

**Thomaston-Upson County School System Strategic Plan  
FY18**

**THOMASTON-UPSON SCHOOL SYSTEM - DR. MAGGIE V. SHOOK, SUPERINTENDENT**

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

**Vision** 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

***If you have questions, concerns, or suggestions related to the mission, vision, beliefs, and goals of the Thomaston-Upson School System, please call 706-647-9621.***

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<b>Needs Assessment/Data Review Results</b>			
Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Increase the percent of students in each grade level achieving on or above grade level reading utilizing universal screener data and state assessment data.	College and Career Performance Index (CCRPI) 12, 13, 14, 15, 16 and 17 Georgia Milestones (FY15, FY16, FY17) STAR Reading and Early Literacy (FY18) DIBELS(FY15, FY16, FY17, and FY18) Framework/Common Assessment data sheets MasteryConnect, Infinite Campus and SLDS	District and School Administrators Instructional Coaches Teachers Parents Community Members	Newsletters Newspaper Website Social Media Meetings
Complete RTI/SWD Policy/Procedure Manual to ensure that the procedures and practices used to identify, intervene, evaluate, and qualify students for SWD maintain proportionate numbers of racial and ethnic SWD students in specific disability categories.	SWD Demographic and Category Data RTI Documentation (Infinite Campus) Go IEP College and Career Performance Index (CCRPI) 12, 13, 14, 15, 16 and 17 Georgia Milestones (FY15, FY16, FY17) STAR Reading and Early Literacy (FY18) DIBELS(FY15, FY16, FY17, and FY18)	Director of SWD RTI Coordinators SWD Lead Teachers Parents Principals	Newsletters Website Social Media Meetings
Increase the amount of time students have in the academic setting by decreasing the number days students miss class due to ISS and OSS by implementing PBIS District-wide	Infinite Campus Behavior Data (PBIS Big 7 reports) Discipline Reports PBIS Surveys PBIS Self-Assessment Survey (SAS) PBIS Tiered Fidelity Inventory (TFI) School PBIS TFI Action Plans	Assistant Superintendent of Curriculum and Instruction, Director of Student Services, and School Principals District PBIS Team School PBIS Teams PBIS Coach Team Meetings	Newsletters Newspaper Website Social Media Meetings
Increase retention of effective teachers by providing a new teacher induction program. Teachers new to the district will be assigned a mentor teacher and must complete the following requirements: July Training, Monthly Meetings with Mentor and journal entries.	PQ Data Reports Retention Records Mentor/Mentee Journal Logs School Notebooks for New Teachers including the following information: calendars, teacher handbook, PBIS information, discipline information, mentor/mentor information, school maps, schedules, important information, templates and forms.	Assistant Superintendent of Curriculum and Instruction District Leaders Mentors Mentees	Newsletters Newspaper Website Social Media Meetings

