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

FIELD TRIP REQUEST FORM
Maryville City Schools

School: CGIS Grade/Course/Team/Organization: Liaisons
Coordinating Teacher(s): Barbara Taylor & Dr. Ramona Best
Trip Date: Mar 24-25, 2027 Destination: Nashville, TN
Cost Per Student: 0 Cost Per Adult: 0
Number of Attending Students: 4 or 5 Number of Attending Adults: 2
Departure Time: 1:00 pm Return Time: 6:00 pm
Is this an overnight trip? ☒ Yes ☐ No *overnight trips require board approval
Funding Source: School Gen. fund *for trips requiring board approval
Is a school nurse required to attend? ☐ Yes ☒ No
Transportation: ☐ Walk ☒ Cars ☐ Bus ☐ SPED Bus Number of Buses _____
Bus Service Provider: _____
Trip Justification: Round 5 & 6 Age of Shakes
Trip Coordinator's Signature: Barbara Taylor
Principal's Signature: Ramona Best
Director of Schools Signature: [signature] Date: 9/16/26
School Board Approval, as applicable: _____ Date: _____

To Be Completed After Approval:
PO#: _____
Please Initial Below:
Cafe Manager: _____ Clinic (Meds): _____ Office (Perm. Slip): _____ Website/Calendar: _____

CUT AND RETURN TOP PORTION TO OFFICE FOR APPROVAL
COMPLETE BOTTOM HALF & RETURN TO BOOKKEEPER AFTER TRIP

Grade: _____ Department/Team: _____
Coordinating Teacher(s): _____
Field Trip Destination: _____
Final Count of Students Paying: _____
Final Count of Students Waived: _____
Final Count of Adults Paying: _____
Signature of Person Verifying: _____

FOR BOOKKEEPER TO COMPLETE:
Amount Donated: _____
Total Paid by Students: _____
Total Paid by Adults: _____

A3

* in conjunction with MRIS music department

FIELD TRIP REQUEST FORM
Maryville City Schools

School: CGIS* Grade/Course/Team/Organization: Music Department

Coordinating Teacher(s): Erin Harmon, Melissa Hathorn, Naomi Leichman

Trip Date: 4/30 - 5/2 Destination: Music Festival @ King's Island in Ohio

Cost Per Student: 220 Cost Per Adult: 150

Number of Attending Students: 160 Number of Attending Adults: 32

Departure Time: 3:30 PM 4/30 Return Time: 1:00 - 2:00 5/2

Is this an overnight trip? ☑ Yes ☐ No *overnight trips require board approval

Funding Source: Fundraiser @ Culvers *for trips requiring board approval

Is a school nurse required to attend? ☑ Yes ☐ No

Transportation: ☐ Walk ☐ Cars ☑ Bus ☐ SPED Bus Number of Buses _____

Bus Service Provider: Potentially Rocky Top Tour Busses

Trip Justification: Celebration of 7th grade's last year + proffesional music adjudication

Trip Coordinator's Signature: Erin Harmon, Naomi Leichman, Melissa Hathorn

Principal's Signature: Ramona Reed

Director of Schools Signature: Lib Winters Date: 9/06/26

School Board Approval, as applicable: _____ Date: _____

To Be Completed After Approval:

PO#: _____

Please Initial Below:

Cafe Manager: _____ Clinic (Meds): _____ Office (Perm. Slip): _____ Website/Calendar: _____

CUT AND RETURN TOP PORTION TO OFFICE FOR APPROVAL

COMPLETE BOTTOM HALF & RETURN TO BOOKKEEPER AFTER TRIP

Grade: _____ Department/Team: _____

Coordinating Teacher(s): _____

Field Trip Destination: _____

Final Count of Students Paying: _____

Final Count of Students Waived: _____

Final Count of Adults Paying: _____

Signature of Person Verifying: _____

FOR BOOKKEEPER TO COMPLETE:

Amount Donated: _____

Total Paid by Students: _____

Total Paid by Adults: _____

REVISED 9.8.23

FIELD TRIP REQUEST FORM
Maryville City Schools

School: CGIS Grade/Course/Team/Organization: Leadership Team
Coordinating Teacher(s): Barbara Taylor & John Riddle
Trip Date: 5-11 → 5-14, 2027 Destination: Washington DC
Cost Per Student: 785.00 Cost Per Adult: 0
Number of Attending Students: 48 Number of Attending Adults: 8
Departure Time: 6:00 am Return Time: 8:00 pm
Is this an overnight trip? [X] Yes [ ] No *overnight trips require board approval
Funding Source: Self Pay *for trips requiring board approval
Is a school nurse required to attend? [ ] Yes [ ] No
Transportation: [ ] Walk [ ] Cars [X] Bus [ ] SPED Bus Number of Buses 1
Bus Service Provider: Premier
Trip Justification: Visits sites & events to reinforce the importance of sacrifice & leadership in our nations history.
Trip Coordinator's Signature: Barbara Taylor
Principal's Signature: [signature]
Director of Schools Signature: [signature] Date: 9/16/26
School Board Approval, as applicable: _____ Date: _____

To Be Completed After Approval:
PO#: _____
Please Initial Below:
Cafe Manager: _____ Clinic (Meds): _____ Office (Perm. Slip): _____ Website/Calendar: _____

CUT AND RETURN TOP PORTION TO OFFICE FOR APPROVAL
COMPLETE BOTTOM HALF & RETURN TO BOOKKEEPER AFTER TRIP

Grade: _____ Department/Team: _____
Coordinating Teacher(s): _____
Field Trip Destination: _____
Final Count of Students Paying: _____
Final Count of Students Waived: _____
Final Count of Adults Paying: _____
Signature of Person Verifying: _____

FOR BOOKKEEPER TO COMPLETE:
Amount Donated: _____
Total Paid by Students: _____
Total Paid by Adults: _____

