



Thomaston-Upson School System FY19 Strategic Plan

Vision

Excellence in Education...Every Individual, Every Day.

Mission

Thomaston-Upson Schools will be a model system of effective teaching and learning in preparing students who are personally, academically, and socially successful both in school and in life.

Beliefs

- ❖ All students can learn.
- ❖ An environment of high expectations for all stakeholders leads to high levels of achievement.
- ❖ Learning is more effective in a safe, supportive, and nurturing environment.
- ❖ Building a culture of positive relationships is the core of effective collaboration and communication.



Thomaston-Upson School System FY19 Strategic Plan

Goal Area 1: Academic Achievement

Goal Area 1, Smart Goal 1: Increase the percent of students scoring in developing learner, proficient learner and distinguished above 3% each year as measured by CCRPI Content Mastery.

- Implement an instructional framework to define and identify research-based, effective teaching strategies and professional practices for teachers across the district. (Asst. Superintendent and School Administrators: ongoing)
- Conduct an annual analysis/comprehensive needs assessment of student achievement in accordance with the Strategic Waiver contract with the Georgia Department of Education and Governor's Office of Student Achievement to identify areas for improvement at each school. (School Administrators and staff: annually)
- Continue Curriculum Advisory Council (CAC) to provide instructional support, data analysis, and continuous communication to school leaders to increased academic achievement for all learners. (Asst. Superintendent and School Administrators: ongoing)
- Continue to enhance teacher content knowledge and language of the standards through deconstruction of standards in all content areas to increase teacher content knowledge, language of the standards, critical thinking, and rigor/relevance in each content. (Asst. Superintendent and School Leaders: ongoing)
- Strengthen a systemic data analysis process and procedure to include assessments (current and historic), benchmarking, universal screeners and other forms of formative/summative assessments to inform instruction. (District Leaders, School Administrators and staff: ongoing)
- Continue to streamline the RtI process in order to ensure consistency of implementation, support, and accountability across all schools within the district. (District Leaders, School Administrators and staff: ongoing)
- Continue to enhance scheduling, support services, and interventions to meet individual student needs (EIP, SWD, EL, Gifted, RTI, 504). (District Leaders, School Administrators and staff: ongoing)
- Regularly review assessment data to inform instruction and to make plans for remediation, reteaching, and enrichment. (School Administrators and staff: ongoing)
- Evaluate all academic and software programs with data to determine impact on academic achievement for identified needs. (District Leaders, School Administrators and staff: annual)
- Support school-based innovative programs and initiatives aligned with improvement plans to increase opportunities to support students and increase student outcomes. (District Leaders, School Administrators and staff: ongoing)
- Continue professional development for co-teaching and supportive instruction classes in core academic areas to improve student outcomes. (District Leaders, School Administrators and staff: ongoing)
- Ensure relevant, innovative, and effective technology integration by teachers and students during instruction. (District Leaders, School Administrators and staff: ongoing)

- Implement strategies that focus on student literacy across all content areas. (District Leaders, School Administrators and staff: ongoing)

Goal Area 1, Smart Goal 2: Improve the 4-year and 5-year cohort graduation rate by 3% each year as measured by CCRPI Graduation Rate.

- Increase the promotion rate through research-based, effective teaching strategies and supportive instruction for students across the district. (District Leaders, School Administrators and staff: ongoing)
- Analyze data throughout the year to support or enrich students to ensure students are on track to move to the next grade level. (District Leaders, School Administrators and staff: ongoing)
- Facilitate and support school-based initiatives aligned with school and district improvement plans in order to expand and increase diverse learning opportunities for all students. (District Leaders, School Administrators and staff: ongoing)
- Support current programs and explore innovative programs to expand STEM activities, CTAE offerings, Dual Enrollment, and career awareness lessons to prepare students for college and career readiness. (District Leaders, School Administrators and staff: ongoing)
- Increase the percent of students completing a CTAE pathway, advanced academic pathway, fine arts pathway, or a world language pathway within the student's program of study. (District Leaders, School Administrators and staff: ongoing)
- Continue to increase the percent of student subgroups graduating on time including special education. (District Leaders, School Administrators and staff: ongoing)

Goal Area 1, Smart Goal 3: Maximize the effectiveness of district leaders, teachers, and other staff to optimize learning for all students by providing relevant professional learning activities aligned with the comprehensive needs assessment, district strategic plan, and school improvement plans.