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<b>Goal Area 1: Increasing Academic Achievement</b>																				
<b>Smart Goal 1: The % of students who meet or exceed on state assessments will be at or above state performance targets.</b>																				
GA Vision Project Goals	District Keys Strands	School Keys Strands	Actions, Strategies, Interventions	Student Group (All or Subgroup, Parents, Teachers)	Estimated Cost, Funding and/or Resources	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation												
						Artifacts	Evidence													
7.4	Governance 4	Assessment 1, 2, 4, 5	<ul style="list-style-type: none"> <li>Streamline the RtI process in order to ensure consistency of implementation, support, and accountability across all schools within the district.</li> <li>Define “at-risk” learners at each level within the district.</li> <li>Curriculum Advisory Council (CAC) will develop a plan to communicate information in transitional grades regarding student academic needs.</li> <li>Differentiate instruction to meet the needs of all learners.</li> <li>Deconstruction of standards in all content areas to increase teacher content knowledge and language of the standards</li> <li>Utilize benchmarking, universal screeners and other forms of formative/summative assessments to inform instruction.</li> <li>Each core teacher will use SLDS or another software program at least 2 times per year to disaggregate benchmark, state achievement data, and/or common assessment data.</li> <li>Ensure that meaningful technology integration by teachers and students is present in every instructional unit.</li> <li>Conduct common pre/post assessments, formative, or summative assessments via student response devices, online assessments, and/or student personal devices once in every unit.</li> <li>Increase the # of teachers who gain an EL, Science, or Reading endorsement.</li> </ul>	All students	General Fund	<ul style="list-style-type: none"> <li>RtI School Plans</li> <li>Documentation of collaboration EIP/ Title I/ School wide schedules/ Screening instrument results</li> <li>At-risk Definition</li> <li>targeted student list</li> <li>Sign-in sheets</li> <li>Agendas</li> <li>Focus Walk Data</li> <li>Unit Plans, checklists, rubrics</li> <li>Research and evidenced based teaching strategies implemented in the classroom</li> <li>School Improvement Plans</li> <li>Aligned assessments in all curriculum areas and analysis of assessments</li> <li>Master schedule to allow for common planning</li> <li>Common assessments</li> <li>Universal screening data</li> <li>Professional Learning Plans</li> </ul>	<p style="text-align: center;"><b>District and School Leaders Demonstrate:</b></p> <p>Knowledge and understanding of the assigned curriculum and ensure the instructional framework is used consistently and pervasively.</p> <p style="text-align: center;"><b>Teachers Demonstrate:</b></p> <p>Knowledge and understanding of the instructional expectations and evidence-based approaches required for teaching the assigned content. Knowledge and understanding of using formative and summative data to drive instruction.</p> <p style="text-align: center;"><b>Students Demonstrate:</b></p> <p>Increased rate of developing learner or higher on the Georgia Milestones, as well as increased proficiency on universal screeners.</p> <p style="text-align: center;"><b>Parents Demonstrate:</b></p> <p>Knowledge of the expectations of the academic rigor of the standards and understanding of how to support their child at home.</p>	<ul style="list-style-type: none"> <li>Monitor through data analysis of universal screeners, common assessments and state assessments to address the individual school needs to improve instruction and student outcomes.</li> <li>Monitor the collaborative, data-driven planning process to improve student learning.</li> <li>Monitor master schedules to ensure comprehensive services and support systems for students.</li> <li>Monitor school improvement plans and provide guidance, support, and feedback.</li> <li>Monitor lesson plans and units for curriculum design and alignment of instruction and assessment with required standards.</li> <li>Monitor and support district expectations for implementing curriculum, instruction, and assessment practices throughout the district.</li> <li>Monitor professional learning to ensure it is relevant and meets the needs of adults and students.</li> </ul>												
4.3	Learning & Teaching 1, 2, 3, 4, 6	Instruction 2, 3, 4, 5, 7, 9		All Leaders	SPLOST				<ul style="list-style-type: none"> <li>RtI School Plans</li> <li>Documentation of collaboration EIP/ Title I/ School wide schedules/ Screening instrument results</li> <li>At-risk Definition</li> <li>targeted student list</li> <li>Sign-in sheets</li> <li>Agendas</li> <li>Focus Walk Data</li> <li>Unit Plans, checklists, rubrics</li> <li>Research and evidenced based teaching strategies implemented in the classroom</li> <li>School Improvement Plans</li> <li>Aligned assessments in all curriculum areas and analysis of assessments</li> <li>Master schedule to allow for common planning</li> <li>Common assessments</li> <li>Universal screening data</li> <li>Professional Learning Plans</li> </ul>	<p style="text-align: center;"><b>District and School Leaders Demonstrate:</b></p> <p>Knowledge and understanding of the assigned curriculum and ensure the instructional framework is used consistently and pervasively.</p> <p style="text-align: center;"><b>Teachers Demonstrate:</b></p> <p>Knowledge and understanding of the instructional expectations and evidence-based approaches required for teaching the assigned content. Knowledge and understanding of using formative and summative data to drive instruction.</p> <p style="text-align: center;"><b>Students Demonstrate:</b></p> <p>Increased rate of developing learner or higher on the Georgia Milestones, as well as increased proficiency on universal screeners.</p> <p style="text-align: center;"><b>Parents Demonstrate:</b></p> <p>Knowledge of the expectations of the academic rigor of the standards and understanding of how to support their child at home.</p>	<ul style="list-style-type: none"> <li>Monitor through data analysis of universal screeners, common assessments and state assessments to address the individual school needs to improve instruction and student outcomes.</li> <li>Monitor the collaborative, data-driven planning process to improve student learning.</li> <li>Monitor master schedules to ensure comprehensive services and support systems for students.</li> <li>Monitor school improvement plans and provide guidance, support, and feedback.</li> <li>Monitor lesson plans and units for curriculum design and alignment of instruction and assessment with required standards.</li> <li>Monitor and support district expectations for implementing curriculum, instruction, and assessment practices throughout the district.</li> <li>Monitor professional learning to ensure it is relevant and meets the needs of adults and students.</li> </ul>									
4.4	Allocation & Management of Resource 4	Professional Learning 1		All teachers	Title II							<ul style="list-style-type: none"> <li>RtI School Plans</li> <li>Documentation of collaboration EIP/ Title I/ School wide schedules/ Screening instrument results</li> <li>At-risk Definition</li> <li>targeted student list</li> <li>Sign-in sheets</li> <li>Agendas</li> <li>Focus Walk Data</li> <li>Unit Plans, checklists, rubrics</li> <li>Research and evidenced based teaching strategies implemented in the classroom</li> <li>School Improvement Plans</li> <li>Aligned assessments in all curriculum areas and analysis of assessments</li> <li>Master schedule to allow for common planning</li> <li>Common assessments</li> <li>Universal screening data</li> <li>Professional Learning Plans</li> </ul>	<p style="text-align: center;"><b>District and School Leaders Demonstrate:</b></p> <p>Knowledge and understanding of the assigned curriculum and ensure the instructional framework is used consistently and pervasively.</p> <p style="text-align: center;"><b>Teachers Demonstrate:</b></p> <p>Knowledge and understanding of the instructional expectations and evidence-based approaches required for teaching the assigned content. Knowledge and understanding of using formative and summative data to drive instruction.</p> <p style="text-align: center;"><b>Students Demonstrate:</b></p> <p>Increased rate of developing learner or higher on the Georgia Milestones, as well as increased proficiency on universal screeners.</p> <p style="text-align: center;"><b>Parents Demonstrate:</b></p> <p>Knowledge of the expectations of the academic rigor of the standards and understanding of how to support their child at home.</p>	<ul style="list-style-type: none"> <li>Monitor through data analysis of universal screeners, common assessments and state assessments to address the individual school needs to improve instruction and student outcomes.</li> <li>Monitor the collaborative, data-driven planning process to improve student learning.</li> <li>Monitor master schedules to ensure comprehensive services and support systems for students.</li> <li>Monitor school improvement plans and provide guidance, support, and feedback.</li> <li>Monitor lesson plans and units for curriculum design and alignment of instruction and assessment with required standards.</li> <li>Monitor and support district expectations for implementing curriculum, instruction, and assessment practices throughout the district.</li> <li>Monitor professional learning to ensure it is relevant and meets the needs of adults and students.</li> </ul>						
5.3	Vision & Mission 2	Curriculum Planning 2		All Staff	SpEd										<ul style="list-style-type: none"> <li>RtI School Plans</li> <li>Documentation of collaboration EIP/ Title I/ School wide schedules/ Screening instrument results</li> <li>At-risk Definition</li> <li>targeted student list</li> <li>Sign-in sheets</li> <li>Agendas</li> <li>Focus Walk Data</li> <li>Unit Plans, checklists, rubrics</li> <li>Research and evidenced based teaching strategies implemented in the classroom</li> <li>School Improvement Plans</li> <li>Aligned assessments in all curriculum areas and analysis of assessments</li> <li>Master schedule to allow for common planning</li> <li>Common assessments</li> <li>Universal screening data</li> <li>Professional Learning Plans</li> </ul>	<p style="text-align: center;"><b>District and School Leaders Demonstrate:</b></p> <p>Knowledge and understanding of the assigned curriculum and ensure the instructional framework is used consistently and pervasively.</p> <p style="text-align: center;"><b>Teachers Demonstrate:</b></p> <p>Knowledge and understanding of the instructional expectations and evidence-based approaches required for teaching the assigned content. Knowledge and understanding of using formative and summative data to drive instruction.</p> <p style="text-align: center;"><b>Students Demonstrate:</b></p> <p>Increased rate of developing learner or higher on the Georgia Milestones, as well as increased proficiency on universal screeners.</p> <p style="text-align: center;"><b>Parents Demonstrate:</b></p> <p>Knowledge of the expectations of the academic rigor of the standards and understanding of how to support their child at home.</p>	<ul style="list-style-type: none"> <li>Monitor through data analysis of universal screeners, common assessments and state assessments to address the individual school needs to improve instruction and student outcomes.</li> <li>Monitor the collaborative, data-driven planning process to improve student learning.</li> <li>Monitor master schedules to ensure comprehensive services and support systems for students.</li> <li>Monitor school improvement plans and provide guidance, support, and feedback.</li> <li>Monitor lesson plans and units for curriculum design and alignment of instruction and assessment with required standards.</li> <li>Monitor and support district expectations for implementing curriculum, instruction, and assessment practices throughout the district.</li> <li>Monitor professional learning to ensure it is relevant and meets the needs of adults and students.</li> </ul>			
4.2	Planning, Organizing & Monitoring 1, 3	Leadership 3		Parents	Title I													<ul style="list-style-type: none"> <li>RtI School Plans</li> <li>Documentation of collaboration EIP/ Title I/ School wide schedules/ Screening instrument results</li> <li>At-risk Definition</li> <li>targeted student list</li> <li>Sign-in sheets</li> <li>Agendas</li> <li>Focus Walk Data</li> <li>Unit Plans, checklists, rubrics</li> <li>Research and evidenced based teaching strategies implemented in the classroom</li> <li>School Improvement Plans</li> <li>Aligned assessments in all curriculum areas and analysis of assessments</li> <li>Master schedule to allow for common planning</li> <li>Common assessments</li> <li>Universal screening data</li> <li>Professional Learning Plans</li> </ul>	<p style="text-align: center;"><b>District and School Leaders Demonstrate:</b></p> <p>Knowledge and understanding of the assigned curriculum and ensure the instructional framework is used consistently and pervasively.</p> <p style="text-align: center;"><b>Teachers Demonstrate:</b></p> <p>Knowledge and understanding of the instructional expectations and evidence-based approaches required for teaching the assigned content. Knowledge and understanding of using formative and summative data to drive instruction.</p> <p style="text-align: center;"><b>Students Demonstrate:</b></p> <p>Increased rate of developing learner or higher on the Georgia Milestones, as well as increased proficiency on universal screeners.</p> <p style="text-align: center;"><b>Parents Demonstrate:</b></p> <p>Knowledge of the expectations of the academic rigor of the standards and understanding of how to support their child at home.</p>	<ul style="list-style-type: none"> <li>Monitor through data analysis of universal screeners, common assessments and state assessments to address the individual school needs to improve instruction and student outcomes.</li> <li>Monitor the collaborative, data-driven planning process to improve student learning.</li> <li>Monitor master schedules to ensure comprehensive services and support systems for students.</li> <li>Monitor school improvement plans and provide guidance, support, and feedback.</li> <li>Monitor lesson plans and units for curriculum design and alignment of instruction and assessment with required standards.</li> <li>Monitor and support district expectations for implementing curriculum, instruction, and assessment practices throughout the district.</li> <li>Monitor professional learning to ensure it is relevant and meets the needs of adults and students.</li> </ul>
6.3					CTAE															