TMEA Middle School Honor Band
Spring 2027

FIELD TRIP REQUEST FORM
Maryville City Schools

School: Maryville Junior High Grade/Course/Team/Organization: 8th Grade Band Students (Select)
Coordinating Teacher(s): Sean Copeland
Trip Date: 1/13 - 1/14 Destination: Gaylord Opryland Hotel and Convention Center, Nashville, TN
Cost Per Student: $75 (Hotel $355) Cost Per Adult: —
Number of Attending Students: (Select) Number of Attending Adults: 1
Departure Time: 1/13 Return Time: 1/14 (points responsible)
Is this an overnight trip? ☑ Yes ☐ No *overnight trips require board approval
Funding Source: Student Fees *for trips requiring board approval
Is a school nurse required to attend? ☐ Yes ☑ No
Transportation: ☐ Walk ☑ Cars ☐ Bus ☐ SPED Bus Number of Buses —
Bus Service Provider: —
Trip Justification: To give 8th Grade students a new opportunity to play at the All-State convention in Nashville.
Trip Coordinator's Signature:
Principal's Signature: AGoss
Director of Schools Signature: MD Winters Date: 9/16/26
School Board Approval, as applicable: Date:

To Be Completed After Approval:
PO#:
Please Initial Below:
Cafe Manager: _____ Clinic (Meds): _____ Office (Perm. Slip): _____ Website/Calendar: _____

CUT AND RETURN TOP PORTION TO OFFICE FOR APPROVAL
COMPLETE BOTTOM HALF & RETURN TO BOOKKEEPER AFTER TRIP

Grade: _____ Department/Team: _____
Coordinating Teacher(s): _____
Field Trip Destination: _____
Final Count of Students Paying: _____
Final Count of Students Waived: _____
Final Count of Adults Paying: _____
Signature of Person Verifying: _____

FOR BOOKKEEPER TO COMPLETE:
Amount Donated: _____
Total Paid by Students: _____
Total Paid by Adults: _____

MARYVILLE CITY SCHOOLS

Mike Winstead
Director of Schools

520 S Washington Street
Maryville, Tennessee 37804

September 21, 2026
Maryville City School Board
Executive Committee Meeting

Approve multi-year contract with PowerSchool (amount based on ADM) - Funding Source: Regular Education Software

APPROVED:

Director of Schools Mike Winstead Date 09/21/2026

Chair, Board of Education Julie Elder Date 09/21/2026

Maryville Board of Education
Nick Black Candy Morgan Julie Elder Isaac Simerly Bart Stinnett

FIELD TRIP REQUEST FORM
Maryville City Schools

School: MRIS Grade/Course/Team/Organization: MRIS Rangers
Coordinating Teacher(s): Sarah Shuler
Trip Date: 5/4/27-5/7/27 Destination: Philadelphia, PA & Gettysburg, PA
Cost Per Student: $850 Cost Per Adult: $0
Number of Attending Students: 48 Number of Attending Adults: 8
Departure Time: 6:30 AM Return Time: 10:45 PM
Is this an overnight trip? ☑ Yes ☐ No *overnight trips require board approval
Funding Source: Students/Families *for trips requiring board approval
Is a school nurse required to attend? ☑ Yes ☐ No
Transportation: ☐ Walk ☐ Cars ☑ Bus ☐ SPED Bus Number of Buses 1
Bus Service Provider: Premier Transportation (Knoxville)
Trip Justification: MRIS Ranger Trip
Trip Coordinator's Signature: [signature]
Principal's Signature: D. Kevin Myers
Director of Schools Signature: [signature] Date: 10-2-26
School Board Approval, as applicable: _____ Date: _____

To Be Completed After Approval:
PO#: _____
Please Initial Below:
Cafe Manager: _____ Clinic (Meds): _____ Office (Perm. Slip): _____ Website/Calendar: _____

CUT AND RETURN TOP PORTION TO OFFICE FOR APPROVAL
COMPLETE BOTTOM HALF & RETURN TO BOOKKEEPER AFTER TRIP

Grade: _____ Department/Team: _____
Coordinating Teacher(s): _____
Field Trip Destination: _____
Final Count of Students Paying: _____
Final Count of Students Waived: _____
Final Count of Adults Paying: _____
Signature of Person Verifying: _____

FOR BOOKKEEPER TO COMPLETE:
Amount Donated: _____
Total Paid by Students: _____
Total Paid by Adults: _____

TN Department of Education

2026 Local Education Agency Compliance Report

Local education agencies (LEAs) are required to comply with all federal and state education laws and State Board of Education (SBE) rules. This annual compliance report is one mechanism the department uses to ensure education laws and rules are faithfully executed. The commissioner of education is charged with taking corrective action when an LEA is noncompliant with those laws and rules or is not following a department-approved compliance plan.

Each LEA must submit this report and, if applicable, the corresponding corrective action plan, to the department by November 30, 2026. During report completion, an LEA should carefully check the status of its compliance with all federal and state education laws and SBE rules. The department monitors and verifies LEA compliance via multiple data sources (e.g., internal program managers) and will consider those sources in making a final determination of an LEA's compliance. Please be advised that annual compliance report data may inform an LEA's approval classification.

- (●) I certify that the LEA is in compliance with all federal and state education laws and SBE rules.
- ( ) I certify that, with the exception of areas indicated in the **attached corrective action plan**, the LEA is in compliance with all federal and state education laws and SBE rules.

LEA Name (Print or Type): Maryville City Schools

Director of Schools/Superintendent Name (Print or Type): Dr. Mike Winstead

Director of Schools/Superintendent Signature:

School Board Chair Name (Print or Type): Julie Elder

School Board Chair Signature:

Date of School Board Approval (Select, Print, or Type): 10/19/2026

UPLOAD COMPLETED REPORT TO ePlan BY NOVEMBER 30, 2026 (including the corresponding corrective action plan if applicable).
Upload instructions are available 2026 LEA Compliance Report ePlan Submission Instructions

TISA Overview

Maryville City Schools (052) Public District - FY 2027 - LEA Plan - Rev 1

Overview

The Tennessee Investment in Student Achievement (TISA) public school funding formula marks a significant change in how Tennessee invests in public education. The TISA funding formula updates the way Tennessee funds public education for the first time in over 30 years to empower each student to read proficiently by third grade, prepare each high school graduate for postsecondary success, and provide resources needed for all students to ensure they succeed.