- Provide ongoing school level professional development with a focus on literacy, writing, and math. (District Leaders, School Administrators and staff: ongoing)
- Utilize and revise curriculum maps, instructional frameworks, and units throughout the year in curriculum or content meetings to maximize instructional effectiveness. (School Administrators and staff: ongoing)
- Provide professional development in targeted areas for staff as identified through TKES, LKES, or other evaluation system. (District Leaders and School Administrators: ongoing)
- Provide ongoing professional development for teachers and leaders on the effective use of technology for improving student outcomes. (District Leaders, School Administrators and staff: ongoing)
- Utilize data to ensure that professional development activities are ongoing and sustainable to lead to change in instructional practices and improved student achievement. (District Leaders and School Administrators: ongoing)
- Implement common instructional strategies that are differentiated based on the needs of students as identified from formative and summative assessment data. (District Leaders, School Administrators and staff: ongoing)
- Provide targeted, sustainable professional development for special education teachers regarding Best Practices in Effective Co-Teaching, Back to Basics of IEP Design, Implementation, & Monitoring, Using Data to Monitor & Adjust IEP Goals, Using Data to Support Placement Decisions and Improving Literacy & Math Skills for At-Risk Learners. (District Leaders and School Administrators: ongoing)
- Improve student lexile levels at all levels by providing ongoing professional development and coaching on effective, research-based strategies and evidenced-based programs to incorporate in literacy instruction. (District Leaders, School Administrators and staff: ongoing)

Goal Area 2: Promoting Stakeholder Engagement

Goal Area 2, Smart Goal 1: Increase stakeholder communication and engagement.

- Evaluate and update methods of communication with parents, students, and stakeholders. (District Leaders and School Administrators: annually)
- Solicit feedback from all stakeholder groups to inform improvement plans. (District Leaders, School Administrators, and Family Engagement Coordinator: annually)
- Provide multiple opportunities for stakeholder engagement at each school, with at least one district-wide meeting conducted annually. (District Leaders, School Administrators, and Family Engagement Coordinator: ongoing)
- Communicate with parents using a variety of tools including district and school newsletters, group and individual phone calls, website postings, texts, emails, school calendars, and/or social media postings. (District Leaders and School Administrators: ongoing)
- Maintain current district and school websites with academic links, monthly school and classroom newsletters, calendar of events, Parent Portal links, student handbook, etc. (District Leaders and School Administrators: ongoing)
- District Family Engagement Coordinator (FEC) will be available to communicate with parents regarding the needs of their child(ren), provide training for parents and staff, and provide opportunities to gather feedback from stakeholders. (District Leaders, School Administrators, and Family Engagement Coordinator: ongoing)
- Utilize school social worker, Family Engagement Coordinator, SPED parent mentor, EL teacher and Director of School and Community Relations, to promote parental engagement and community outreach. (District Leaders and School Administrators: ongoing)

Goal Area 2, Smart Goal 2: Reduce the number of behavior referrals by 3% within the school year by promoting and teaching rituals and routines for positive behavior expectations.

