

# 2018-2022 District Strategic Plan

## Goal Area #1: Teaching & Learning

Systems: Effective Leadership System, Coherent Instructional System, Supportive Learning Environment and Professional Capacity					
Structures: T & L Collaborative, CAI-AC Collaborative & Instructional Technology					
Performance Objectives: Prepare students for College and Career Readiness					
Performance Targets		Evidence-based Action Steps	Possible Funding Sources	a. Timeline for Implementation b. Method for Monitoring	Position/Person Responsible
<b>Lexile for students in Reading Grades 3, 5, 8, 9 and 11 (CCRPI Recommended levels)</b>  <b>Grade 3 = 49%</b> <b>Grade 5 = 48%</b> <b>Grade 8 = 52%</b> <b>Grade 9 = TBD</b> <b>Grade 11 = TBD</b>	<b>2019:</b> 3 <sup>rd</sup> – 53% 5 <sup>th</sup> – 52% 8 <sup>th</sup> – 56% 9 <sup>th</sup> – TBD 11 <sup>th</sup> – TBD  <b>2021:</b> 3 <sup>rd</sup> – 61% 5 <sup>th</sup> – 60% 8 <sup>th</sup> – 62% 9 <sup>th</sup> – TBD 11 <sup>th</sup> – TBD  <b>2022:</b> 3 <sup>rd</sup> – 57% 5 <sup>th</sup> – 56% 8 <sup>th</sup> – 60% 9 <sup>th</sup> – TBD 11 <sup>th</sup> – TBD  <b>2023:</b> 3 <sup>rd</sup> – 69% 5 <sup>th</sup> – 68% 8 <sup>th</sup> – 70% 9 <sup>th</sup> – TBD 11 <sup>th</sup> – TBD	<b>Implement K-12 Literacy Plan to include:</b> <ul style="list-style-type: none"> <li>K-6 Benchmark Literacy curriculum units and locally developed 7-12 literacy units with content experts</li> </ul>	State & Local Title I Title II Title V	a. September 2018 - September 2021 b. Focus Walks, Unit/Lesson Plans	Associate Superintendent
<b>8<sup>th</sup> Graders passing at least four courses in core content areas and scoring Proficient or Distinguished on all state assessments</b>	<b>2019:</b> 11% <b>2020:</b> 15% <b>2021:</b> 19% <b>2022:</b> 23% <b>2023:</b> 27%	<b>Implement standards-based classroom using student exemplars systemically in core curriculum areas.</b>	State & Local	a. August 2018 – May 2021 b. Focus Walks	Associate Superintendent
		<b>Implement K-12 Numeracy Plan to include:</b> <ul style="list-style-type: none"> <li>K-5 and 9-12 locally developed core math curriculum units with content experts and Illustrative Math curriculum units in grades 6-8.</li> </ul>	State & Local Title I Title II Title V	a. September 2018 - September 2021 b. Focus Walks, Unit/Lesson Plans	Associate Superintendent
<b>Students testing ready for college work on ACT (Percentage)</b>  <b>SAT composite score mean</b>	<b>2019:</b> TBD <b>2020:</b> TBD <b>2021:</b> TBD <b>2022:</b> TBD <b>2023:</b> TBD  <b>2019:</b> 923 <b>2020:</b> 927 <b>2021:</b> 931 <b>2022:</b> 935 <b>2023:</b> 939	<b>Provide a well-rounded education and academically challenging learning environments that encourage critical thinking through the integration of Science, Technology, Engineering and Mathematics (STEM) concepts and gifted learning strategies.</b>	State & Local Title IV-A	a. August 2018 – May 2019 b. Focus Walks	Associate Superintendent
<b>Graduation with pathway completion</b>	<b>2019:</b> 95.5% <b>2020:</b> 96% <b>2021:</b> 96.5% <b>2022:</b> 97% <b>2023:</b> 97.5%	<b>Provide Work Based Learning (WBL) through all Career, Technical and Agriculture Education course offering at the secondary level. (24 students)</b>	State & Local	a. August 2018 – May 2021 b. WBL Rosters	College, Technical, Agriculture and Education Director
<b>College and Career Academy</b>	<b>2019:</b> TBD <b>2020:</b> Yes/No <b>2021:</b> Yes/No <b>2022:</b> Yes/No <b>2023:</b> Yes/No	<b>Establish and maintain a College and Career Academy (CCA)</b>	State & Local CCA Grant	a. August 2018 – July 2021 b. CCA agreements & articulation documents	College and Career Academy Chief Executive Officer