As part of TISA, T.C.A. § 49-3-112 requires each school district, starting in the 2023-24 school year, to submit an annual accountability report to the Tennessee Department of Education (department). This report must include:

- Goals for student achievement which are now addressed through the LEA plan. One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA.
- Explanation of how the district's stated goals can be met within the district's budget which are now addressed through the LEA plan.
- For reports submitted starting in the 2024-25 school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals. Prior year reflection and expenditures are to be completed at the beginning of each school year as a separate section, now located within the LEA planning process.

Each district's TISA accountability report, including goals, strategies, and reflections, are required to be presented to the public for review and comment before the report is submitted to the department.

Additionally, the TISA Accountability must be presented for local school board approval. The report must be submitted annually to the department by November 1st.

Furthermore, each district's TISA accountability report is required to be reviewed annually by the TISA Progress Review Board pursuant to T.C.A. § 49-3-114 to determine whether the school district is taking the proper steps to achieve their stated goal.

For questions, please review the TISA Accountability Report Guidance document or contact tnedu.funding@tn.gov.

Completed reports should be submitted in ePlan by November 1, 2026.

Resources

Click here to open the guide.

Goal 1: Grade 3 ELA (Required)

Maryville City Schools (052) Public District - FY 2027 - LEA Plan - Rev 1

N/A The district does not serve grade 3 students or is a state special school therefore the grade 3 ELA goal does not apply.

- Pursuant to Tenn. Code Ann. § 49-3-112, the target must be at least 70%.

* 75 %	of students will score proficient on the 3rd grade TCAP by	* Year 2029

Annual Target

Year	Annual Target - At a minimum, targets must be set to increase proficiency by 15% of the gap to 70% in three years.*	Data Sources
2026-27	* 72.5%	* Percent of students scoring at the Met or Exceeded level on the 3rd grade ELA TCAP
2027-28	* 73.7%	* Percent of students scoring at the Met or Exceeded level on the 3rd grade ELA TCAP
2028-29	* 75%	* Percent of students scoring at the Met or Exceeded level on the 3rd grade ELA TCAP

* 15% increase in three years is not required for districts who have 70% or more of 3rd grade students proficient in ELA.

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	**Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year.	**Estimated TISA Amount, if applicable** Enter $0 if not applicable.	**Other funding source and amount, if applicable**
Increase High Quality Tier I Instruction MCS will strengthen Tier I instruction in Grade K-3 ELA by ensuring instruction is fully aligned to state standards and focused on foundational literacy skills and complex grade-level text. Teachers will implement evidence-based literacy practices, including explicit vocabulary instruction, structured reading strategies, and frequent checks for understanding. Ongoing professional development, coaching, and instructional framework reviews will support consistent, high-quality, instruction to improve Grade 3 ELA proficiency.	1. Quarterly instructional reviews conducted in 100% of K-3 ELA classrooms. 2. 100% of K-3 grade teachers will participate in at least 2 high-quality Tier I professional development sessions annually. 3. Tiger Teacher Evaluation Evidence. 4. Benchmark assessment results - quarterly reviewed by school and district administrators. 5. RTI caseload data.	$ 40,000.00	

Benchmark Data to Inform Instructional Progress MCS with strengthen its structured process for analyzing benchmark and progress monitoring data in Grades K-3 ELA to guide instructional decisions. Teachers and PLC teams will regularly review benchmark, formative, and progress monitoring data to identify student needs, adjust instruction, and provide targeted support in foundational reading skills and comprehension. Consistent use of data will help ensure timely interventions and instructional adjustments to support increased Grade 3 ELA proficiency.	1. Grades K-3 structured data review meetings following each benchmark assessments window. 2. Instructional action plans developed and monitored for students identified as below proficiency. 3. K-3 iReady Literacy Benchmark Data - achievement and growth. 4. AIMSWeb Benchmark Assessment Data - achievement and growth. 5. Increase of "bubble performance" students raising to proficiency. 4. Teacher use of and communication regarding data sources. 5. Data mining to the teacher level for points of variability - twice a year by district and school leadership. 6. RTI caseload data.	$ 50,000.00	
Grades K-3 Teaching Assistants MCS will provide additional instructional support in Grades K-3 ELA through the strategic use of Teaching Assistants. Each Grades K-3 classroom is provided a teaching assistant for at least 50% of the school day. Having a second adult in elementary classrooms is one of the keys to our academic success, especially in 3rd grade ELA, as it allows for increased differentiated instruction, stronger classroom management, and ongoing academic support. This structure enables teachers to provide targeted small-group instruction and additional reading support.	1. Teaching assistants will be scheduled in Grades K-3 classrooms for at least 50% of the instructional day. 2. Teachers and teaching assistants will engage in documented collaborative monthly planning. 3. Progress monitoring on supported students to determine effectiveness. 4. Benchmark assessment data (iREady, TE21, etc.) achievement and growth. 5. RTI caseload data	$ 2,360,000.00	Title IA - $750,000
Mental Health Behavior and Support MCS will continue to strengthen mental health and behavior supports in Grades K-3 to promote positive learning environments and improve student readiness for literacy instruction. Each elementary school has added a second full-time school counselor and established a behavior support team consisting of teachers and Teaching Assistants to provide targeted support for students. The district also contracts with outside providers to serve students with the most significant mental health needs. These supports help reduce barriers to learning and allow students to remain engaged in instruction, contributing to improved Grade 3 ELA proficiency.	1. Behavior support teams will meet regularly at each elementary school to reviews and address havior needs. 2. Elementary staff will participate in an annual professional development training on behavior management and trauma informed practices. 3. K-3 discipline records quarterly reviewed by principals and district administrators. 4. Professional Development - Teacher Feedback and Evaluation 5. Counseling caseload reports for Tier 2 and Tier 3 (quarterly reviews)	$ 735,000.00	

Goal 2

Maryville City Schools (052) Public District - FY 2027 - LEA Plan - Rev 1

Goal 2

ELA Outcomes: By May 2029, MCS will demonstrate a minimum of level 4 TVAAS growth on all 10 ELA state assessments, demonstrating sustained high-quality instruction and strong student growth across all grade levels.