- District PBIS team will meet twice a year and school PBIS teams will meet monthly to analyze data to determine the need for professional development to promote positive relationships and classroom management. (District Leaders, School Administrators and staff: ongoing)
- Develop lesson plans for teaching and reinforcing behavior expectations as a result of data analysis. (District Leaders and School PBIS Teams: ongoing)
- Improve school and family relationships with weekly contacts to students and parents by the system behavior specialist. (Director of Special Education: ongoing)
- Provide ongoing professional development of faculty on PBIS, Love and Logic Program, Mindset, and Classroom Management. (District Leaders and School Administrators: ongoing)
- Provide bullying prevention and conflict resolution strategies to all stakeholders to facilitate a bully free environment. (District Leaders, School Administrators and staff: ongoing)
- Improve relationships with all learners (Mentor/Mentee Programs, ESOL, Adv/Adv, Homeless, etc.) (District Leaders, School Administrators and staff: ongoing)
- Decrease significant disproportionality for disciplinary removals for subgroups affected by implementing alternatives to suspension (SIR, lunch detention, more parental involvement). (District Leaders and School Administrators: ongoing)
- Develop school handbooks that enforce age-appropriate rules and developmentally responsive policies. (District Leaders and School Administrators: ongoing)

Goal Area 2, Smart Goal 3: Decrease the number of students with an attendance rate less than the state target of 90% the student's enrollment by 10% above the previous school year, as measured by CCRPI for the 2017-2018 school year.

- Enforce school attendance matrices and communicate the importance of attendance to all stakeholders. (District Leaders and School Administrators: ongoing)
- Hold Attendance Support Team (AST) meetings as outlined on the attendance matrix to involve parents and students in solutions for chronic attendance issues. (District Leaders and School Administrators: ongoing)
- Investigate the organization of an Attendance Task Force. (Director of Student Services: 2019)
- Utilize Director of Student Services, Parent Mentor, School Counselors, and the system Social Worker to improve attendance of at-risk students. (District Leaders and School Administrators: ongoing)
- Continue student mentoring programs to strengthen student relationships with a caring adult in the building or from the community. (District Leaders and School Administrators: ongoing)

Goal Area 3: Creating Organizational Effectiveness

Goal Area 3, Smart Goal 1: Select, maintain, and retain a high quality workforce to prepare students for college, and/or career readiness. (Deputy Superintendent of Human Resources)

- Establish and implement processes to recruit, employ, and retain professionally qualified and highly effective teachers and instructional support staff.
- Ensure that all personnel hold the necessary credentials and have appropriate training to effectively provide the highest quality of services to students and all constituents.
- Provide open and honest feedback to all employees within the school system on evaluation instruments
- Implement Teacher Keys Evaluation System and Leader Keys Evaluation System with fidelity
- Provide a district and school-level orientation to support new teachers including a new teacher orientation and mentor/mentee program to increase employee knowledge of district/school policies and procedures.

Goal Area 3, Goal 2: Support student learning by providing safe and nutritious meals. (Director of School Nutrition)

- Promote programs to increase participation in the school nutrition program.
- Conduct surveys to solicit feedback from stakeholders.
- Expand the training program for all SNP to include the following courses and topics: orientation for new staff, ServSafe Course, Advanced Mgt. Class, working cooperatively with school staffs/administrators, safety, and communication.
- Ensure implementation of Wellness Policy.

Goal Area 3, Goal 3: Ensure efficient and effective financial processes that mirror educational priorities. (Director of Finance)

- Through collaboration with all departments and schools, develop and implement an annual budget to support educational programs
- Ensure clear and transparent financial reporting.
- Complete a comprehensive annual financial report and present for review
- Follow system purchasing policies for all expenditures.
- Monitor compliance with state, federal, and regulatory guidelines for financial management.

Goal Area 3, Goal 4: Collaboratively ensure that all maintenance and operations processes support the learning environment. (Director of Operations and Facilities)

- Ensure that yearly inspections are conducted by the fire department.
- Ensure cost effectiveness of daily and extra-curricular travel.
- Ensure compliance of facility use guidelines.
- Maintain safe, comfortable, and timely transportation for curricular and extracurricular activities in the most cost effective manner.
- Collaborate with building administrators on areas of concern to decrease bus referrals.

