

Strategic Planning Report

Treutlen County Schools

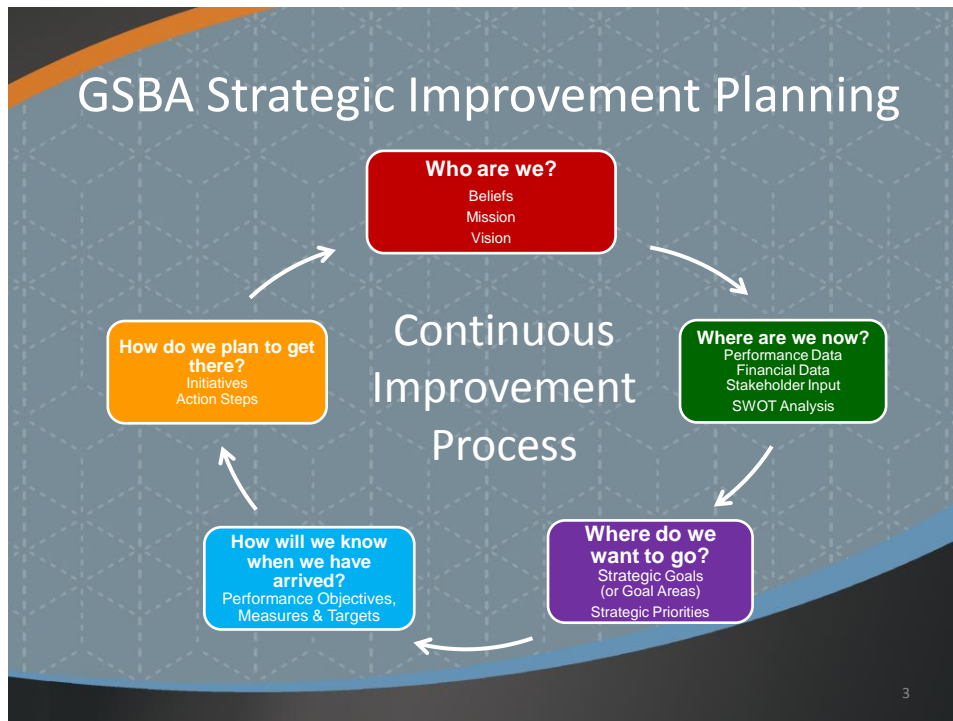
April 5, 2011

Revised 11/17/2011

Strategic Improvement Planning Executive Summary

The Treutlen County Board of Education voted to use a process developed by the GSBA and GLISI to develop a strategic improvement plan for the district. This comprehensive process engaged the community and all stakeholder groups to create universal ownership and support for district and school improvement. Highlights to the process include:

- A comprehensive community engagement component to allow stakeholders to have a voice in the strategic improvement planning process
- A diverse planning team that represented stakeholder groups to develop the plan
- A facilitated planning process that assisted the planning and action teams analyzing the strengths, weaknesses, opportunities and threats of the district and, goal areas and developing the elements of the strategic plan
- A facilitated process to work with experts within the district and community on developing initiatives and action steps to implement the plan



The strategic improvement planning process follows a continuous improvement cycle designed around the five questions listed in the visual above. This process begins with a community engagement session and survey of stakeholders. The entire process may take 8 – 10 months to complete and is divided into the following phases.

Phase I

Community Engagement: In October 2010 the strategic improvement planning process began with a community engagement forum, involving representatives from all stakeholder groups and a stakeholder on-line survey to gather vital input from the community. There were 31 community members in attendance at the meeting.

Planning Team: On December 14-15, 2010 a group of 20 people representing stakeholder groups from the school board, central office, schools, parents, students, and other community representatives were assembled to answer the questions: "Who are we", "Where are we now", and "Where do we want to go". Specific outcomes include a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, and developing strategic goal areas and priorities for the strategic improvement plan.

Action Teams: On January 18, 2011 four smaller teams totaling 18 people were assembled to answer the question "How will we know when we have arrived". The action teams looked at each proposed strategic goal area and identified the performance objectives, measures and targets to answer the question. Additionally, the action teams began to look at the initiatives and action steps that might be needed to answer the fourth question of the GSBA Strategic Improvement Planning Process, "How do we plan to get there".

Action Team Report to Planning Team: On April 5, 2011, the Action Teams delivered a report of their work back to the Planning Team. The planning team reviewed the action team's work and discussed priorities and implications. The planning team made a recommendation that the mission statement be revised slightly to read more smoothly. The word "to" was taken out before "graduate."