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		<ul style="list-style-type: none"> <li>Continue to investigate scheduling that meets individual needs (EIP, SWD, EL, Gifted, RTI, 504)</li> <li>Continue to monitor implementation of Individualized Education Plans (IEPs), 504 Plans, EL TPC Plans, RTI, and interventions.</li> <li>Refine remediation and enrichment plans for identified students (before/after school tutoring, Extended Learning Time, credit recovery)</li> <li>Continue to provide co-teaching &amp; supportive instruction classes in core academic areas</li> <li>Develop, revise and/or increase the use of checklists and rubrics to ensure Georgia Standards of Excellence units clearly communicate high expectations and contain rigor and relevance for all</li> <li>Implement evidenced and research based strategies to improve writing across all content areas</li> </ul>			<ul style="list-style-type: none"> <li>Science, Gifted, Reading, EL, Coaching Endorsements</li> <li>Documentation of curriculum maps, unit plans, and lesson plans</li> <li>ASPIRE</li> </ul>		
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## Goal Area 1: Increasing Academic Achievement

### Goal Area 1, Smart Goal 2: The % of students who achieve the distinguished level on state assessments will be at or above state performance targets.

GA Vision Project Goals	District Keys Strands	School Keys Strands	Actions, Strategies, Interventions	Student Group (All or Subgroup, Parents, Teachers)	Estimated Cost, Funding and/or Resources	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation
						Artifacts	Evidence	
	Vision & Mission 2  Planning, Organizing & Monitoring 2  Learning & Teaching 1, 3, 4, 5, 6  Allocation & Management of Resource 4	Leadership 3  Instruction 2, 4	<ul style="list-style-type: none"> <li>Through the Curriculum Advisory Council (CAC) develop a plan to communicate information in transitional grades regarding student academic needs for acceleration.</li> <li>Investigate ways to provide academic enrichment.</li> <li>Implement a gifted and talented class in K-2</li> <li>Expand the use of differentiated instruction.</li> <li>Continue using research based strategies and evidenced based</li> </ul>	All students  All Leaders  All teachers  All Staff  Parents	Title II  General Fund	<ul style="list-style-type: none"> <li>Unit Plans</li> <li>ELT, Gifted, Talented, Honors, and AP Class schedules</li> <li>Professional Development</li> <li>Lesson Plans</li> <li>Focus Walks</li> <li>Research based strategies and evidenced based programs</li> </ul>	<p style="text-align: center;"><b>District and School Leaders Demonstrate:</b></p> Knowledge and understanding of the assigned curriculum and ensure the instructional framework is used consistently and pervasively. <p style="text-align: center;"><b>Teachers Demonstrate:</b></p> Knowledge and understanding of the instructional expectations and evidence-based approaches required for teaching the assigned content.	<ul style="list-style-type: none"> <li>Monitor through data analysis of universal screeners, common assessments and state assessments to address the individual school needs to improve learning and teaching</li> <li>Monitor the collaborative, data-driven planning process to improve student learning.</li> <li>Monitor lesson plans and units for curriculum design</li> </ul>

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			<p>programs in every unit to improve critical thinking (Thinking Maps, Bookworms)</p> <ul style="list-style-type: none"> <li>Increase the # of teachers obtaining gifted, reading, and science endorsements to better differentiate instruction for all students.</li> </ul>			<p>implemented in classrooms</p> <ul style="list-style-type: none"> <li>School Improvement Plans</li> <li>Science, Gifted, Reading, EL, Coaching Endorsements</li> </ul>	<p>Knowledge and understanding of using formative and summative data to drive instruction.</p> <p><b>Students Demonstrate:</b></p> <p>Increased rate at developing learner or higher on the Georgia Milestones, as well as increased proficiency on universal screeners.</p> <p><b>Parents Demonstrate:</b></p> <p>Knowledge of the expectations of the academic rigor of the standards and Understanding of how to support their child at home.</p>	<p>and alignment of instruction and assessment with required standards.</p> <ul style="list-style-type: none"> <li>Monitor and support district expectations for implementing curriculum, instruction, and assessment practices throughout the district.</li> <li>Monitor professional learning to ensure it is relevant and meets the needs of adults and students.</li> <li>Monitor the increase of instructional personnel working toward Gifted, EL, and Science Endorsements</li> </ul>
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## Goal Area 1: Increasing Academic Achievement

### Goal Area 1, Smart Goal 3: Improve the graduation rate by 2%.

GA Vision Project Goals	District Keys Strands	School Keys Strands	Actions, Strategies, Interventions	Student Group (All or Subgroup, Parents, Teachers)	Estimated Cost, Funding and/or Resources	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation
						Artifacts	Evidence	
4.1	<p>Allocation &amp; Management of Resource 4</p> <p>Planning, Organizing &amp; Monitoring 1</p> <p>Learning &amp; Teaching 1, 3, 4, 5, 6</p>	<p>Curriculum Planning 1</p> <p>Assessment 5</p> <p>Instruction 1, 3, 7, 9</p> <p>School Culture 2, 3, 4, 5</p> <p>Leadership 3</p>	<ul style="list-style-type: none"> <li>Increase the promotion rate through effective classroom and supportive instruction.</li> <li>Use of data to appropriately support students who are at risk of not graduating on time</li> <li>Increase the % of students earning at least 6 credits yearly in grades 9-12.</li> <li>Utilize GAFutures (5th grade and above) to focus students on career awareness and exploration.</li> <li>School data teams will analyze data at least four times per school year to ensure students are on track to move to the next grade level</li> <li>Display graduation year banners, classroom posters, etc. to support high expectations for all students</li> </ul>	<p>All students</p> <p>All Leaders</p> <p>All teachers</p> <p>All Staff</p> <p>Parents</p>	<p>Title I</p> <p>Title II</p> <p>Title V</p> <p>SpEd</p> <p>SPLOST</p> <p>General Fund</p> <p>CTAE</p>	<ul style="list-style-type: none"> <li>Promotion/Retention Rate</li> <li>Results of common assessments</li> <li>CIP</li> <li>Unit Plans</li> <li>Discipline, Failure, and Attendance Data</li> <li>Completion of career inventories and individual graduation plan</li> <li>School Level Data</li> <li>Sign in sheets</li> <li>Agendas</li> </ul>	<p><b>District and School Leaders Demonstrate:</b></p> <p>The implement of a school-wide RTI process and increase the number of teachers enrolled in Gifted/ESOL endorsement.</p> <p><b>Teachers Demonstrate:</b></p> <p>Increased classroom rigor and continually monitor students using the pyramids of intervention.</p> <p><b>Students Demonstrate:</b></p> <p>Improve their overall performance on Milestones assessments, formative/summative assessments, and overall academic achievement</p>	<ul style="list-style-type: none"> <li>Monitor through data analysis of universal screeners, common assessments and state assessments to address the individual school needs to improve learning and teaching</li> <li>Monitor through data analysis of graduation rate, CCRPI, attendance data, discipline data, and RTI data to address the individual school needs to improve learning and teaching</li> <li>Monitor the collaborative, data-driven planning process to improve student learning.</li> </ul>