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* 60% (Minimum Level 4 on the following ELA assessments) 3rd Grade: 4 or 5 5th Grade: 4 or 5 6th Grade: 4 or 5 English I: 4 or 5 English II: 4 or 5 ACT Reading: 4 or 5	* TVAAS growth level on 3rd-8th TCAP ELA, English I EOC, English II EOC, ACT Reading, and ACT English
2027-28	* 80% (Minimum Level 4 on the following ELA assessments) 3rd Grade: 4 or 5 5th Grade: 4 or 5 6th Grade: 4 or 5 7th Grade: 4 or 5 English I: 4 or 5 English II: 4 or 5 ACT English: 4 or 5 ACT Reading: 4 or 5	* TVAAS growth level on 3rd-8th TCAP ELA, English I EOC, English II EOC, ACT Reading, and ACT English
2028-29	* 100% (Minimum Level 4 on the following ELA assessments) 3rd Grade: 4 or 5 4th Grade: 4 or 5 5th Grade: 4 or 5 6th Grade: 4 or 5 7th Grade: 4 or 5 8th Grade: 4 or 5 English I: 4 or 5 English II: 4 or 5 ACT English: 4 or 5 ACT Reading: 4 or 5	* TVAAS growth level on 3rd-8th TCAP ELA, English I EOC, English II EOC, ACT Reading, and ACT English

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	**Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year.	**Estimated TISA Amount, if applicable** Enter $0 if not applicable.	**Other funding source and amount, if applicable**

Increase High Quality Tier I Instruction MCS will strengthen core Tier I instruction in grades 3-12 by ensuring alignment to state standards, consistent use of complex grade-level texts, explicit instructional practices, and purposeful differentiation. Ongoing professional development and instructional framework reviews will support consistent high-quality instruction across classrooms.	1. Quarterly instructional reviews conducted in 100% of ELA 3-12 classrooms. 2. 100% of ELA teachers participate in at least 2 high-quality Tier I professional development sessions annually. 3. Tiger Teacher Evaluation evidence. 4. Benchmark assessment results - quarterly reviewed by school and district leadership. 5. MCS Summer School pre and post assessment. 6. RTI caseload data, grades K-12.	$ 60,000.00	
Benchmark Data to Inform Instructional Progress MCS will maintain a structured process for analyzing benchmark data to inform instructional decisions. Schools will use consistent data protocols to identify student needs, adjust instruction, and monitor effectiveness of interventions to ensure continuous academic growth.	1. Structured PLC data meetings will occur 3 times per year in grades 3-8 (after each benchmark window). 2. Data-based instructional plans developed and monitored quarterly for students below proficiency. 3. Benchmark assessment data - achievement and growth (AIMSWeb, TE21, iReady, etc) 4. Increase of "bubble performance" students to proficiency. 5. Alternative Assessment participation data. 6. Data mining to the teacher level for points of variability - twice per year by district and school leadership.	$ 80,000.00	
3-12 Teaching Assistants MCS will strategically assign teaching assistants based on identified academic need areas to strengthen insructional support. Having a second adult available in the classroom allows for more differentiated instruction, better classroom management, and on-going academic support. Through strategic scheduling and collaborative planning, teaching assistants will enhance Tier I instruction and provide targeted assistance to improve ELA growth and outcomes.	1. Teaching Assistant assignments will be reviewed and adjusted based on current ELA performance data. 2. Teachers and Teaching Assistants will engage in documented collaborative monthly planning. 3. Progress monitoring on supported students to determine effectiveness. 4. Benchmark assessment data (iREady, TE21, etc.) achievement and growth. 5. RTI caseload data	$ 1,850,000.00	
Mental Health and Behavior Support MCS will strengthen tiered mental health and behavior supports to promote positive learning environments and students engagement. Each grades 4-12 school has a behavior support team consisting of teachers and teaching assistants. The district contracts with outside providers to serve students with the most significant health needs. These services are a significant contributor to student well-being and academic success, including improved ELA outcomes.	1. Tiered behavior support framework reviewed quarterly. 2. Staff participate annually in professional development on behavior management and trauma-informed practices. 3. K-12 discipline records quarterly reviewed by principals and district administrators. 4. Professional Development - Teacher Feedback and Evaluation 5. Counseling caseload reports for Tier 2 and Tier 3 (quarterly reviews)	$ 350,000.00	

Targeted Improvement in Grades 4 and 8 ELA Instruction MCS will conduct a focused review and improvement process for Grades 4 and 8 ELA, where performance has been consistently lower. This will include a comprehensive curriculum audit to evaluate alignment to state standards, rigor or instructional tasks, and effectiveness of current resources. MCS will analyze student work, benchmark data, and instructional practices to identify gaps and areas of improvement. Based on findings, targeted professional development and instructional support will be provided to teachers to strengthen Tier I instruction, increase rigor, and ensure alignment across classrooms. This work will focus on meeting the needs of all learners, including students performing below grade level and those in the top quartile, to ensure continued growth and achievement for all students.	1. Comprehensive curriculum audit completed by December 2026, including analysis of standards alignment, rigor, and instructional resources. 2. Teacher participation in at least two targeted professional development sessions focused on rigor, standards alignment, and instructional practices. 3. PLC teams analyze student work and benchmark data at least once per quarter to identify gaps in rigor and instructional alignment. 4. Revised or enhanced instructional materials and pacing guides for Grades 4 and 8 are implemented by Spring 2027. 5. Instructional strategies to support both below-grade-level students and students in the top quartile are documented and monitored in Grades 4 and 8 classrooms.	$ 30,000.00	

Goal 3

Maryville City Schools (052) Public District - FY 2027 - LEA Plan - Rev 1

Goal 3

Math Outcomes: By May 2029 MCS will earn a minimum of Level 4 TVAAS growth on all 10 Math state assessments, demonstrating sustained high-quality instruction and strong student growth across all grade levels.