Phase II

On April 11, 2011 one Action Team member made a presentation to the Treutlen County Board of Education members for consideration. The Board was asked to consider the following items for approval at the May meeting: District Vision Statement, District Mission Statement, District Beliefs, Strategic Goal Areas I, II, III, IV, and Performance Objectives for each goal.

On May 9, 2011 the Treutlen County Board of Education adopted the District Vision Statement, District Mission Statement, District Beliefs, Strategic Goal Areas I, II, III, IV, and Performance Objectives for each goal.

Board and staff implementation and monitoring

Phase III

Alignment of the plan to district and school budgets

Phase IV

Execution, Monitoring and Reporting

Treutlen County Schools' commitment to ongoing process

Treutlen County Schools

District Vision:

We will become the premier rural school district in Georgia.

District Mission:

The mission of Treutlen County Schools is to empower students to strive for academic excellence, graduate from high school, and become successful life-long learners.

District Beliefs:

1. Education provides a foundation for a better life.
2. Learning is a life-long process.
3. Everyone deserves to be treated with respect.
4. Everyone is unique, worthy, and capable of learning and achieving success.
5. Everyone is entitled to meaningful and productive learning experiences.
6. Everyone is responsible for his/her behavior as an individual and as a member of society.
7. A strong educational program is necessary for a thriving and progressive community.
8. Meeting student's needs requires the active participation and support of home, school, and community.
9. The school shares with the home and community the responsibility for fostering each student's strength of character and a sense of personal responsibility.

Proposed Strategic Goal Areas and Performance Objectives

Goal Area I: Student Achievement

- Increase student mastery of curriculum
- Increase K-12 completion rate
- Develop and Implement systemic instructional practices and assessment procedures

Goal Area II: Stakeholder Engagement and Involvement

- Increase family/parent involvement
- Increase community involvement
- Improve school climate

Goal Area III: Human Resources and Professional Learning & Growth

- Recruit and retain highly qualified and effective teachers and administrators
- Provide high quality professional learning to all personnel
- Align curriculum & instructional strategies K-12

Goal Area IV: Internal Operations

- Ensure efficient and effective administrative processes
- Ensure efficient and effective operational processes
- Ensure efficient and effective continuous improvement processes

Treutlen County Schools Strategy Map



4/4/2011 1

Treutlen County Schools

| Strategic Goal Area | Cause & Affect Statement |
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| Student Achievement | Then we will increase our K-12 completion rate, and ensure academic success for all students. |
| Stakeholder Engagement & involvement | <p style="text-align: center;">↑</p> And effectively engage all stakeholders |
| Human Resources & Professional Learning & Growth | <p style="text-align: center;">↑</p> And effective in improving and developing our human resources, |
| Internal Operations | <p style="text-align: center;">↑</p> If we are efficient and effective in our operational processes, |