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7.1  9.2		<ul style="list-style-type: none"> <li>• Decrease # of students failing two or more academic classes at each grade level</li> <li>• Complete specific lessons aligned to Georgia's 17 Career Clusters</li> <li>• Modify units and instruction using analysis of data</li> <li>• Increase the % of students completing a CTAE pathway, advanced academic pathway, fine arts pathway, or a world language pathway within the student's program of study.</li> <li>• Investigate other ways to remediate as opposed to retention.</li> <li>• Increase student participation in extracurricular activities</li> <li>• Increase the number of special education students graduating on time</li> </ul>		<ul style="list-style-type: none"> <li>• Comprehensive data analysis of standardized test scores/screening results</li> <li>• Graduation Year Banners, posters</li> <li>• Completed Lessons</li> <li>• RtI Meetings</li> <li>• Pathway Completion Data</li> <li>• EIP Data</li> <li>• Odysseyware Data</li> <li>• Graduation Rate</li> </ul>	<p>with RTI and data driven supports we have in place.</p> <p><b>Parents Demonstrate:</b> A better understanding of their child's needs, because their course work is data driven. Parents will have a better understanding of their child's disability through the ASPIRE program.</p>	<ul style="list-style-type: none"> <li>• Monitor master schedules to ensure comprehensive services and support systems for students.</li> <li>• Monitor school improvement plans and provide guidance, support, and feedback.</li> <li>• Monitor lesson plans and units for curriculum design and alignment of instruction and assessment with required standards.</li> <li>• Monitor and support district expectations for implementing curriculum, instruction, and assessment practices throughout the district.</li> <li>• Monitor professional learning to ensure it is relevant and meets the needs of adults and students.</li> </ul>
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## Goal Area 1: Increasing Academic Achievement

**Goal Area 1, Smart Goal 4: Maximize the effectiveness of district leaders, teachers, and other staff to optimize learning for all students by a 95% participation of all staff in 30 or more hours of relevant professional learning activities.**

GA Vision Project Goals	District Keys Strands	School Keys Strands	Actions, Strategies, Interventions	Student Group (All or Subgroup, Parents, Teachers)	Estimated Cost, Funding and/or Resources	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation
						Artifacts	Evidence	
Learning & Teaching 1, 2, 3, 4, 5  Planning, Organizing & Monitoring 1  Allocation & Management of Resource 4	Professional Learning 2, 3, 4, 5, 6  Curriculum Planning 2, 3	<ul style="list-style-type: none"> <li>• Provide school level professional learning regarding the standards-based classroom and the instructional framework to ensure all staff members understand what a standards-based classroom should look like at each level</li> <li>• Provide district and school professional development for teachers, leaders, and all staff to obtain an overall summative score of proficient on TKES, LKES or other system evaluations.</li> </ul>	All students  All Leaders  All teachers  All Staff  Parents	Title II  Title I  Title V  SpEd  SPLOST	<ul style="list-style-type: none"> <li>• Sign In Sheets</li> <li>• Agendas</li> <li>• Focus Walks</li> <li>• TKES/LKES Reports</li> <li>• Self Assessments (Pre and Post)</li> <li>• School Peer Observation forms</li> </ul>	<p><b>District and School Leaders Demonstrate:</b> Provide professional learning that is relevant and consistent to support and maximize the effectiveness of all staff to improve student learning.</p> <p><b>Teachers Demonstrate:</b> Participate in professional learning that is relevant and implement</p>	<ul style="list-style-type: none"> <li>• Monitor through data analysis of universal screeners, common assessments and state assessments to address the individual school or district professional learning needs to improve learning and teaching</li> <li>• Monitor through data analysis of graduation rate,</li> </ul>	

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8.2	Leader, Teacher, & Staff Effectiveness 2, 4, 5	<ul style="list-style-type: none"> <li>Analyze focus walk data to ensure validity and accountability</li> <li>Conduct at least one peer observation</li> <li>Utilize curriculum maps, instructional frameworks, and the state unit frameworks as a guide to maximize instructional effectiveness</li> <li>Provide remediation and enrichment opportunities for identified teachers</li> <li>Conduct at least three professional development sessions on the effective use of technology per school year.</li> </ul>			<ul style="list-style-type: none"> <li>Professional Learning Plans</li> <li>Professional Learning Goals</li> <li>Remediation Plans</li> <li>Professional Learning Plans</li> <li>Professional Learning Schedules</li> <li>SBC</li> <li>Needs Assessment Surveys</li> </ul>	<p>strategies within the classroom with fidelity.</p> <p><b>Students Demonstrate:</b> Participate in classroom settings with highly effective staff using research-based strategies.</p> <p><b>Parents Demonstrate:</b> see improved Georgia Milestones scores, as well as grades from students receiving quality instruction.</p>	<p>CCRPI, attendance data, discipline data, and RtI data to address the individual school or district professional learning needs to improve learning and teaching</p> <ul style="list-style-type: none"> <li>Monitor school improvement plans and provide guidance, support, and feedback.</li> <li>Monitor lesson plans and units for curriculum design and alignment of instruction and assessment with required standards.</li> <li>Monitor and support district expectations for implementing curriculum, instruction, and assessment practices throughout the district.</li> <li>Monitor professional learning (academic, technology, and social emotional) to ensure it is relevant and meets the needs of adults and students.</li> </ul>
6.5		<ul style="list-style-type: none"> <li>Increase the # of teachers with Gifted/ESOL/Science/Reading endorsements</li> </ul>					
6.2		<ul style="list-style-type: none"> <li>Develop a protocol/process to ensure that professional learning activities lead to change in instructional practices and improved student achievement</li> </ul>					
5.1		<ul style="list-style-type: none"> <li>Provide professional development as needed: Georgia Standards of Excellence, Rigor in the Classroom, Unit Writing, Love &amp; Logic, Thinking Maps, MindSet, Technology Integration, ActivInspire, Google Classrooms, Formative/Summative Assessment, Student Response Devices, Write From the Beginning and Beyond, UDL, SLDS, Differentiated Instruction, Use of Data, Chromebook use for Google Classrooms, writing</li> <li>Provide additional professional learning for SWD teachers regarding Best Practices in Effective Co-Teaching, Back to Basics of IEP Design, Implementation, &amp; Monitoring, Using Data to Monitor &amp; Adjust IEP Goals, Using Data to Support Placement Decisions and Improving Literacy &amp; Math Skills for At-Risk Learners</li> </ul>					