Georgia Vision Project Goals

Strategic Plan	VP	Vision Project Goal Description (http://gavisionproject.org)
1.3	4.1	In order to provide an environment where students learn best, ensure that teachers work and plan together, learn and share effective teaching practices, and are provided support for their ongoing learning.
1.1	4.2	In order to provide an environment where students learn best, ensure that teachers use a variety of technologies to teach and measure what students know and can do.
1.1	4.3	In order to provide an environment where students learn best, ensure that teachers teach challenging and problem-solving lessons that are flexible enough to meet the interests and needs of individual students.
1.1	4.4	In order to provide an environment where students learn best, ensure that teachers use varied measures to determine what students know and can do.
1.4	5.1	Evaluate and utilize the most effective instructional models and learning supports (i.e. digital, blended, competency, virtual, etc.) implemented by school districts.
1.4	5.2	Ensure full integration of current technology and training into the classroom.
2.2	5.4	Develop partnerships with business, industries, public agencies and the community to promote shared use of services and facilities.
1.1; 3.1	6.3	Collaborate with the Georgia Professional Standards Commission, the Georgia Department of Education and other credentialing agencies to provide comprehensive strategies to find, grow and keep the most talented educators.
1.4	6.5	Organize personnel, distribute leadership and implement processes that maximize student learning.
1.3	7.1	Develop and implement at the local school district level an accountability system based on local district educational goals that are aligned with state educational goals and state accountability system, and which include clearly defined measures of school district, school and student success.
1.1	7.4	Establish and maintain high performance organizations through development of local school district governance and leadership teams.
2.3	8.1	Develop safe, orderly, supportive learning environments built on respect and encouragement where all individuals believe they can make a positive difference.
1.4; 2.2	8.2	Make each school and school system an inviting place to be for students, parents, staff and the larger community.
2.1; 2.2	8.3	Establish each school as the center or hub of the community in which it exists.
2.2	8.4	Determine stakeholder perceptions of schools and school districts.
1.5	8.5	Develop a culture and climate that foster innovation and responsible risk-taking.
2.2	8.7	Get to know and be willing to truly listen to the students in our schools.
1.3	9.2	Commit local funds to implement comprehensive data and evaluation systems that support continuous improvement of student learning.
3.2	9.3	Initiate an ongoing process at the local district level for systematically evaluating all expenditures to enable the development and adoption of budgets that are focused on district strategies for maximizing student

CCRPI Operational Targets

	Actual FY15	Actual FY16	Actual FY17	Actual FY18 (Baseline)	Target FY19	Target FY20	Target FY21	Target FY22
CCRPI Scores (Redesigned CCRPI begins in 2018. It is not comparable to previous CCRPI scores and is a baseline year.)								
ULPS Overall Score (+1.20)	NA	NA	NA	59.9	61.1	62.3	63.5	64.7
ULES Overall Score (+1.13)	74.5	81.9	73.2	62.4	63.53	64.66	65.79	66.92
ULMS Overall Score (+0.84)	77.8	76.6	80.6	71.9	72.74	73.58	74.42	75.26
ULHS Overall Score (+0.80)	77	71.3	81.7	73.4	74.2	75	75.8	76.6
District Overall Score (+0.95)	75.4	75.6	76.5	68.2	69.15	70.1	71.05	72
Graduation Rate								
4 Year Cohort (+0.38)	85.085	84.472	87.423	87.09	87.47	87.85	88.23	88.61
5 Year Cohort (+0.41)	71.429	86.242	86.420	88.41	88.82	89.23	89.64	>90
Attendance (FY15-17: absent <6 days; Baseline Year will be FY18 and thereafter: absent <10% of the school year)								
ULPS	52.345	49.064	53.217	89.76	>90	>90	>90	>90
ULES	50.250	54.364	63.798	93.37	>90	>90	>90	>90
ULMS	41.031	47.071	49.293	90.21	>90	>90	>90	>90
ULHS (+0.66)	46.804	46.270	44.587	82.21	82.87	83.53	84.19	84.85
School Climate Star Rating								
ULPS	4	3	4	5	5	5	5	5
ULES	3	4	4	4	4	5	5	5
ULMS	3	4	4	5	5	5	5	5
ULHS	3	3	3	4	4	5	5	5
Financial Efficiency Star Rating (Baseline Year FY17)								
District Score	NA	3.5	3.5	4.0	4.0	4.0	4.5	4.5