Treutlen County Plan Detail

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| Strategic Goal #1: Student Achievement |
| Priority Areas <ul style="list-style-type: none"> ❖ Students With Disabilities ❖ Differentiation/Engagement ❖ Behavior Management |
| Possible Performance Measures <ul style="list-style-type: none"> • Increase % of all students in all subgroups meeting standards on CRCT grades 1-8 • Increase % of all students in all subgroups meeting expectations on 11th grade GHSGT and GHSGT 1st administration • Increase % of all students in all subgroups meeting expectations on EOCT • Increase # of students enrolling in AP classes and declaring career pathways • Increase # of students involved in SECCA • Decrease # of students requiring credit recovery • Reduce % of students in RTI • Vertically align curriculum |
| Performance Objective 1.1: To increase student mastery of curriculum 1.1.A: Interventions Initiative 1.1.B: Curriculum Implementation Initiative |
| Performance Objective 1.2: To increase K-12 completion rate 1.2.A: High School Graduation Initiative 1.2.B: Elementary School Graduation Initiative |
| Performance Objective 1.3: Develop and implement systemic instructional practices and assessment procedures 1.3.A: Standards Based Instructional Initiative 1.3.B: Assessment Initiative 1.3.C: Response to Intervention(RTI) Initiative |
| Strategic Goal #2: Stakeholder Engagement & Involvement |
| Priority Areas <ul style="list-style-type: none"> ❖ Stakeholder buy-in ❖ Attendance ❖ Available Resources |
| Possible Performance Measures <ul style="list-style-type: none"> • Number of families reporting that they feel engaged with the district • # of attendees to school/community programs • Survey students, parents, and teachers |
| Performance Objective 2.1: To increase family/parent engagement 2.1.A: Communication Initiative 2.1.B: Family Engagement Initiative |
| Performance Objective 2.2: To increase community involvement 2.2.A: School/Community Partnership Initiative |
| Performance Objective 2.3: To improve school climate 2.3.A: School Climate Initiative |
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| Strategic Goal #3: Human Resources And Professional Growth and Learning |
| <p>Priority Areas</p> <ul style="list-style-type: none"> ❖ Addressing Diverse Cultures ❖ Differentiation/Instructional Strategies |
| <p>Possible Performance Measures</p> <ul style="list-style-type: none"> • Number of highly qualified teachers and para-professionals • Staff surveys • Teacher retention rate • Documentation of classroom implementation of PL activities • Professional Learning activities align with Improvement plans • % of teachers utilizing GaDOE Resources |
| <p>Performance Objective 3.1: To recruit and retain highly qualified and highly effective teachers</p> <p>3.1.A: Highly Qualified Staff Initiative</p> <p>3.1.B: Highly Effective Staff Initiative</p> <p>3.1.C: RT3 Initiative</p> |
| <p>Performance Objective 3.2: To provide high quality professional development to all staff</p> <p>3.2.A: Professional Learning Initiative</p> <p>3.2.B: Monitoring of Professional Learning</p> |
| <p>Performance Objective 3.3: To align curriculum and instructional strategies K-12</p> <p>3.3.A: Planning for Curriculum Alignment</p> <p>3.3.B: CCGPS Rollout (Common Core Georgia Performance Standards)</p> |
| Strategic Goal #4: Internal Operations |
| <p>Priority Areas</p> <ul style="list-style-type: none"> ❖ Budget and Finance ❖ Safety ❖ Technology ❖ Communication |
| <p>Possible Performance Measures</p> <ul style="list-style-type: none"> • % Variance in budget vs. actual expenditures • Annual updates to site safety plans and professional learning for staff • Amount of technology utilized by students and teachers • Amount of technology circulated through the media center • District Balanced Scorecard • School Balanced Scorecards • Professional learning for pupil transportation staff • Increase communication from district level • Develop/update balanced scorecards for the district, TES, TMS/THS |
| <p>Performance Objective 4.1: To ensure effective and efficient administrative processes</p> <p>4.1.A: Budget and Finance Initiative</p> <p>4.1.B: Communication Initiative</p> |
| <p>Performance Objective 4.2: To ensure effective and efficient operational processes</p> <p>4.2.A: Pupil Transportation Initiative</p> <p>4.2.B: Facilities/Campus Safety Initiative</p> <p>4.2. C: School Nutrition Initiative</p> <p>4.2. D: Technology Initiative</p> |

Performance Objective 4.3: To ensure effective and efficient continuous improvement processes
4.3.A: Balanced Scorecard Initiative

Planning Team Members

Katrina Baker
Davis Brinson
Lisa Byrd
Hope Calhoun
Dave Cone
Derek Cone
Jason Corbett
Forrest Edge
Lea Hall
Lavern Harden
Regina Harris
Alice Heath
Bryan Keen
Dr. Julie Kight
Wendy Lumley
Amber McArthur
Andrea Mills
Freddie Mills
Derrick Ryals
Kaci Walker

Action Team Members

Goal Area I: Student Achievement

Wendy Lumley, Leader
David Avery
Derek Cone
Tammie Davis
Regina Harris
Linda Hooks
Dr. Chris Watkins

Goal Area II: Stakeholder Engagement & Involvement

Lea Hall, Leader
Forrest Edge
Amber McArthur
Nichole Shepard
Laura White

Goal Area III: Human Resources and Professional Learning & Growth

Regina Harris, Leader
Derek Cone
Lea Hall
Wendy Lumley
Marsha Ware

Goal Area IV: Internal Operations

Alice Heath, Leader
Mary Jane Corbin
Cindy Foskey
Scott Heaton
Marsha Ware

Planning Team Stakeholder Wants and Expectations

Planning team participants were asked to summarize the wants and expectations of the students, internal and external stakeholders of Treutlen County Schools based on the focus group and survey results.