**Performance Objectives: Increase student achievement**

Performance Targets		Evidence-based Action Steps	Possible Funding Sources	a. Timeline for Implementation	Position/Person Responsible
				b. Method for Monitoring	
<b>Students scoring Proficient and Distinguished Learner levels on Georgia Milestones Assessment in English Language Arts, Mathematics, Science and Social Studies</b>	<b>2019:</b> 3 <sup>rd</sup> – 20%, 24%, 4 <sup>th</sup> – 14%, 26% 5 <sup>th</sup> – 19%, 14%, 21%, 15% 6 <sup>th</sup> – 21%, 20% 7 <sup>th</sup> – 20%, 32% 8 <sup>th</sup> – 26%, 31%, 22%, 16% ELA 9 – TBD ELA 11 – TBD Coordinate Algebra – TBD Analytic Geometry – TBD Physical Science – TBD Biology – TBD U.S. History – TBD Economics – TBD	Train teachers on curriculum and assessment development and alignment to the use of effective instructional strategies.	State & Local Title I Title II Title V	a. (July 2018- September 2021) b. Sign-ins, agendas, PL evaluations	Director of Assessments
	<b>2020:</b> 3 <sup>rd</sup> – 24%, 28%, 4 <sup>th</sup> – 18%, 30% 5 <sup>th</sup> – 23%, 18%, 25%, 19% 6 <sup>th</sup> – 25%, 24% 7 <sup>th</sup> – 24%, 36% 8 <sup>th</sup> – 30%, 35%, 26%, 20% ELA 9 – TBD ELA 11 – TBD Coordinate Algebra – TBD Analytic Geometry – TBD Physical Science – TBD Biology – TBD U.S. History – TBD Economics - TBD	Conduct collaborative planning, vertically and horizontally in all core content areas with academic coaches and core content experts.	State & Local Title I Title II	a. Monthly (August 2018- September 2021) b. agendas, sign-in sheets, evaluation forms	Associate Superintendent
<b>2021:</b> 3 <sup>rd</sup> – 28%, 32%, 4 <sup>th</sup> – 22%, 34% 5 <sup>th</sup> – 27%, 22%, 29%, 23% 6 <sup>th</sup> – 29%, 28% 7 <sup>th</sup> – 28%, 40% 8 <sup>th</sup> – 34%, 39%, 30%, 24% ELA 9 – TBD ELA 11 – TBD Coordinate Algebra – TBD Analytic Geometry- TBD Physical Science – TBD Biology – TBD U.S. History – TBD Economics – TBD					
	<b>2022:</b> 3 <sup>rd</sup> – 32%, 36%, 4 <sup>th</sup> – 26%, 38% 5 <sup>th</sup> – 31%, 26%, 33%, 27% 6 <sup>th</sup> – 33%, 32% 7 <sup>th</sup> – 32%, 44% 8 <sup>th</sup> – 38%, 43%, 34%, 28% ELA 9 – TBD ELA 11 – TBD Coordinate Algebra – TBD Analytic Geometry – TBD Physical Science – TBD Biology – TBD U.S. History – TBD Economics – TBD				