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* 60% (Minimum Level 4 on the following Math state assessments) Grade 3: 4 or 5 Grade 4: 4 or 5 Grade 7: 4 or 5 Algebra II: 4 or 5 Geometry: 4 or 5 ACT Math: 4 or 5	* TVAAS growth level on 3rd-8th grade TCAP Math, Algebra I EOC, Algebra II EOC, Geometry EOC, and ACT Math
2027-28	* 80% (Minimum Level 4 on the following Math state assessments) Grade 3: 4 or 5 Grade 4: 4 or 5 Grade 5: 4 or 5 Grade 6: 4 or 5 Grade 7: 4 or 5 Algebra II: 4 or 5 Geometry: 4 or 5 ACT Math: 4 or 5	* TVAAS growth level on 3rd-8th grade TCAP Math, Algebra I EOC, Algebra II EOC, Geometry EOC, and ACT Math
2028-29	* 100% (Minimum Level 4 on the following Math state assessments) Grade 3: 4 or 5 Grade 4: 4 or 5 Grade 5: 4 or 5 Grade 6: 4 or 5 Grade 7: 4 or 5 Grade 8: 4 or 5 Algebra I: 4 or 5 Algebra II: 4 or 5 Geometry: 4 or 5 ACT Math: 4 or 5	* TVAAS growth level on 3rd-8th grade TCAP Math, Algebra I EOC, Algebra II EOC, Geometry EOC, and ACT Math

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	**Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year.	**Estimated TISA Amount, if applicable** Enter $0 if not applicable.	**Other funding source and amount, if applicable**
Increase High Quality Tier I Instruction MCS will strengthen Tier I math instruction in grades 3-12 by ensuing alignment to state standards, consistent use of rigorous grade-level tasks, explicit instructional practices, and purposeful differentiation. Ongoing professional development, coaching, and instructional framework reviews will support consistent, high-quality implmentation across classrooms.	1. Quarterly instructional reviews conducted in 100% of Math K-12 classrooms. 2. 100% of Math teachers participate in at least 2 high-quality Tier I professional development sessions. 3. Tiger Evaluation Evidence 4. Benchmark assessment results (TE21, iReady) quarterly reviewed by principals and district leadership. 5. RTI caseload data	$ 35,000.00	

Benchmark Data to Inform Instructional Progress MCS will implement a structured process for analyzing benchmark and progress monitoring data to inform instructional decisions in math. PLC teams will use consistent data protocols to identify student needs, adjust instruction, and monitor the effectiveness of interventions to ensure continuous academic growth.	1. Structured PLC Data meetings will occur three times per year in grades 3-8 (after each benchmark window). 2. Data-based instructional plans developed and monitored quarterly for students below proficiency in math. 3. Benchmark assessment data (iReady, TE21, etc.) achievement and growth. 4. Increase of "bubble performance" students raising to proficiency 5. Data mining to the teacher level for points of variability (twice a year by district and school leadership)	$ 55,000.00	
Grades 3-12 Teaching Assistants MCS will strategically assign teaching assistants in grades 3-12 based on identified academic areas of need to strengthen instructional support in math. Having a second adult available in the classroom allows for more differentiated instruction, better classroom management, and on-going academic support. Through intentional scheduling and collaborative planning, teaching assistants will enchance Tier I instruction and provide targeted assistance to improve math growth and outcomes.	1. Teacher Assistant assignments reviewed and adjusted based on current math performance data. 2. Teachers and teaching assistants engage in documented collaborative monthly planning. 3. Progress monitoring on supported students. 4. Benchmark assessment data (iREady, TE21, etc.) achievement and growth. 5. RTI caseload data	$ 1,350,000.00	
Mental Health and Behavior Support MCS will strengthen tiered mental health and behavior supports to promote positive learning environments and student engagement. Each grades 4-12 school has a behavior support team consisting of teachers and teaching assistants, and the disttrict contracts with outside provides to serve sutdents with the most significant mental health needs. These services are a significant contributor to student well-being and academic success, including improved math outcomes.	1. Tiered behavior support framework reviewed quarterly at each school. 2. Staff participate annually in professional development on behavior management and trauma-informed practices. 3. K-12 discipline records quarterly reviewed by principals and district administrators. 4. Professional Development - Teacher Feedback and Evaluation 5. Counseling caseload reports for Tier 2 and Tier 3 (quarterly reviews)	$ 275,000.00	

Goal 4

Maryville City Schools (052) Public District - FY 2027 - LEA Plan - Rev 1

This goal not established.

Goal 4

College and Career Outcomes: By May 2029, MCS will have 87% of its graduates will demonstrate readiness on the College and Career indicator.

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* CCR score of 85%	* District Level CCR Summary Data File
2027-28	* CCR score 86%	* District Level CCR Summary Data File
2028-29	* CCR score 87%	* District Level CCR Summary Data File

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	**Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year.	**Estimated TISA Amount, if applicable** Enter $0 if not applicable.	**Other funding source and amount, if applicable**
Increase EPSO opportunities MCS will increase the number of EPSOs earned by students through expanded Local Dual Credit courses, industry credentials, and Modern States exams.	CCR Data Portal Number of local dual credit courses offered Number of courses offering industry credentials	$ 40,000.00	N/A
Employ a full-time Ready Graduate Advisor at Maryville Junior HS and Maryville HS MCS will fund full time Ready Graduate Advisors in grades 8-12. These positions will be responsible for tracking CCR data for 8-12 cohorts, individual student college and career advisement, planning field experiences, Lunch and Learns, and job shadowing placements, and subgroup intervention.	SchooLinks College and Career Readiness dashboard SchooLinks WBL Partnership Database Tracking of Ready Graduate Advisor events	$ 255,000.00	N/A
		$	

Goal 1

Maryville City Schools (052) Public District - FY 2027 - LEA Plan - Rev 1

Goal Statement 1: 3rd Grade ELA Proficiency

70 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2024

District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	66.9%	Percent of students scoring at the Met or Exceeded level on the 3rd grade ELA TCAP for each year listed.
Year 2: 2024-2025 school year (Use previous outcome)	69.4%	Percent of students scoring at the Met or Exceeded level on the 3rd grade ELA TCAP for each year listed.
Year 3: 2025-2026 school year (Use actual outcome)	71.8%	Percent of students scoring at the Met or Exceeded level on the 3rd grade ELA TCAP for each year listed.