## Goal Area 1: Increasing Academic Achievement

# Thomaston-Upson County School System Strategic Plan FY18

Goal Area 1, Smart Goal 5: To improve comprehension, writing, and lexile levels of all students, 100% of teachers in all content area will incorporate effective, research-based strategies and evidenced-based programs in literacy instruction.								
GA Vision Project Goals	District Keys Strands	School Keys Strands	Actions, Strategies, Interventions	Student Group (All or Subgroup, Parents, Teachers)	Estimated Cost, Funding and/or Resources	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation
						Artifacts	Evidence	
8.5	Learning & Teaching 4, 6	Instruction 3 Professional Learning 4, 5	<ul style="list-style-type: none"> <li>Lesson plans will reflect a literacy and writing component in all content areas as part of the Georgia Standards of Excellence and district focus</li> <li>Provide increased writing instruction in each classroom</li> <li>Provide increased literacy instruction in each classroom</li> <li>Increase rigor of ELA instruction through collaborative unit planning, deconstruction of standards and data driven decision making</li> <li>Provide ongoing support and professional learning through consultants for ELA curriculum, research based strategies, and evidenced based programs</li> <li>Differentiate instruction to meet the needs of all learners.</li> <li>Utilize benchmarking, universal screeners and other forms of formative/summative assessments to inform instruction.</li> <li>Ensure meaningful technology integration by teachers and students is present in every instructional unit.</li> <li>Conduct common pre/post assessments, formative, or summative assessments using technology in each unit.</li> </ul>	All students  All Leaders  All teachers  All Staff  Parents	Title I  Title II  Title III  Title V  SpEd  General Fund	<ul style="list-style-type: none"> <li>Assessment Data,</li> <li>Lesson plans</li> <li>Unit Plans</li> <li>Focus Walk Data</li> <li>Peer Observations</li> <li>STAR</li> <li>PALs and PPVT</li> <li>DIBELS</li> <li>Classworks</li> <li>Lexile Levels</li> <li>MasteryConnect</li> </ul>	<p><b>District and School Leaders Demonstrate:</b> Knowledge and understanding of the literacy curriculum to ensure the instructional framework is used consistently and pervasively with fidelity.</p> <p><b>Teachers Demonstrate:</b> Knowledge and understanding of the instructional expectations and evidence-based approaches required for teaching of literacy.</p> <p><b>Students Demonstrate:</b> Increased percentage of proficient learner or higher on the Georgia Milestones, as well as increased proficiency on universal screeners.</p> <p><b>Parents Demonstrate:</b> Knowledge of the expectations of the academic rigor of the standards and understanding of how to support their child at home with literacy.</p>	<ul style="list-style-type: none"> <li>Monitor through data analysis of universal screeners, common assessments and state assessments to address the individual school needs to improve learning and teaching</li> <li>Monitor through data analysis of graduation rate, CCRPI, attendance data, discipline data, and RtI data to address the individual school needs to improve learning and teaching</li> <li>Monitor the collaborative, data-driven planning process to improve student learning.</li> <li>Monitor school improvement plans and provide guidance, support, and feedback.</li> <li>Monitor lesson plans and units for curriculum design and alignment of instruction and assessment with required standards and expectations of the district.</li> <li>Monitor and support district expectations for implementing curriculum, instruction, and assessment practices throughout the district.</li> <li>Monitor professional learning to ensure it is relevant and meets the needs of adults and students.</li> </ul>



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<b>Goal Area 2: Promoting Stakeholder Engagement</b>								
<b>Smart Goal 1: Increase stakeholder communication by 2%.</b>								
GA Vision Project Goals	District Keys Strands	School Keys Strands	Actions, Strategies, Interventions	Student Group (All or Subgroup, Parents, Teachers)	Estimated Cost, Funding and/or Resources	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation
						Artifacts	Evidence	
2.1	Vision & Mission 1, 2  Family & Community Engagement 2	Family & Community Engagement 1, 3, 4, 5	<ul style="list-style-type: none"> <li>• Communicate with parents using district and school newsletters, group and individual phone calls, web site postings, texts, emails, and/or social media postings</li> <li>• Update and submit all calendar events to the Director of School and Community Relations</li> <li>• Update district and school web sites with academic links, monthly school and classroom newsletters, calendar of events, Parent Portal links, and student handbook</li> <li>• Request accurate and complete contact information with parent signature at the beginning of each school year (e.g. phone #s, internet access permissions, etc.)</li> <li>• District Parent Involvement Coordinator (PIC) will be available to communicate with parents regarding the needs of their child(ren).</li> <li>• District Parent Involvement Coordinator (PIC) will provide opportunities to gather feedback from stakeholders.</li> </ul>	All students  All Leaders  All teachers  All Staff  Parents	SPLOST  General Fund  Title I	<ul style="list-style-type: none"> <li>• Automated Call Logs</li> <li>• Teacher Contact Logs</li> <li>• Monthly Newsletters</li> <li>• Social media lists</li> <li>• System &amp; School Calendars</li> <li>• System and School Websites</li> <li>• Infinite Campus Information</li> <li>• Parents Resources on school websites</li> <li>• PIC Trainings and Contacts</li> <li>• School events on websites</li> </ul>	<p style="text-align: center;"><b>District and School Leaders Demonstrate:</b></p> Understanding the importance of parent engagement by providing open two way communication with all stakeholders. <p style="text-align: center;"><b>Teachers Demonstrate:</b></p> Awareness of student population and the need to support parents in the learning process. <p style="text-align: center;"><b>Students Demonstrate:</b></p> Care and concern for their learning and support systems by delivering relevant information to parents and being an active participant in learning. <p style="text-align: center;"><b>Parents Demonstrate:</b></p> Knowledge of curriculum expectations, student progress, and school related events.	<ul style="list-style-type: none"> <li>• Monitor and promote clear and open communication structures between schools and stakeholders.</li> <li>• Provide opportunities for stakeholder feedback and problem-solving opportunities throughout the district.</li> <li>• Monitor processes and procedures to support the district's visions and mission.</li> <li>• Monitor communication to all stakeholders regarding the college and career readiness of students.</li> </ul>

<b>Goal Area 2: Promoting Stakeholder Engagement</b>								
<b>Goal Area 2, Smart Goal 2: Increase stakeholder engagement by 2%.</b>								
GA Vision Project Goals	District Keys Strands	School Keys Strands	Actions, Strategies, Interventions	Student Group (All or Subgroup, Parents, Teachers)	Estimated Cost, Funding and/or Resources	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation
						Artifacts	Evidence	