	<p><b>2023:</b>  <b>3<sup>rd</sup></b> – 36%, 40%,  <b>4<sup>th</sup></b> – 30%, 42%  <b>5<sup>th</sup></b> – 35%, 30%, 37%, 31%  <b>6<sup>th</sup></b> – 37%, 36%  <b>7<sup>th</sup></b> – 36%, 48%  <b>8<sup>th</sup></b> – 42%, 47%, 38%, 32%  <b>ELA 9</b> – TBD  <b>ELA 11</b> – TBD  <b>Coordinate Algebra</b> – TBD  <b>Analytic Geometry</b> – TBD  <b>Physical Science</b> – TBD  <b>Biology</b>- TBD  <b>U.S. History</b> – TBD  <b>Economics</b> - TBD</p>					
<p><b>Students performing At or Above Benchmark on STAR Reading and STAR Math assessments</b></p>	<p><b>2019:</b>  <b>1<sup>st</sup></b> - TBD  <b>2<sup>nd</sup></b> – 37%  <b>3<sup>rd</sup></b> – 27%  <b>4<sup>th</sup></b> - 22%  <b>5<sup>th</sup></b> - 22%  <b>6<sup>th</sup></b> – 19%  <b>7<sup>th</sup></b> – 27%  <b>8<sup>th</sup></b> – 20%  <b>9<sup>th</sup></b> – 17%  <b>10<sup>th</sup></b> – 22%  <b>11<sup>th</sup></b> – 23%  <b>12<sup>th</sup></b> – 22%</p>	<p><b>2019:</b>  <b>1<sup>st</sup></b> - TBD  <b>2<sup>nd</sup></b> – 22%  <b>3<sup>rd</sup></b> - 21%  <b>4<sup>th</sup></b> – 19%  <b>5<sup>th</sup></b> – 23%  <b>6<sup>th</sup></b> – 16%  <b>7<sup>th</sup></b> – 12%  <b>8<sup>th</sup></b> – 15%  <b>9<sup>th</sup></b> – 17%  <b>10<sup>th</sup></b> – 19%  <b>11<sup>th</sup></b> – 21%  <b>12<sup>th</sup></b> – 18%</p>	<p>Implement Renaissance Learning Programs (STAR Reading/Math, Accelerated Reader/Math, &amp; English/Math in a Flash).</p>	<p>Title I</p>	<p>a. September 2018 – September 2021</p> <hr/> <p>b. Student rosters, program reports</p>	<p>Title I Director</p>
	<p><b>2020:</b>  <b>1<sup>st</sup></b> – TBD  <b>2<sup>nd</sup></b> – 41%  <b>3<sup>rd</sup></b> - 31%  <b>4<sup>th</sup></b> – 26%  <b>5<sup>th</sup></b> - 26%  <b>6<sup>th</sup></b> - 23%  <b>7<sup>th</sup></b> – 31%  <b>8<sup>th</sup></b> – 24%  <b>9<sup>th</sup></b> – 21%  <b>10<sup>th</sup></b> – 26%  <b>11<sup>th</sup></b> – 27%  <b>12<sup>th</sup></b> - 26%</p>	<p><b>2020:</b>  <b>1<sup>st</sup></b> - TBD  <b>2<sup>nd</sup></b> – 26%  <b>3<sup>rd</sup></b> – 25%  <b>4<sup>th</sup></b> – 23%  <b>5<sup>th</sup></b> – 27%  <b>6<sup>th</sup></b> – 20%  <b>7<sup>th</sup></b> – 16%  <b>8<sup>th</sup></b> – 19%  <b>9<sup>th</sup></b> – 21%  <b>10<sup>th</sup></b> – 23%  <b>11<sup>th</sup></b> – 24%  <b>12<sup>th</sup></b> – 22%</p>	<p>Utilize the district’s student progress monitoring platform for Literacy and Mathematics (Renaissance Learning-STAR Reading &amp; STAR Math), district wide quarterly progress checks to gauge students’ acquisition of literacy and mathematics concepts and skills.</p>	<p>Title I</p>	<p>a. September 2018 - September 2021 (Quarterly)</p> <hr/> <p>b. STAR Reading and Math Reports</p>	<p>Intervention Services Coordinator</p>
	<p><b>2021:</b>  <b>1<sup>st</sup></b> – TBD  <b>2<sup>nd</sup></b> – 45%  <b>3<sup>rd</sup></b> – 35%  <b>4<sup>th</sup></b> – 30%  <b>5<sup>th</sup></b> - 30%  <b>6<sup>th</sup></b> – 27%  <b>7<sup>th</sup></b> – 35%  <b>8<sup>th</sup></b> – 27%  <b>9<sup>th</sup></b> – 25%  <b>10<sup>th</sup></b> – 30%  <b>11<sup>th</sup></b> – 31%  <b>12<sup>th</sup></b> – 30%</p>	<p><b>2021:</b>  <b>1<sup>st</sup></b> - TBD  <b>2<sup>nd</sup></b> – 30%  <b>3<sup>rd</sup></b> - 29%  <b>4<sup>th</sup></b> – 27%  <b>5<sup>th</sup></b> – 31%  <b>6<sup>th</sup></b> – 24%  <b>7<sup>th</sup></b> – 20%  <b>8<sup>th</sup></b> – 23%  <b>9<sup>th</sup></b> – 25%  <b>10<sup>th</sup></b> – 27%  <b>11<sup>th</sup></b> – 28%  <b>12<sup>th</sup></b> – 26%</p>				
	<p><b>2022:</b>  <b>1<sup>st</sup></b> - TBD  <b>2<sup>nd</sup></b> – 49%  <b>3<sup>rd</sup></b> – 39%  <b>4<sup>th</sup></b> – 34%  <b>5<sup>th</sup></b> - 34%  <b>6<sup>th</sup></b> - 31%  <b>7<sup>th</sup></b> – 39%  <b>8<sup>th</sup></b> – 31%  <b>9<sup>th</sup></b> – 29%  <b>10<sup>th</sup></b> – 34%  <b>11<sup>th</sup></b> – 35%  <b>12<sup>th</sup></b> – 34%</p>	<p><b>2022:</b>  <b>1<sup>st</sup></b> - TBD  <b>2<sup>nd</sup></b> – 34%  <b>3<sup>rd</sup></b> - 33%  <b>4<sup>th</sup></b> – 31%  <b>5<sup>th</sup></b> – 35%  <b>6<sup>th</sup></b> – 28%  <b>7<sup>th</sup></b> – 24%  <b>8<sup>th</sup></b> – 27%  <b>9<sup>th</sup></b> – 29%  <b>10<sup>th</sup></b> – 31%  <b>11<sup>th</sup></b> – 32%  <b>12<sup>th</sup></b> – 30%</p>				