* Check the response that best describes the progress made on the 2025-26 target toward Goal 1.

- Exceeded target
- Met target
- Increased but did not meet target
- Did not make progress toward target
- End of year outcome data for 2025-26SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

We had over 70% of 3rd graders score at the Met or Exceeded level for the first time since the 2022-23 school year. One of our three elementary schools had over 80% score proficient. The increase in proficiency rates tells us that our action plan is solid. Will will continue to fine-tune it, but no significant changes.

Goal 1 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.

Professional development activities for K-3 teachers focused on high quality Tier 1 instruction	$ 40,000.00	This investment contributed to progress toward our goal. Professional development focused on high-quality Tier 1 instruction strengthened K-3 instructional practices and supported consistent, standards-aligned ELA instruction. These results support continuing this investment while fine-tuning professional learning based on student performance data.
Implementation of iReady Benchmark Assessments in grades K-3. Growth scores from iReady count for individual teacher growth for teachers in grades K-2.	$ 50,000.00	This investment contributed to progress toward the goal. Implementation of i-Ready Benchmark Assessments in grades K-3 provided teachers and administrators with consistent data to monitor student achievement and growth throughout the school year. Teachers used benchmark results to identify areas of need, adjust instruction, and provide targeted support prior to students reaching third grade. In grades K-2, i-Ready growth scores also serve as an individual teacher growth measure, reinforcing the importance of monitoring student progress and responding to data throughout the year.
Each K-3 classroom teacher is provided a teaching assistant for at least 50% of the school day. Having a second adult in the elementary classrooms is one of the keys to our academic success, especially in ELA. It is a major contributor to achieving our TISA goal of 70% proficient in ELA by third grade. A total of 157 TA's served in grades K-3 in the 2025-26 school year. The cost was divided between the General Purpose and Title I budgets.	$ 2,360,000.00	This investment contributed significantly to progress toward the goal. Providing each K-3 classroom teacher with a teaching assistant for at least 50% of the school day increases opportunities for small-group instruction, targeted intervention, differentiation, and individualized student support, particularly in ELA. Our district will continue this investment as a critical strategy for supporting early literacy and student achievement.
Mental Health Behavior and Support through a behavior team in each elementary school. Targeted professional development for K-3 teachers on behavior intervention. Outside providers provide mental health support.	$ 735,000.00	This investment contributed to progress toward the goal. Elementary behavior teams, targeted professional development for K-3 teachers on behavior intervention, and mental health services provided through outside providers helped create supportive classroom environments where students were better able to engage in instruction and learning. These supports also equipped teachers with strategies to address behavioral needs while reducing disruptions to instructional time. By supporting students' behavioral and mental health needs, this investment strengthened the conditions necessary for effective Tier 1 ELA instruction and contributed to the district's overall academic success.

Goal 2

Maryville City Schools (052) Public District - FY 2027 - LEA Plan - Rev 1

Goal Statement 2:

The district will achieve a TVAAS score of 4 or 5 in all measured content areas

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	A growth score of 4 or 5 was achieved in 17 of the 30 subjects/grades.	TVAAS district growth scores from all TCAP assessments for each year listed.
Year 2: 2024-2025 school year (Use previous outcome)	A growth score of 4 or 5 was achieved in 17 of the 31 subjects/grades.	TVAAS district growth scores from all TCAP assessments for each year listed.
Year 3: 2025-2026 school year (Use actual outcome)	A growth score of 4 or 5 was achieved in 14 of the 31 subjects/grades.	TVAAS district growth scores from all TCAP assessments for each year listed.

* Check the response that best describes the progress made on the 2025-26 target toward Goal 2.

- ○ Exceeded target
- ○ Met target
- ○ Increased but did not meet target
- ● Did not make progress toward goal
- ○ End of year outcome data for the 2025-26SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

Academic growth declined in some grades/subjects that had traditionally been strong (e.g., 5th and 6th grade Math). We will adjust our action plan to focus our energies on the areas with the lowest academic growth. A special emphasis will be on Tier 1 intervention for high achieving students.

Goal 2 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
Professional development to increase high quality Tier 1 instruction	$ 60,000.00	Professional development focused on high-quality Tier 1 instruction provided teachers with strategies and resources to strengthen classroom instruction; however, academic growth declined in some grades and content areas that had traditionally demonstrated strong growth. Based on 2025-26 TVAAS results, MCS will refine this investment by targeting professional learning to the grades and content areas demonstrating the greatest need. Additional emphasis will be placed on differentiation within Tier 1 instruction, including strategies to ensure high-achieving students are appropriately challenged and demonstrate continued academic growth.

Benchmark assessments in grades 4-8 to inform instructional progress.	$ 80,000.00	This investment provided valuable data to monitor instructional progress but did not result in the level of academic growth anticipated. Benchmark assessments in grades 4-8 allowed teachers and administrators to monitor student performance throughout the year, identify areas of strength and need, and make instructional adjustments. However, 2025-26 TVAAS results indicate a need to strengthen how benchmark data is used to inform instruction and intervention.
Strategically place teaching assistants in 4-8 grade classrooms to support Tier 1 instruction.	$ 1,850,000.00	This investment supported Tier 1 instruction but did not result in the level of academic growth anticipated. Teaching assistants provided additional instructional support in grades 4-8; however, the district's TVAAS results indicate a need to be more intentional in how teaching assistants are utilized within the classroom. Moving forward, the district will more clearly define and target the instructional responsibilities of teaching assistants, using student achievement and growth data to guide their work.
Mental health and behavior support by providing a behavior team at each school, increased school counseling, and outside support from Helen Ross McNabb.	$ 350,000.00	This investment contributed to creating the conditions necessary for academic growth, although the district did not achieve the desired TVAAS outcomes. Behavior teams at each school, increased access to school counseling, and mental health support through Helen Ross McNabb helped address behavioral, social-emotional, and mental health needs that can interfere with student learning. These supports allowed schools to respond more effectively to individual student needs, reduce barriers to learning, and support productive classroom environments. While the district will continue this investment, the 2025-26 growth results indicate that additional adjustments to academic strategies, particularly Tier 1 differentiation and intervention, are needed to achieve the district's TVAAS goal.