** ULPS was K-3 and ULES was 4-5 FY15-FY17. Beginning in FY18, ULPS is K-2 and ULES is 3-5.

***Milestones Learning Targets are calculated as follows: *improvement target* = (100 – *baseline*FY17) * 0.03

Milestones Learning Targets

Weighted Percent Performance Targets for All Learners***

	Actual FY15	Actual FY16	Actual FY17	Actual FY18	Target FY19	Target FY20	Target FY21	Target FY22
ULES (3% Increase for targets***)								
3rd Grade ELA (+1.41)	39	39	52	45.45	46.86	48.27	49.68	51.09
3rd Grade Math (+1.05)	61	66	62	68.57	69.62	70.67	71.72	72.77
4th Grade ELA (+1.41)	47	50	49	52.3	53.71	55.12	56.53	57.94
4th Grade Math (+1.05)	68	69	65	62.32	63.37	64.42	65.47	66.52
5th Grade ELA (+1.41)	49	53	48	48.35	49.76	51.17	52.58	53.99
5th Grade Math (+1.05)	57	52	60	58.95	60	61.05	62.1	63.15
5th Grade Science (+1.37)	61	56	53	52.66	54.03	55.4	56.77	58.14
5th Grade Social Studies (+1.38)	55	53	53	58.81	60.19	61.57	62.95	64.33
ULMS (3% Increase for targets***)								
6th Grade ELA (+1.28)	50	53	56	49.11	50.39	51.67	52.95	54.23
6th Grade Math (+0.99)	54	63	68	65.02	66.01	67	67.99	68.98
7th Grade ELA (+1.28)	42	46	52	51.61	52.89	54.17	55.45	56.73
7th Grade Math (+.99)	53	52	64	65.76	66.75	67.74	68.73	69.72
8th Grade ELA (+1.28)	51	60	58	64	65.28	66.56	67.84	69.12
8th Grade Math (+.99)	52	51	52	70	70.99	71.98	72.97	73.96
8th Grade Science (+1.30)	53	61	54	51.49	52.79	54.09	55.39	56.69
8th Grade Social Studies (+1.31)	62	54	55	55.96	57.27	58.58	59.89	61.2
ULHS (3% Increase for targets***)								
ELA 9th Grade Literature (+1.01)	56.686	58.923	70.299	68.63	69.64	70.65	71.66	72.67
ELA American Literature (+1.01)	40.977	51.741	62.107	69.65	70.66	71.67	72.68	73.69
Math Algebra I (+1.42)	47.759	38.323	40.448	43.35	44.77	46.19	47.61	49.03
Math Geometry (+1.42)	51.613	57.813	63.325	54.48	55.9	57.32	58.74	60.16
Science Biology (+1.38)	46.694	49.263	53.936	60.63	62.01	63.39	64.77	66.15
Science Physical Science (+1.38)	50.503	50.448	53.927	60.8	62.18	63.56	64.94	66.32

SS U. S. History (+1.04)	65.625	57.962	69.335	68.89	69.93	70.97	72.01	73.05
SS Economics (+1.04)	49.805	48.375	60.839	64.05	65.09	66.13	67.17	68.21