<p><b>English Language Learners with positive movement from one Performance Band to a higher Performance Band</b></p>	<p><b>2023:</b> 1<sup>st</sup> – TBD 2<sup>nd</sup> – 53% 3<sup>rd</sup> – 43% 4<sup>th</sup> – 38% 5<sup>th</sup> – 38% 6<sup>th</sup> – 35% 7<sup>th</sup> – 43% 8<sup>th</sup> – 35% 9<sup>th</sup> – 31% 10<sup>th</sup> – 38% 11<sup>th</sup> – 39% 12<sup>th</sup> – 38%</p> <p><b>2023:</b> 1<sup>st</sup> - TBD 2<sup>nd</sup> – 38% 3<sup>rd</sup> - 37% 4<sup>th</sup> – 35% 5<sup>th</sup> – 39% 6<sup>th</sup> – 32% 7<sup>th</sup> – 28 8<sup>th</sup> – 31% 9<sup>th</sup> – 31% 10<sup>th</sup> – 35% 11<sup>th</sup> – 36% 12<sup>th</sup> – 34%</p> <p><b>2019:</b> TBD <b>2020:</b> TBD <b>2021:</b> TBD <b>2022:</b> TBD <b>2023:</b> TBD</p>				
<p><b>Graduation Rate (All-89.3, SPED-64, ESOL-TBD)</b></p>	<p><b>2019:</b> 90%    <b>2020:</b> 90.5% <b>2019:</b> 64%    <b>2020:</b> 68% <b>2019:</b> TBD    <b>2020:</b> TBD</p> <p><b>2021:</b> 91%    <b>2022:</b> 91.5% <b>2021:</b> 72%    <b>2022:</b> 76% <b>2021:</b> TBD    <b>2022:</b> TBD</p> <p><b>2023:</b> 92% <b>2023:</b> 80% <b>2023:</b> TBD</p>	<p>Class Size Reduction K-12 (Teachers and/or Paraprofessionals).</p>	<p>State &amp; Local Title I</p>	<p>a. September 2018 - 2021</p> <p>b. Class size reduction worksheets, schedules, and Resource Allocation Management Plan</p>	<p>Title I Director</p>

**Performance Objectives:** Provide high quality professional learning, monitoring and support

Performance Targets	Evidence-based Action Steps	Possible Funding Sources	a. Timeline for Implementation	Position/Person Responsible
			b. Method for Monitoring	
<p><b>Professional learning events offered</b></p> <p><b>2019:</b> 1110 <b>2020:</b> 1160 <b>2021:</b> 1210 <b>2022:</b> 1260 <b>2023:</b> 1310</p>	<p>Core Content experts will provide job-embedded professional learning to teachers that focuses on hands-on, active learning for students that allows exploration of concepts, building vocabulary and transfer of knowledge to various formats, such as projects and performance tasks.</p>	<p>State &amp; Local Title I Title II Title V</p>	<p>a. October 2018 - September 2021</p>	<p>Director of Professional Learning</p>
			<p>b. Sign-in, agendas, evaluations</p>	
<p>b. Sign-in, agendas, evaluations</p>				
	<p>Provide professional learning to leaders and teachers on the development and implementation of a comprehensive (diagnostic, benchmark, common formative,</p>	<p>State &amp; Local Title I Title II</p>	<p>a. July 2018 - September 2021</p>	<p>Director of Assessment</p>
<p>b. Sign-ins, agendas, evaluation forms, student assessment reports, classroom observations</p>				

		formative and summative) assessment system.			
		Provide professional learning to leaders and teachers on implementing appropriate Co-teaching models.	IDEA	a. September 2018 - September 2021 b. Sign-in, agendas, evaluation forms, classroom observations	Director of Special Education
		Academic Coaches will model effective instructional strategies for teachers.	N/A	a. August 2018 – May 2021 b. schedule, observations, lesson plans, CAI collaborative agendas	Associate Superintendent

## Goal Area #2: Human Resources

### Systems: Professional Capacity

#### Structures: Supt. Collaborative, Principal Support Meetings and New Teacher Academy

#### Performance Objectives: Acquire highly effective people for all positions

Performance Targets		Evidence-based Action Steps	Possible Funding Sources	a. Timeline for Implementation	Position/Person Responsible
				b. Method for Monitoring	
All teachers and paraprofessionals are professionally qualified	2019: Yes	Implement district hiring protocol and process with fidelity.	N/A	a. July 2018 - June 2021	Human Resources Director
	2020: Yes/No			b. Hiring protocol, hiring packet, System for Award Management	
	2021: Yes/No	Maintain the district's position of 100% professionally qualified teachers and paraprofessionals.	N/A	a. July 2018 – May 2021	Human Resources Director
	2022: Yes/No			b. CPI Report	
	2023: Yes/No	Present HR training relative to critical issues for principals and district leaders.	N/A	a. September 2018 - May 2021	Human Resources Director
	b. Sign-ins, agendas, handouts				
	Conduct and attend recruitment fairs	State & Local	a. October 2018 – April 2021 b. Sign-ins, agendas, flyers	Human Resources Director	

#### Performance Objectives: Identify and retain high performing faculty and staff

Performance Targets		Evidence-based Action Steps	Possible Funding Sources	a. Timeline for Implementation	Position/Person Responsible
				b. Method for Monitoring	
Professional learning events offered (1060 events)	2019: 1110	Provide induction/mentoring program for new teachers.	State & Local Title II	a. Preplanning & monthly (July 2018 - September 2021)	Director of Professional Learning
	2020: 1160			b. Sign-ins, agendas, evaluations	
	2021: 1210	Conduct District Leadership Team meetings to develop, implement and monitor all district and school improvement planning while participating in a professional learning community.	State & Local	a. (Quarterly) July 2018 through June 2021	Associate Superintendent
	2022: 1260			b. Sign-ins, agendas	
	2023: 1310	Provide professional learning to new teachers on district programs, processes and procedures through the New Teacher Orientation and New Teacher Academy.	State & Local Title II	a. Monthly (July 2018 - September 2021)	Director of Professional Learning
	b. Sign-in, agendas, evaluation forms				