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5.4 8.7 8.4 8.2	Vision & Mission 1, 2  Governance 1  Family & Community Engagement 1, 2, 3  Allocation & Management of Resource 4	School Culture 5  Family and Community Engagement 1, 2, 5, 6  School Culture 2, 5  Leadership 1	<ul style="list-style-type: none"> <li>• Increase the # of school programs that recognize academic excellence</li> <li>• Maintain Partners in Education and School Council programs</li> <li>• Conduct outreach visits to the community centers, civic organizations and student homes</li> <li>• Conduct stakeholder surveys</li> <li>• Provide at least 3 opportunities for parent participation and visitation at each school (orientations sessions, open houses, curriculum nights, awards programs, etc.)</li> <li>• Provide opportunities for parents, students, and the community to engage in fine arts activities</li> <li>• Utilize school social worker, Title I Parent Coordinator, SPED parent mentor, EL teachers and Director of School and Community Relations, to promote parental involvement and community outreach</li> <li>• Provide at least 2 opportunities for parents to attend small group meetings with district and/or school administrators</li> <li>• Utilize locations within the schools/community for parent activities/trainings at least 5 times per year</li> <li>• Provide programs for parents whose children are transitioning from one school to another</li> </ul>	All students  All Leaders  All teachers  All Staff  Parents	General Fund  SpEd  Local  SPLOST  Title I  Fine Arts  CTAE	<ul style="list-style-type: none"> <li>• List of programs/events</li> <li>• Sign In Sheets</li> <li>• Agendas</li> <li>• Minutes</li> <li>• Monthly logs and/or calendars</li> <li>• Survey Results</li> <li>• Program Agendas</li> <li>• Newspaper Articles</li> <li>• Newspaper pictures</li> <li>• Calendars</li> <li>• Resources on website</li> <li>• Needs Assessment</li> </ul>	<p><b>District and School Leaders Demonstrate:</b> Communication of district-wide expectations for schools to engage families and the community to support learning and teaching.</p> <p><b>Teachers Demonstrate:</b> Understanding of district-wide expectations for schools to engage families and the community to support learning and teaching.</p> <p><b>Students Demonstrate:</b> Care and concern for their learning and support systems by delivering relevant information to parents and being an active participant in learning.</p> <p><b>Parents Demonstrate:</b> Knowledge of curriculum expectations and student progress as well as attendance at school related events.</p>	<ul style="list-style-type: none"> <li>• Monitor and promote clear and open communication structures between schools and stakeholders.</li> <li>• Provide opportunities for stakeholder feedback and problem-solving opportunities throughout the district.</li> <li>• Monitor processes and procedures to support the district's visions and mission.</li> <li>• Monitor communication to all stakeholders regarding the college and career readiness of students.</li> </ul>
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## Goal Area 2: Promoting Stakeholder Engagement

### Goal Area 2, Smart Goal 3: Reduce the # of discipline referrals by 10% district-wide within the school year.

GA Vision Project Goals	District Keys Strands	School Keys Strands	Actions, Strategies, Interventions	Student Group (All or Subgroup, Parents, Teachers)	Estimated Cost, Funding and/or Resources	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation
						Artifacts	Evidence	
8.1	Planning, Organizing, and Monitoring 2	School Culture 1, 5	<ul style="list-style-type: none"> <li>• Refine student recognition programs for behavior</li> <li>• District PBIS team will meet twice a year and school PBIS teams will meet monthly</li> </ul>	All students  All Leaders	SpEd  SPLOST	<ul style="list-style-type: none"> <li>• PBIS Menu</li> <li>• PBIS Expectations</li> </ul>	<p><b>District and School Leaders Demonstrate:</b></p>	<ul style="list-style-type: none"> <li>• Monitor and promote clear and open communication structures between schools</li> </ul>

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<p>Family &amp; Community Engagement 1, 2</p> <p>Allocation &amp; Management of Resource 3, 4</p> <p>Leader, Teacher, and Staff Effectiveness 3</p>	<p>Professional Learning 1, 2, 4</p> <p>Family and Community Engagement 3, 5</p> <p>Leadership 1</p>	<p>to analyze data to determine the need for prof. development to promote positive relationships and classroom management</p> <ul style="list-style-type: none"> <li>● Develop lesson plans for teaching behavior expectations as a result of data analysis</li> <li>● To improve school and family relationships, the system behavior specialist will initiate student and parent contacts weekly.</li> <li>● Ongoing classroom management professional development for designated personnel</li> <li>● Increase # of faculty trained in Love and Logic Program and Mindset</li> <li>● Conduct at least two proactive counseling sessions at each school to target areas of need</li> <li>● Provide bullying prevention and conflict resolution strategies to all stakeholders to facilitate a bully free environment.</li> <li>● Improve relationships with all learners (Mentor/Mentee Programs, ESOL, Adv/Adv, Homeless, etc.)</li> <li>● Decrease significant disproportionality for disciplinary removals for subgroups affected by implementing alternatives to suspension (SIR, lunch detention, more parental involvement)</li> <li>● Develop school handbooks that enforce age-appropriate rules and developmentally responsive policies</li> </ul>	<p>All teachers</p> <p>All Staff</p> <p>Parents</p>	<p>Title II</p> <p>Title I</p> <p>General Fund</p>	<ul style="list-style-type: none"> <li>● Self Assessment Survey (SAS)</li> <li>● PBIS Tiered Fidelity Inventory (TFI)</li> <li>● Sign-in Sheets</li> <li>● Agendas</li> <li>● Parent and Student Contact Logs</li> <li>● Discipline Data</li> <li>● PL Forms</li> <li>● Lesson Plans</li> <li>● Focus Walk Data</li> <li>● Surveys</li> <li>● School Handbooks</li> </ul>	<p>Knowledge and understanding of positive behavior expectations by utilizing best practices and strategies to promote a safe and positive school climate.</p> <p><b>Teachers Demonstrate:</b> Knowledge and understanding of positive behavior expectations by implementing best practices and strategies to promote a safe and positive school climate.</p> <p><b>Students Demonstrate:</b> Positive behavior expectations throughout the school, bus, and school related activities by demonstrating respect, responsibility, and safety.</p> <p><b>Parents Demonstrate:</b> Knowledge and understanding to reinforce positive behavior expectations for their child to demonstrate respect, responsibility, and safety.</p>	<p>and stakeholders on the code of conduct.</p> <ul style="list-style-type: none"> <li>● Provide opportunities for stakeholder feedback and problem-solving opportunities throughout the district for student behaviors.</li> <li>● Monitor processes and procedures to support the district's PBIS expectations.</li> <li>● Monitor communication to all stakeholders regarding the PBIS expectations of students.</li> </ul>
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## Goal Area 2: Promoting Stakeholder Engagement

**Goal Area 2, Smart Goal 4: 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.**

GA Vision Project Goals	District Keys Strands	School Keys Strands	Actions, Strategies, Interventions	Student Group (All or Subgroup, Parents, Teachers)	Estimated Cost, Funding and/or Resources	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation
						Artifacts	Evidence	
Allocation & Management of Resources 3	School Culture 5	School	<ul style="list-style-type: none"> <li>● Refine student incentive programs for attendance</li> <li>● Enforce school attendance matrices</li> </ul>	<p>All students</p> <p>All Leaders</p>	<p>School</p> <p>Local</p>	<ul style="list-style-type: none"> <li>● Attendance Reports</li> <li>● Incentive lists</li> </ul>	<p><b>District and School Leaders Demonstrate:</b></p>	<ul style="list-style-type: none"> <li>● Monitor and promote clear and open communication structures between schools</li> </ul>