Goal 3

Maryville City Schools (052) Public District - FY 2027 - LEA Plan - Rev 1

☐ This goal not established.

Goal Statement 3:

The percent of graduates meeting the College and Career Readiness criteria will be at least 80%

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	79.1%	Percent of students in each graduating cohort meeting the criteria to be College and Career Ready as defined by the TDOE.
Year 2: 2024-2025 school year (Use previous outcome)	78.0%	Percent of students in each graduating cohort meeting the criteria to be College and Career Ready as defined by the TDOE.
Year 3: 2025-2026 school year (Use actual outcome)	The preliminary percentage is 83.0%.	Percent of students in each graduating cohort meeting the criteria to be College and Career Ready as defined by the TDOE.

* Check the response that best describes the progress made on the 2025-26 target toward Goal 3.

- ○ Exceeded target
- ○ Met target
- ○ Increased but did not meet target
- ○ Did not make progress toward goal
- ○ End of year outcome data for the 2025-26SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

We saw tremendous growth in the percent of graduates meeting the College and Career Readiness criteria. We will continue to be very intentional in our work with each individual student to determine the best path towards CCR status.

Goal 3 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.

Increase the number of EPSOs earned by students through expanded Local Dual Credit courses, industry credentials, and Modern States exams.	$ 40,000.00	This investment contributed significantly to progress toward the goal. Expanding Early Postsecondary Opportunities through Local Dual Credit courses, industry credentials, and Modern States exams provided students with additional pathways to meet College and Career Readiness criteria. Increasing both the number and variety of opportunities allowed MCS to better match individual students with options aligned to their interests, strengths, and postsecondary goals. This intentional focus on expanding access to EPSOs contributed to the significant increase in graduates achieving CCR status and to the district exceeding its 2025-26 target. The district will continue to expand and refine these opportunities while working individually with students to identify the most appropriate pathway to CCR status.
Provide full time Ready Graduate Advisors in grades 8-12. These positions will be responsible for tracking CCR data for 8-12 cohorts, individual student college and career advisement, planning field experiences, Lunch and Learns, and job shadowing placements, and subgroup intervention.	$ 255,000.00	This investment contributed significantly to progress toward the goal. Full-time Ready Graduate Advisors in grades 8-12 provided consistent monitoring of CCR data and individualized support to help students identify appropriate pathways to College and Career Readiness. Advisors tracked progress by cohort and subgroup, provided college and career advisement, and coordinated career exploration opportunities. This intentional, student-by-student approach was a key contributor to MCS exceeding its 2025-26 CCR target.

FIELD TRIP REQUEST FORM

Maryville City Schools

School: Maryville High
Team: Coordinating Teacher(s): Wrestling Teams: Alex Cate

Trip Date: Jan 8th-9th, 2027
Destination: Wrestling Tournament at Science Hill High School

Cost Per Student: $25
Cost Per Adult: $25

Number of Attending Students: 28
Number of Attending Adults: 4

Departure Time: Friday 10AM
Return Time: Saturday 9PM

Is this an overnight trip? YES
*overnight trips require board approval

Funding Source: Wrestling Account Student payment
*for trips requiring board approval

Is a school nurse required to attend? YES ☐ NO ☐

Transportation: ☐ Walk ☐ Cars ☒ Bus ☐ SPED Bus Buses #____1___

Bus Service Provider: Rocky top

Trip Justification: Trip Coordinator's Signature: RA Cate

Principal's Signature: Heather Whitt

Director of Schools Signature: [signature] Date: 10-13-26

School Board Approval, as applicable: _____ Date: _____

To Be Completed After Approval:

PO#:_____ Please Initial Below:

Cafe Manager: _____ Clinic (Meds): _____ Office (Perm. Slip): _____

Website/Calendar: _____

CUT AND RETURN TOP PORTION TO OFFICE FOR APPROVAL

COMPLETE BOTTOM HALF & RETURN TO BOOKKEEPER AFTER TRIP

Grade:_____ Department/Team:

Coordinating Teacher(s):

Field Trip Destination: ___Campbellsville University Wrestling Camp_____

Final Count of Students Paying: _____

Final Count of Students Waived: _____

Final Count of Adults Paying: _____ Signature of Person Verifying: _____

FOR BOOKKEEPER TO COMPLETE:

Amount Donated: _____

Total Paid by Students: _____

Total Paid by Adults: _____

FIELD TRIP REQUEST FORM

Maryville City Schools

School: Maryville High

Team: Coordinating Teacher(s): Wrestling Teams: Alex Cate

Trip Date: Dec 18-19th, 2027

Destination: Wrestling Tournament in Asheville, NC

Cost Per Student: $50

Cost Per Adult: $50

Number of Attending Students: 44

Number of Attending Adults: 4

Departure Time: Friday 10AM

Return Time: Saturday 10PM

Is this an overnight trip? YES

*overnight trips require board approval

Funding Source: Wrestling Account Student payment

*for trips requiring board approval

Is a school nurse required to attend? YES ☐ NO ☐

Transportation: ☐ Walk ☐ Cars ☒ Bus ☐ SPED Bus Buses #___1___

Bus Service Provider: Rocky top

Trip Justification: Trip Coordinator's Signature: RA Cate

Principal's Signature: Heather Hitt

Director of Schools Signature: [signature] Date: 10-13-26

School Board Approval, as applicable: _____ Date: _____

To Be Completed After Approval:

PO#:_____ Please Initial Below:

Cafe Manager: _____ Clinic (Meds): _____ Office (Perm. Slip): _____

Website/Calendar: _____

CUT AND RETURN TOP PORTION TO OFFICE FOR APPROVAL

COMPLETE BOTTOM HALF & RETURN TO BOOKKEEPER AFTER TRIP

Grade:_____ Department/Team:

Coordinating Teacher(s):