		Implement a MASTER TEACHER Academy with an emphasis on student-centered coaching.	Title II	a. August 2018 through September 2019 b. Focus Walks, Exit Surveys, Student Achievement data, TKES Reports	Director of Professional Learning
		Implement Professional Learning Communities at the district and school levels.	State & Local	a. August 2018 through June 2021 b. Sign-in, agendas, evaluations	Associate Superintendent
Employees evaluated by LKES/TKES scoring at proficient and exemplary levels (94% & 98%)	2019: 95% 2019: 98%  2020: 96% 2020: 98%  2021: 97% 2021: 98%  2022: 98% 2022: 99%  2023: 99% 2023: 99%	Provide support to district leaders and principals with implementation of the district LKES/TKES implementation cycle to increase the employees evaluated by LKES/TKES scoring at proficient and exemplary levels.	State & Local	a. August 2018 through June 2021  b. TKES and LKES Reports	Associate Superintendent
Recognition of outstanding employees (events)	2019: 4 2020: 6 2021: 8 2022: 10 2023: 12	District will conduct faculty and/or recognitions to promote outstanding employee contribution/performance.	Local	a. August 2018 – June 2021  b. Announcements, press release, photos	Human Resources Director

**Performance Objectives: Develop succession plans**

Performance Targets	Evidence-based Action Steps	Possible Funding Sources	a. Timeline for Implementation	Position/Person Responsible
			b. Method for Monitoring	
Leader/teacher attrition rates  2019: 22% 2019: 20%  2020: 18% 2020: 16%  2021: 14% 2021: 12%  2022: 10% 2022: 8%  2023: 6% 2023: 4%	Principals and Assistant Principals participate in Principal and Assistant Principal Academy at Chattahoochee-Flint RESA.	State & Local	a. August 2019 – May 2020  b. Professional learning reports, LKES	Associate Superintendent
	Implement an ASPIRING LEADERS Academy with an emphasis on student-centered coaching to help identify school leaders and provide professional learning to become more effective leaders.	Title II	a. August 2018 through September 2019  b. Focus Walks, Exit Surveys, Student Achievement data, LKES Reports	Director of Professional Learning
	Audit current strategies at all schools, collecting data on programs currently in place	N/A	a. September 2018  b. Surveys	Human Resources Director
	Investigate needs and options for leadership development.	N/A	a. September - October 2018  b. Needs Assessment results	Human Resources Director

### Goal Area #3: Operations and Student Services

**Systems: Effective Leadership System and Supportive Learning Environment**
**Structures: Intervention Services Collaborative, Technology Meetings, Safety Committee, Data Clerk Meetings, SPED Meetings, Attendance Support Meetings**
**Performance Objectives: Ensure effective and efficient operational processes**

Performance Targets	Evidence-based Action Steps	Possible Funding Sources	a. Timeline for Implementation		Position/Person Responsible
			b. Method for Monitoring		
<b>Equipment replacement</b> 2019: TBD 2020: TBD 2021: TBD 2022: TBD 2023: TBD	Implement district maintenance and facilities plan	State & Local	a. July 2018 – June 2021  b. Maintenance plan, Facilities Plan, agendas, reports	Maintenance Supervisor	
<b>Health Inspection (100% of schools earn 95 or better)</b>  <b>Labor and food costs (do not exceed 90% of revenue)</b> 2019: TBD 2020: TBD 2021: TBD 2022: TBD 2023: TBD	Implement district nutrition plan	State & Local	a. July 2018 – June 2021  b. Nutrition plan, sign-ins, agendas, reports	Nutrition Director	
2019: TBD 2020: TBD 2021: TBD 2022: TBD 2023: TBD	Implement district technology plan	State & Local Federal grants	a. July 2018 – June 2021  b. Technology plan, sign-ins, agendas, reports	Technology Director	
2019: Yes/No 2020: Yes/No 2021: Yes/No 2022: Yes/No 2023: Yes/No	Hold monthly collaborative meetings to monitor the implementation of all district operational plans.	N/A	a. July 2018 – June 2019  b. Sign-ins, agendas, reports	Superintendent	

**Performance Objectives: Ensure safe and healthy environments for students and staff**

Performance Targets	Evidence-based Action Steps	Possible Funding Sources	a. Timeline for Implementation		Position/Person Responsible
			b. Method for Monitoring		
<b>District wide safety protocols and operations</b> 2019: Yes/No 2020: Yes/No 2021: Yes/No 2022: Yes/No 2023: Yes/No	Utilize RAPTOR system to screen school visitors.  Design and implement consistent district wide safety protocols and operations which will be reviewed annually by the District Safety Committee.	Title V  Local	a. August 2018 – May 2019  b. Visitor logs, RAPTOR reports	Director of Title V Federal Program	
2019: TBD 2020: TBD 2021: TBD 2022: TBD 2023: TBD	Implement monthly safety drills across the district.	Local	a. August 2018 – May 2021  b. Reports, emergency drills	Superintendent	
<b>Energy consumption</b> 2019: TBD 2020: TBD 2021: TBD 2022: TBD 2023: TBD	Implement a district plan conserve energy, replace equipment to meet state recommendations and maintain acceptable health inspection regulation.	State & Local	a. July 2018 – June 2021  b. Reports, maintenance budgets, maintenance plan	Maintenance Supervisor	