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	Leader, Teacher, & Staff Effectiveness 3	Culture 1 Family and Community Engagement 5, 6	<ul style="list-style-type: none"> <li>Hold Attendance Support Team (AST) meetings as outlined on the attendance matrix to involve parents and students in solutions for chronic attendance issues</li> <li>Communicate the importance of attendance to all stakeholders</li> <li>Investigate the organization of an Attendance Task Force</li> <li>Utilize Director of Student Services, Parent Mentor, School Counselors, and the system Social Worker to improve attendance of at-risk students</li> <li>Continue student mentor program through PBIS/Student Services.</li> </ul>	All teachers  All Staff  Parents	<ul style="list-style-type: none"> <li>School Attendance Matrix</li> <li>Social Worker Referrals for attendance</li> <li>Attendance note cards mailed to parents</li> <li>Calls, Emails or Text messages related to student attendance</li> <li>Infinite Campus Attendance Data and Reports</li> </ul>	<p>Knowledge and understanding of attendance expectations by utilizing best practices and strategies to promote daily school attendance.</p> <p><b>Teachers Demonstrate:</b> Knowledge and understanding of attendance expectations by utilizing best practices and strategies to promote daily school attendance.</p> <p><b>Students Demonstrate:</b> Attendance expectations throughout the school year to increase achievement by attending school each day.</p> <p><b>Parents Demonstrate:</b> Knowledge and understanding to reinforce and support student attendance each day to increase achievement.</p>	<p>and stakeholders on attendance guidelines.</p> <ul style="list-style-type: none"> <li>Provide opportunities for stakeholder feedback and problem-solving opportunities throughout the district for attendance.</li> <li>Monitor processes and procedures to support the district's attendance expectations.</li> <li>Monitor communication to all stakeholders regarding the attendance expectations of staff and students.</li> <li>Monitor compliance with attendance matrix and protocols</li> </ul>
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## Goal Area 3: Creating Organizational Effectiveness

### Smart Goal 1: Select, maintain, and retain a high quality workforce to prepare students for college, and/or career readiness.

GA Vision Project Goals	District Keys Strands	School Keys Strands	Actions, Strategies, Interventions	Student Group (All or Subgroup, Parents, Teachers)	Estimated Cost, Funding and/or Resources	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation
						Artifacts	Evidence	
6.3	Leader, Teacher, & Staff Effectiveness 1, 2, 4, 5  Planning, Organizing, & Monitoring 3  Vision & Mission 2	Leadership 1, 2, 6, 8	<ul style="list-style-type: none"> <li>Establish and implement processes to recruit, employ, and retain professionally qualified and highly effective teachers and instructional support staff.</li> <li>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.</li> </ul>	All Students  All Leaders  All Teachers  All Staff  Parents	General Fund  Title I  Title II  SpEd	<ul style="list-style-type: none"> <li>Vacancy postings on web site and TeachGeorgia</li> <li>Remediation Plans to assist employees with PQ</li> <li>Faculty List</li> <li>PQ database</li> </ul>	<p><b>District and School Leaders Demonstrate:</b> Proactive processes to recruit, hire, and retain a staff that is 100% highly effective and professionally-qualified.</p> <p><b>Teachers Demonstrate:</b> An understanding of district and school expectations as well as</p>	<ul style="list-style-type: none"> <li>Monitor proactive process to recruit, hire, and retain highly effective staff to address district personnel needs due to anticipated attrition, growth, or reorganization.</li> <li>Monitor New Teacher Mentor Program for first year teachers to the district</li> </ul>

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	Governance 3		<ul style="list-style-type: none"> <li>• Provide open and honest feedback to all employees within the school system on evaluation instruments</li> <li>• Implement Teacher Keys Evaluation System and Leader Keys Evaluation System with fidelity</li> <li>• 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.</li> </ul>		School Nutrition	<ul style="list-style-type: none"> <li>• Electronic Employee Handbook</li> <li>• Reports to federal/ state/ local regulatory agencies</li> <li>• Employee evaluations</li> <li>• Sign-In Sheets</li> <li>• Meeting Minutes</li> <li>• Agendas</li> <li>• Retention Data</li> <li>• Professional Learning Goals</li> </ul>	<p>research-based practices that have high impact on student achievement.</p> <p style="text-align: center;"><b>Students Demonstrate:</b></p> <p>The ability to learn and excel with high quality, equitable instruction.</p> <p style="text-align: center;"><b>Parents Demonstrate:</b></p> <p>Support of their child receiving a high quality education from a highly effective and professionally-qualified teacher.</p>	<ul style="list-style-type: none"> <li>• Monitor the evaluation system to ensure fidelity of implementation</li> <li>• Monitor compliance with local/state/federal laws, statutes, and regulations</li> </ul>
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## Goal Area 3: Creating Organizational Effectiveness

### Goal Area 3, Goal 2: Support student learning by providing safe and nutritious meals.

GA Vision Project Goals	District Keys Strands	School Keys Strands	Actions, Strategies, Interventions	Student Group (All or Subgroup, Parents, Teachers)	Estimated Cost, Funding and/or Resources	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation
						Artifacts	Evidence	
9.3	Allocation & Management of Resources 3	School Culture 2, 4  Professional Learning 1, 2	<ul style="list-style-type: none"> <li>• Promote programs to increase participation in the school nutrition program.</li> <li>• Conduct surveys to solicit feedback from stakeholders.</li> <li>• 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.</li> <li>• Ensure implementation of Wellness Policy.</li> </ul>	All students  All Leaders  All teachers  All Staff  Parents	School Nutrition	<ul style="list-style-type: none"> <li>• Data of meals served</li> <li>• Wellness Program Guidelines</li> <li>• Newsletters</li> <li>• Employees Pass/Fail certificates on Natl. Test</li> <li>• Professional Learning Plans</li> <li>• Agendas</li> <li>• Surveys</li> <li>• Fitnessgram</li> <li>• Health Lessons</li> </ul>	<p style="text-align: center;"><b>District and School Leaders Demonstrate:</b></p> <p>Compliance with State and Federal School Nutrition guidelines.</p> <p style="text-align: center;"><b>Teachers Demonstrate:</b></p> <p>Compliance with State and Federal School Nutrition guidelines.</p> <p style="text-align: center;"><b>Students Demonstrate:</b></p> <p>Compliance with State and Federal School Nutrition guidelines.</p> <p style="text-align: center;"><b>Parents Demonstrate:</b></p> <p>Compliance with State and Federal School Nutrition guidelines.</p>	<ul style="list-style-type: none"> <li>• Monitor programmatic decisions made based on data</li> <li>• Increased program participation</li> <li>• Increased use of technology by staff</li> <li>• Compliance with all local/state/federal guidelines</li> <li>• Increase % of staff certified in ServSafe guidelines</li> <li>• Analyze stakeholder survey results</li> <li>• Completed course documentation</li> <li>• Documented results of Fitnessgram and health lessons</li> </ul>

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								<ul style="list-style-type: none"> <li>Meet meal pattern requirement to maintain 6 cents certification</li> </ul>
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### Goal Area 3: Creating Organizational Effectiveness