Field Trip Destination: ___Campbellsville University Wrestling Camp_____

Final Count of Students Paying: _____

Final Count of Students Waived: _____

Final Count of Adults Paying: _____ Signature of Person Verifying: _____

FOR BOOKKEEPER TO COMPLETE:

Amount Donated: _____

Total Paid by Students: _____

Total Paid by Adults: _____

FIELD TRIP REQUEST FORM

Maryville City Schools

School: **Maryville High School** Grade/Course/Team/Organization: **All East Honors Choir honorees**

Coordinating Teacher(s): **Byron Davis**

Trip Date: **Nov 19-21, 2026** Destination: **ETSU in Johnson City, plus a side trip to Barter Theatre in Abingdon, VA**

Cost Per Student: **$368** Cost Per Adult: **$256**

Number of Attending Students: **25** Number of Attending Adults: **3**

Departure Time: **1 pm** Return Time: **7 pm**

Is this an overnight trip? ☒Yes ☐No *overnight trips require board approval

Funding Source: **Students pay field trip fee** Student payment: **$373**

Is a school nurse required to attend? ☐ Yes ☒ No

Transportation: ☐Walk ☐Cars ☒Bus ☐SPED Bus Number of Buses _1_

Bus Service Provider: **Rocky Top Tours**

Trip Justification: **All East Honors Chorus rehearsals and performance.**

Trip Coordinator's Signature: _____

Principal's Signature: Heather Mitchell

Director of Schools Signature: _____ Date: 10-13-26

School Board Approval, as applicable: _____ Date: _____

To Be Completed After Approval:

PO#: _____ Please Initial Below:

Cafe Manager: _____ Clinic (Meds): _____ Office (Perm. Slip): _____ Website/Calendar: _____

CUT AND RETURN TOP PORTION TO OFFICE FOR APPROVAL

COMPLETE BOTTOM HALF & RETURN TO BOOKKEEPER AFTER TRIP

Grade:_____ Department/Team: _____

Coordinating Teacher(s): _____

Field Trip Destination: _____

Final Count of Students Paying: _____

Final Count of Students Waived: _____

Final Count of Adults Paying: _____

Signature of Person Verifying: _____

FOR BOOKKEEPER TO COMPLETE:

Amount Donated: _____

Total Paid by Students: _____

Total Paid by Adults: _____

REVISED 9.8.23

FIELD TRIP REQUEST FORM

Maryville City Schools

School: **Maryville Junior High School** Grade/Course/Team/Organization: **All East Freshman Honors Choir**

Coordinating Teacher(s): **Byron Davis**

Trip Date: **Nov 19-21, 2026** Destination: **ETSU in Johnson City, plus a side trip to Barter Theatre in Abingdon, VA**

Cost Per Student: **$368** Cost Per Adult: **$256**

Number of Attending Students: **25** Number of Attending Adults: **3**

Departure Time: **1 pm** Return Time: **7 pm**

Is this an overnight trip? ☒Yes ☐No *overnight trips require board approval

Funding Source: **Students pay field trip fee** Student payment: **$373**

Is a school nurse required to attend? ☐ Yes ☒ No

Transportation: ☐Walk ☐Cars ☒Bus ☐SPED Bus Number of Buses _1_

Bus Service Provider: **Rocky Top Tours**

Trip Justification: **All East Honors Chorus rehearsals and performance.**

Trip Coordinator's Signature: BPDS

Principal's Signature: AH38

Director of Schools Signature: Mb Wmith Date: 10-14-26

School Board Approval, as applicable: _____ Date: _____

To Be Completed After Approval:

PO#: _____ Please Initial Below:

Cafe Manager: _____ Clinic (Meds): _____ Office (Perm. Slip): _____ Website/Calendar: _____

CUT AND RETURN TOP PORTION TO OFFICE FOR APPROVAL

COMPLETE BOTTOM HALF & RETURN TO BOOKKEEPER AFTER TRIP

Grade:_____ Department/Team: _____

Coordinating Teacher(s): _____

Field Trip Destination: _____

Final Count of Students Paying: _____

Final Count of Students Waived: _____

Final Count of Adults Paying: _____

Signature of Person Verifying: _____

FOR BOOKKEEPER TO COMPLETE:

Amount Donated: _____

Total Paid by Students: _____

Total Paid by Adults: _____

MODERNIZATION PROPOSAL FOR

Maryville High School – Elevator #2

825 Lawrence Avenue
Maryville, TN 37801

Maryville High School

Maryville City Schools
520 S. Washington Street
Maryville, TN 37804

PO Box 1308
Knoxville, TN 37901
800.338.0064/865.573.0731
Job #: 25822-9943
TIPS #: 25050201
Proposal Date: September 17, 2026
Alvin Huckaby / Service Sales
alvinh@unitedelevator.com

PART 4: PRICING

4.01 PRICING

Schedule of Values		
Contract Number	25822	
Base Contract Amount		$82,920
Number of units		1

Due Date	Description	Value
Upon Issuance of PO/Contract	50%	$ 41,460.00
Upon Delivery of Material	70% of Remaining Balance	$ 29,022.00
Upon Substantial Completion of 1st	100 % of remaining balance	$ 12,438.00

Maryville City Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Biennially in September	**Investment Earnings**	**2.402**	**11/09/26**
		Rescinds: **2.402**	Issued: **11/05/18**

The building principal, with consent of the Director of Schools, is authorized to invest excess funds of the school in savings accounts.[1] Interest earned on general fund accounts shall be credited to general fund revenue. ~~Interest earned on restricted fund accounts shall be credited to revenue in each restricted account~~. *Interest earned on bank and investment accounts containing general and restricted internal school funds shall be credited to the General Fund as interest revenue, unless the terms of a grant, donation, or other legal restriction require the interest to be credited to a specific restricted account.*

School food service funds shall be kept separate from other school funds, and interest earned on food service fund deposits shall be credited to food service revenue.

All funds shall be deposited into accounts fully protected by sufficient collateral.

Legal References

1. *Tennessee Internal School Uniform Accounting Policy Manual*; Section 6-1

Cross References

Deposit of Funds 2.500
Food Service Management 3.500