<b>Performance Objectives: Develop and implement practices to support at-risk students</b>					
<b>Performance Targets</b>		<b>Evidence-based Action Steps</b>	<b>Possible Funding Sources</b>	<b>a. Timeline for Implementation</b>	<b>Position/Person Responsible</b>
				<b>b. Method for Monitoring</b>	
<b>Implement a formalized process to address the needs of at-risk students at each school</b>  <b>*School Climate Ratings</b>  <b>*Lagging data</b>	<b>2019:</b> Yes <b>2020:</b> Yes/No <b>2021:</b> Yes/No <b>2022:</b> Yes/No <b>2023:</b> Yes/No	Implement established structures for collaboration with Intervention Specialist to address student attendance, discipline and Response to Intervention.	State & Local IDEA	a. August 2018 – May 2021  b. RTI folders, sign-ins, agendas, meeting content material	Intervention Services Coordinator
	<b>2018:</b> SCPS - TBD SCES - TBD SCIS - TBD SCMS - TBD ASNGA - TBD ASHS - TBD	Implement the Alternative Behavior Educator (ABE) system to reduce the in-out of school suspensions and disproportionate disciplinary practices.	State & Local	a. August 2018 – May 2021	Intervention Services Coordinator
				b. ABE Reports, Discipline Frameworks	
	<b>2019:</b> SCPS - TBD SCES - TBD SCIS - TBD SCMS - TBD ASNGA - TBD ASHS - TBD	Implement the Multi-tiered Support Systems (MTSS).	State & Local	a. August 2018 – May 2021	Intervention Services Coordinator
				b. RTI folders, sign-ins, agendas, meeting content material	
	<b>2019:</b> SCPS - TBD SCES - TBD SCIS - TBD SCMS - TBD ASNGA - TBD ASHS - TBD	Provide District Truancy Officer and District Social Worker to implement the district attendance protocol and attendance support team meetings.	State & Local	a. August 2018 – May 2021	Social Work & Pupil Services Coordinator
				b. Attendance Protocol meeting (sign-in & agenda), attendance support team meeting (Sign-in, minutes, agendas)	
	<b>2020:</b> SCPS - TBD SCES - TBD SCIS - TBD SCMS - TBD ASNGA - TBD ASHS - TBD	Utilize the Infinite Campus (Student Information System) to track student attendance.	N/A	a. August 2018 – May 2021	Intervention Services Coordinator
				b. Attendance Reports by subgroups	
	<b>2021:</b> SCPS - TBD SCES - TBD SCIS - TBD SCMS - TBD ASNGA - TBD ASHS - TBD				
<b>2022:</b> SCPS - TBD SCES - TBD SCIS - TBD SCMS - TBD ASNGA - TBD ASHS - TBD					



## Goal Area #4: Stakeholder Engagement

### Systems: Family and Community Engagement

#### Structures: Annual Title I Meeting, Family Connections Collaborative

#### Performance Objective: Develop effective processes and communicate them clearly

Performance Targets	Evidence-based Action Steps	Possible Funding Sources	a. Timeline for Implementation	Position/Person Responsible
			b. Method for Monitoring	
<b>Board Goals</b> 2019: TBD 2020: Yes/No 2021: Yes/No 2022: Yes/No 2023: Yes/No	Develop board goals annually	N/A	a. January 2018-March 2021	Superintendent
			b. Board goals	
	Communicate goals to stakeholders	Local	a. June 2018	Superintendent
			b. Agendas, press releases	
Implement board goals	State & Local Federal grants	a. August 2018 – June 2021	Superintendent	
		b. Board minutes, reports		
<b>AdvancEd and Georgia Accrediting Commission (GAC) accreditation</b> 2019: YES 2020: Yes/No 2021: Yes/No 2022: Yes/No 2023: Yes/No	Annually conduct review of AdvancEd and Georgia Accrediting Commission recommendations and monitor progress toward meeting required actions and recommendations	N/A	a. July 2018-June 2021	Associate Superintendent
b. Sign-ins, agendas, reports				
<b>Social media followers</b> 2019: TBD 2020: TBD 2021: TBD 2022: TBD 2023: TBD  <b>Visits to district and school websites</b> 2019: TBD 2020: TBD 2021: TBD 2022: TBD 2023: TBD	Implement district public relations plan	State & Local	a. August 2018-July 2021	Public Relations Director
b. Public relations plan, website visits, media publications				