District Operational Learning Targets

	Actual FY15	Actual FY16	Actual FY17	Actual FY18	Target FY19	Target FY20	Target FY21	Target FY22
ULPS DIBELS (3% increase for targets***)								
Kindergarten (Non-Sense Word Fluency-Correct Letter Sounds NWF-CLS) (+2.00)	33.3	32.7	33.2	33.1	35.1	37.1	39.1	41.1
1st Grade (Non-Sense Word Fluency-Correct Letter Sounds -NWF-CLS) (+1.08)	63.3	53.9	64	63.5	64.58	66.58	68.58	70.58
2nd Grade (DIBELS Oral Reading Fluency - DORF) (+0.73)	83.5	81.8	75.8	76.2	76.93	78.93	80.93	82.93
ULPS STAR Math and GKIDS (EOY STAR Math 3% increase for targets***)								
Kindergarten (GKIDS Math Total) (+0.48)	NA	NA	84.1	74.5	74.98	75.46	75.94	76.42
1st Grade (+1.35)	NA	NA	55	64	65.35	66.7	68.05	69.4
2nd Grade (+1.65)	NA	NA	45	42	43.65	45.3	46.95	48.6
Discipline Referrals (PBIS EOY ODR Report - 3% reduction for targets)								
ULPS (-8 referrals each year)	508	729	486 (K-3)	263	255	247	239	231
ULES (-15 referrals each year)	579	395	455 (4-5)	511	496	481	466	451
ULMS (-11 referrals each year)	986	654	514	376	365	354	343	332
ULHS (-22 referrals each year)	2674	1574	1011	755	733	711	689	667

**** ULPS was K-3 and ULES was 4-5 FY15-FY17. Beginning in FY18, ULPS is K-2 and ULES is 3-5. The FY18 Target is an estimate.**



Thomaston-Upson School System FY19 Strategic Plan

Professional Learning Plan

Professional Learning Strategy	Monitoring/ Implementation	Artifacts/Evidence of Impact on Student Learning	Departments for Monitoring and Implementation
Literacy (Evidence-based strategies and instructional practices)	PL will be monitored through analysis of data including screeners and assessments	Increased percentage of students obtaining grade level or above lexiles	District Leadership Team, CAC, School Leadership Teams, Teachers
Positive Behavior Interventions and Supports (PBIS)	Required Georgia Department of Education Monitoring	Results of PBIS Staff Investment Measure, Academic, Discipline, Attendance and Parent Survey Data School PBIS TFI Action Plans	District Leadership Team
Response to Intervention (Rtl)	PL will be monitored through meeting agendas, sign-in sheets, and through Rtl folders	Reduce the number of students in Tier II, Tier III, and Tier IV at all levels	District Leadership Team; Principals; Rtl Teams
Data Analysis	PL will be monitored through sharing of data and data talks with stakeholders including PLCs	Agendas, Data Charts, Sign-In Sheets, and revision of instructional lessons as a result of the data analyzed	District Leadership Team, CAC, School Leadership Teams

New Teacher Induction	PL will be monitored through Mentor Agendas, Sign-In sheet and TKES Evaluations	Agendas Sign-in Sheets TKES Evaluations (TLE Platform)	District Leadership Team
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Thomaston-Upson School System FY19 Strategic Plan

Parent Engagement and Communication

Parent Engagement Activities	Artifacts/Evidence of Impact on Student Learning	Departments for Monitoring and Implementation
Open House (PK-12)	Course Passing Rates State Assessment Results Student Attendance Rates	School Leaders and Staff
Parent/Teacher Conferences (PK-12)	Course Passing Rates State Assessment Results Student Attendance Rates	School Leaders and Staff
Stakeholder Communication	Percentage of students passing content classes Student Attendance Rates	District Leaders, School Leaders, and Teachers
Parent/Student/Teacher Compact and District and School Parent Involvement Policies	Percentage of parents attending school-related activities Percentage of students passing content classes Student Attendance Rates	All Teachers All Parents All Students
Parent Trainings organized by the District Family Engagement Coordinator (FEC)	Percentage of parents attending trainings	District FEC All Teachers All Parents All Students