#### Goal Area 3, Goal 3: Ensure efficient and effective financial processes that mirror educational priorities.

GA Vision Project Goals	District Keys Strands	School Keys Strands	Actions, Strategies, Interventions	Student Group (All or Subgroup, Parents, Teachers)	Estimated Cost, Funding and/or Resources	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation
						Artifacts	Evidence	
Vision & Mission 2  Allocation & Management of Resources 1, 2  Governance 2		Planning and Org. 5	<ul style="list-style-type: none"> <li>Through collaboration with all departments and schools, develop and implement an annual budget to support educational programs</li> <li>Ensure clear and transparent financial reporting.</li> <li>Complete a comprehensive annual financial report and present for review</li> <li>Follow system purchasing policies for all expenditures.</li> <li>Monitor compliance with state, federal, and regulatory guidelines for financial management.</li> </ul>	All students  All Leaders  All teachers  All Staff  Parents	General Fund  SPLOST  Title I  Title II  Title III  Title V  CTAE  DECAL	<ul style="list-style-type: none"> <li>Budget</li> <li>Documentation of Process and decision making</li> <li>financial reports</li> <li>website postings</li> <li>Annual financial reports.</li> <li>Comprehensive Annual Financial Report/Single Audit</li> <li>Website/hard copy; files/contract analysis/solicitation files</li> <li>committee agendas/minutes</li> <li>purchase orders</li> </ul>	<p style="text-align: center;"><b>District and School Leaders Demonstrate:</b></p> Compliance with State and Federal reporting requirements  <p style="text-align: center;"><b>Teachers Demonstrate:</b></p> Compliance with State and Federal reporting requirements  <p style="text-align: center;"><b>Students Demonstrate:</b></p> Compliance with State and Federal reporting requirements  <p style="text-align: center;"><b>Parents Demonstrate:</b></p> Compliance with State and Federal reporting requirements	<ul style="list-style-type: none"> <li>Monitor well-established budget process for compliance with state and federal reporting and is driven by the needs of the schools and district.</li> <li>Monitor funding sources are efficiently maximized at the district and school levels.</li> <li>Monitor products and services align with system goals and maintain transparent purchasing procedures.</li> <li>Monitor the effective use of time, materials, equipment, and fiscal resources to ensure they are utilized to support learning and teaching.</li> </ul>

### Goal Area 3: Creating Organizational Effectiveness

#### Goal Area 3, Goal 4: Collaboratively ensure that all maintenance and operations processes support the learning environment.

GA Vision Project Goals	District Keys Strands	School Keys Strands	Actions, Strategies, Interventions	Student Group (All or Subgroup, Parents, Teachers)	Estimated Cost, Funding and/or Resources	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation
						Artifacts	Evidence	

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Allocation & Management of Resources 1, 3	Planning and Org. 1, 5  School Culture 1	<ul style="list-style-type: none"> <li>• Ensure that yearly inspections are conducted by the fire department.</li> <li>• Ensure cost effectiveness of daily and extra-curricular travel.</li> <li>• Ensure compliance of facility use guidelines.</li> <li>• Maintain safe, comfortable, and timely transportation for curricular and extracurricular activities in the most cost effective manner.</li> <li>• Collaborate with building administrators on areas of concern to decrease bus referrals.</li> </ul>	All students  All Leaders  All teachers  All Staff  Parents	General Fund  Special Projects  SPLOST	<ul style="list-style-type: none"> <li>• Related memos and emails/work orders/safety plans</li> <li>• Travel Logs</li> <li>• Time Sheets</li> <li>• work orders/safety plans/signed Code of Conduct</li> <li>• Transportation software Programs</li> <li>• Agendas of safety meetings</li> <li>• safety records</li> <li>• Bus video system</li> <li>• student intervention program</li> <li>• Bus Safety Curriculum</li> </ul>	<p style="text-align: center;"><b>District and School Leaders Demonstrate:</b></p> <p>Understanding of and responsibility for safety protocols and procedures for the district.</p> <p style="text-align: center;"><b>Teachers Demonstrate:</b></p> <p>Understanding of and responsibility for safety protocols and procedures for the school.</p> <p style="text-align: center;"><b>Students Demonstrate:</b></p> <p>The ability and knowledge to efficiently follow the school safety procedures at all times and locations.</p> <p style="text-align: center;"><b>Parents Demonstrate:</b></p> <p>An understanding of and respect for school safety protocols.</p>	<ul style="list-style-type: none"> <li>• Monitor safety in all schools in the district</li> <li>• Monitor inspections are conducted as required</li> <li>• Monitor effectiveness of transportation department</li> <li>• Monitor all maintenance and repairs for the district</li> <li>• Monitor efficient bus routes/use of less fuel</li> <li>• Monitor bus discipline referrals</li> <li>• Monitor professional development for bus drivers on use of effective behavior management system</li> <li>• Monitor security and safety for the district</li> </ul>
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### *Professional Learning Plan to Support School Improvement Plan (SWP 4)*

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Dept. Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning	Estimated Cost, Funding Source, and/or Resources
Positive Behavior Interventions and Supports (PBIS)	2016-2018 Ongoing	District Leadership Team	Required Georgia Department of Education Monitoring	Results of PBIS Staff Investment Measure, Academic, Discipline and Attendance Data and Parent Survey Data School PBIS TFI Action Plans	General Funds/Georgia Dept. of Education Support
Response to Intervention (RtI)	2015-2018 Ongoing	District Leadership Team; Principals; RtI Teams	PL will be monitored through meeting agendas, sign-in sheets, and through RtI folders	Reduce the number of students in Tier II, Tier III, and Tier IV at all levels	General Fund, Title II SPLOST

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Data Analysis	2017-2018	District Leadership Team, CAC, School Leadership Teams	PL will be monitored through sharing of data and data talks with stakeholders	Agendas, Data Charts, Sign-In Sheets, and revision of instructional lessons as a result of the data analyzed	SPLOST Title II
New Teacher Induction	SY 2017-2018	District Leadership Team	PL will be monitored through Mentor Agendas, Sign-In sheet and TKES Evaluations	Agendas Sign-in Sheets TKES Evaluations (TLE Platform)	General Funds Title II

### *Parent Engagement and Communication*

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
Open House (PK-12)	August	General Fund	School Leaders and Staff	Parent Sign-in Sheets Teacher Sign-In Sheets Surveys	Course Passing Rates State Assessment Results Student Attendance Rates
Parent/Teacher Conferences (PK-12)	Ongoing	General Fund	School Leaders and Staff	Parent Sign-in Sheets Teacher Sign-In Sheets, Surveys	Course Passing Rates State Assessment Results Student Attendance Rates
Stakeholder Communication	Ongoing	General Fund	District Leaders, School Leaders, and Teachers	# of emails, group calls, individual calls, or texts	Percentage of students passing content classes Student Attendance Rates
Parent/Student/Teacher Compact and District and School Parent Involvement Policies	August	Title I	All Teachers All Parents All Students	# of acknowledgement of receipt signatures	Percentage of parents attending school-related activities Percentage of students passing content classes Student Attendance Rates
Parent Trainings organized by the District Parent Involvement Coordinator (PIC)	Ongoing	Title I	District PIC All Teachers All Parents All Students	# of participants in each training held Surveys	Percentage of parents attending trainings