#### Performance Objective: Increase meaningful business relationships

Performance Targets	Evidence-based Action Steps	Possible Funding Sources	a. Timeline for Implementation	Position/Person Responsible
			b. Method for Monitoring	
<b>Contact hours with students provided by businesses</b> 2019: 2675 2020: 2725 2021: 2775 2022: 2825 2023: 2875	Provide guest speakers from businesses to CTAE program. <b>(2623 hours)</b>	N/A	a. August 2018 – May 2021	Director of Career, Technical, Agricultural and Education
			b. Teacher Reports	
<b>Monetary and in-kind donations from businesses</b> 2019: TBD 2020: TBD 2021: TBD 2022: TBD 2023: TBD	Connect with local businesses to support the College and Career Academy program. <b>(84 Businesses)</b>	N/A	a. July 2018- June 2021	Director of Career, Technical, Agricultural and Education
	Coordinate activities with the local Chamber of Commerce Education Department. (14 Events & Committee membership)	N/A	a. July 2018 – June 2021	
			b. Sign-ins, agendas, press releases	Director of Career, Technical, Agricultural and Education
			b. Sign-ins, agendas, activities plans	

**Performance Objective: Increase meaningful higher education relationships**

Performance Targets		Evidence-based Action Steps	Possible Funding Sources	a. Timeline for Implementation	Position/Person Responsible
				b. Method for Monitoring	
Students participating in dual enrollment	2019: 45% 2020: 48% 2021: 51% 2022: 54% 2023: 57%	College and University instructors will provide classroom instruction to high school students. (6 higher education instructors)	State & Local	a. August 2018 – May 2021 b. Schedules	Director of Career, Technical, Agricultural and Education
	Higher education instructors and researchers providing contact hours in schools	Local university will pilot new teacher program partnership	N/A	a. August 2018 – May 2021 b. Schedules, partnership agreement	Human Resource Director
Students participating in research and/or learning at higher education institutions	2019: 45% 2020: 48% 2021: 51% 2022: 54% 2023: 57%	Local university will provide paraprofessional transition program.	N/A	a. August 2018 – May 2021 b. Partnership agreement, program outline	Human Resource Director

**Performance Objective: Develop and sustain meaningful relationships with community leaders.**

Performance Targets		Evidence-based Action Steps	Possible Funding Sources	a. Timeline for Implementation	Position/Person Responsible
				b. Method for Monitoring	
Community leader relationships	2019: TBD 2020: TBD 2021: TBD 2022: TBD 2023: TBD	District and school leaders will participate and collaborate with Family Connections to implement Early Literacy Logic Model and Family Self-Sufficiency Logic Model.	N/A	a. Ongoing August 2018-May 2021 b. Sign-ins, minutes, agendas	Associate Superintendent

**Performance Objective: Train to build capacity within families and staff through training, resources and support from Family and Community Engagement Coordinator**

Performance Targets		Evidence-based Action Steps	Possible Funding Sources	a. Timeline for Implementation	Position/Person Responsible
				b. Method for Monitoring	
Parent-led school-based events	2019: TBD 2020: TBD 2021: TBD 2022: TBD 2023: TBD	Provide a Family and Community Engagement Coordinator to support the schools with family, parent, and guardian engagement to support student achievement.	Title I	a. July 2018 - August 2021 b. Sign-ins, agendas, handouts	Federal Programs Director
	2019: TBD 2020: TBD 2021: TBD 2022: TBD 2023: TBD	Provide professional learning to faculty and staff on the value of building relationships and parent contribution: ie: welcoming all families, cultural diversity, and communication.	N/A	a. Ongoing July 2018 - August 2021 b. Handouts, sign-ins, agendas, evaluation forms, walkthroughs	Family and Community Engagement Coordinator
	2019: TBD 2020: TBD 2021: TBD 2022: TBD 2023: TBD	Provide professional learning to faculty and staff on family and community engagement strategies that supports student achievement.	N/A	a. Ongoing July 2018-August 2021 b. Handouts, sign-ins, agendas	Family and Community Engagement Coordinator

		District will build capacity through community collaboration and parent trainings to expand learning opportunities for students, empower families, and build community participation.	N/A	a. August 2018-May 2021 b. Handouts, sign-ins, agendas, evaluation forms, volunteer logs	Family and Community Engagement Coordinator
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## Goal Area #5: Business Services

### Systems: Effective Leadership System

### Structures: Supt. Collaborative, Budget Meetings, School Nutrition Safety Meetings

### Performance Objectives: Ensure effective and efficient financial practices

Performance Targets		Evidence-based Action Steps	Possible Funding Sources	a. Timeline for Implementation	Position/Person Responsible
				b. Method for Monitoring	
General fund budget spent on direct instruction is in top quartile when compared to RESA cohort and budget in general administration is in bottom quartile	2019: Yes 2020: Yes/No 2021: Yes/No 2022: Yes/No 2023: Yes/No	District leaders will develop a Resource Allocation Methodology Plan (RAMP) for the equitable distribution of district resources to all schools.	N/A	a. October 2018 – October 2021	Director of Title I Programs
				b. RAMP, sign-ins, agendas, budgets	
District directors and principals have a clear understanding of the budget and staffing formulas	2019: TBD 2020: Yes/No 2021: Yes/No 2022: Yes/No 2023: Yes/No	Review district budgets monthly through the district’s collaborative structures.  Meet with principals to review district budget and set financial expectations.	N/A	a. August 2018 – June 2021	Director of Finance
				b. Sign-ins, agendas, budgets	
Timely and unqualified audits	2019: Yes/No 2020: Yes/No 2021: Yes/No 2022: Yes/No 2023: Yes/No	Conduct regularly scheduled bookkeeper meetings	N/A	a. July 2018	Director of Finance
				b. Sign-ins, agendas, budget	
				a. 2018-2021 Quarterly	Director of Finance
				b. Sign-ins, agendas	

### Performance Objectives: Develop a collaborative district budgeting process

Performance Targets		Evidence-based Action Steps	Possible Funding Sources	a. Timeline for Implementation	Position/Person Responsible
				b. Method for Monitoring	
Budget developed by the district leadership team	2019: TBD 2020: Yes/No 2021: Yes/No 2022: Yes/No 2023: Yes/No	District leaders will conduct Principal Support meetings to support principals with school-level budget development linked to their school improvement plans.  Develop a budget building process that includes budget development and submission through district collaborative structures.	N/A	a. August 2018 & January 2019	Associate Superintendent
				b. Sign-ins, agendas, school improvement plans	
				a. January 2019 – June 2021	Director of Finance
				b. Sign-ins, agendas, budgets	

<b>Performance Objectives: Maximize federal, state, local and alternative funding sources</b>					
<b>Performance Targets</b>		<b>Evidence-based Action Steps</b>	<b>Possible Funding Sources</b>	<b>a. Timeline for Implementation</b>	<b>Position/Person Responsible</b>
				<b>b. Method for Monitoring</b>	
<b>Mid-term QBE adjustments and grant carry-over and return dollars</b>	2019: TBD 2020: TBD 2021: TBD 2022: TBD 2023: TBD	Utilize student information, assessment results to ensure proper scheduling and FTE reporting to maximize funding	N/A	a. July 2018 – October 2021 b. Assessments, Schedules, FTE reports	Director of Finance
	<b>District Financial Efficiency Ratings</b>	2019: 3 2020: 3 2021: 4 2022: 4 2023: 5	System will seek applicable grants and maintain processes to minimize carry-over and return grant funding	N/A	a. July 2018 – May 2021 b. Reports
		Conduct comprehensive review of payroll and expenditure coding to maximize T & E funding and ensure grant dollars are being fully utilized	N/A	a. July 2018 – October 2021 b. Payroll, grants	Director of Finance

## **Goal Area #1: Teaching & Learning**

### **Performance Measures**

- Graduation Rate (All students, SPED, ESOL)
- Graduation with pathway completion
- 8<sup>th</sup> Graders passing at least four courses in core content areas and scoring Proficient or Distinguished on all state assessments
- SAT composite score mean
- Students testing ready for college work on ACT
- Increase Lexile for students in Reading Grades 3, 5, 8, 9 and 11.
- Increase students scoring Proficient and Distinguished Learner levels on Georgia Milestones Assessment in English Language Arts, Mathematics, Science and Social Studies
- English Language Learners with positive movement from one Performance Band to a higher Performance Band as measured by ACCESS for ELL's
- Students performing At or Above Benchmark on STAR Reading and STAR Math assessments
- Establish and maintain a College and Career Academy
- Maintain Academic and Organizational College and Career Academy goals targets

## **Goal Area #2: Human Resources**

### **Performance Measures**

- All teachers and paraprofessionals are professionally qualified
- Increase professional learning events offered by 10%
- Increase recognition of outstanding employees
- Increases in employees evaluated by LKES/TKES scoring at proficient & exemplary levels
- Reduce and maintain the leader/teacher attrition rates

### **Goal Area #3: Operations and Student Services**

#### **Performance Measures**

- Energy consumption per square foot (reduce by 3% annually)
- Ensure labor and food costs do not exceed 90% of revenue
- Increase equipment replacements meeting state recommendations by 3% annually
- Design and implement consistent district wide safety protocols and operations which will be reviewed annually
- 100% of schools earn 95 or better on Health Inspection Report
- 100% of schools will participate in emergency drills
- Implement a formalized process to increase collaboration of district directors, counselors, and academic coaches to effectively address the needs of at-risk students at each school
- Increase or maintain School Climate ratings

### **Goal Area #4: Stakeholder Engagement**

#### **Performance Measures**

- Create board of education goals
- Maintain Cognia (AdvancEd) and Georgia Accrediting Commission (GAC) accreditation
- Number of social media followers
- Number of visits to district and school websites
- Amount of monetary and in-kind donations from businesses
- Contact hours with students provided by businesses (leadership opportunities, internships, service opportunities, job shadowing, career speakers)
- Students participating in dual enrollment
- Higher education instructors and researchers providing contact hours in schools
- Students participating in research and/or learning at higher education institutions
- Number of community leader relationships
- Number of parent-led school based events at each school

### **Goal Area #5: Business Services**

#### **Performance Measures**

- Timely and unqualified audits
- Budget developed by the district leadership team
- District directors and principals have a clear understanding of the budget and staffing formulas.
- General fund budget spent on direct instruction is in top quartile when compared to RESA cohort and budget in general administration is in bottom quartile
- Mid-term QBE adjustments and grant carry-over and return dollars
- District Financial Efficiency Ratings