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| Students | <u>Wants and Expectations</u> <ol style="list-style-type: none"> 1. Prepared for college. 2. Support of teachers and administration 3. Resources - Graduation, coaches 4. Excellent education 5. Disciplined Student body 6. Engaged 7. Heard 8. Needed 9. Respected 10. Meals 11. Educated 12. Valued 13. Expectation 14. Encouraged 15. Equality Disciplined 16. Full school “experience” 17. Extra-curricular 18. Social 19. Challenged 20. Prepared to graduate 21. Ready for after graduation 22. Safe environment 23. Opportunity |
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| Internal Stakeholders | <u>Wants and Expectations</u> <ol style="list-style-type: none"> 1. Safety 2. Opportunity 3. Respect 4. Valued 5. Appreciated 6. Support 7. Education 8. Successful 9. Be treated as a professional (including access to resources) 10. Home support 11. Prepared students 12. Supportive administration 13. Good working relationships 14. Quality pay for a quality job 15. Communication with parents 16. Support from parents |
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| | 17. Grant writer 18. Clean |
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| External Stakeholders | <u>Wants and Expectations</u> <ol style="list-style-type: none"> 1. Safety 2. Opportunity 3. Fairness 4. Preparedness 5. Differentiation 6. Compassion 7. Rigorous curriculum 8. Access to student grades on a daily basis 9. Open door policy 10. Respectful relationship with all teachers 11. Ongoing communication regarding student progress 12. Well-rounded course selection for middle and high school 13. Higher education 14. Qualified /Effective teachers |
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Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

| INTERNAL | |
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| Strengths | Weaknesses |
| <ol style="list-style-type: none"> 1. Data driven 2. Aligning curriculum vertically 3. Teacher accountability 4. Strong leadership 5. Great team work at all levels 6. Optimistic – Dream Big for a small system 7. Opportunistic 8. Technology 9. Desire to be successful 10. Good relationship between school/community 11. Good kids 12. Dedicated staff and educators 13. People understand their responsibilities 14. Middle school schedule – Working good 15. Quality “support” staff 16. Handbooks for each school – discipline works 17. Hometown staff 18. Dedicated staff resulting in low “turnover” rate 19. Activities/clubs 20. Accessible administrators/faculty | <ol style="list-style-type: none"> 1. Not willing to change 2. Lack of funding 3. Negativism 4. Lack of communication 5. Student engagement – they need to be active in their learning 6. Parental involvement 7. Student Accountability; Expectation 8. Teacher burnout 9. Blame 10. Teacher morale/ camaraderie 11. Math 12. Science 13. Parents may not know how to get involved 14. Recess for younger students – scheduling 15. Aging facilities 16. Lack of student motivation 17. Support of certain subjects – not emphasized until GHSGT (Social Studies) 18. Staff is stretched thin |

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| <ul style="list-style-type: none"> 21. Small student body 22. Up-to-date technology 23. TES – 9 years of meeting AYP 24. SAT/ACT scores 25. Highly Qualified Teachers 26. GPS – Standards based classrooms and curriculum 27. Increasing graduation rate | <ul style="list-style-type: none"> 19. Lack of instructional grouping 20. School spirit 21. Lack of student pride and ambition 22. Communication (more than just newspaper) 23. “Drop out” rate 24. Low graduation rate 25. Increased class size 26. Failure to meet AYP at Middle/High 27. No Summer programs (educational) 28. No After-School programs |
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| EXTERNAL | |
|--|---|
| Opportunities | Threats |
| <ul style="list-style-type: none"> 1. New school facilities 2. Work stations 3. Network via churches/civic organizations 4. Internet communication – available to most everyone 5. Community involvement 6. Grant opportunities because of our poverty rate (Free and Reduced Lunch) 7. Support of local businesses 8. Educating our parents in how they can get involved 9. Certified GA Work Ready Community 10. Political (cooperation, new ideas, changes) 11. Family Connection 12. To reinvent education (with budget cuts) 13. Race To The Top (RT3) 14. Range Fuels 15. State/Federal mandates 16. D.A.R.E. program/partnership with Sheriff’s Department 17. Dual enrollment – Heart of GA Technical College (CAN and Criminal Justice) 18. Southeastern Early College and Career Academy program offerings (Automotive, Cosmetology, JROTC) 19. AP classes and hand-held technology (i-pod Touch and MAC books) | <ul style="list-style-type: none"> 1. Lack of community involvement 2. Taking business out of town 3. Misinformed parents 4. Lack of diversity in student body and faculty 5. Future cuts to education 6. Budget cuts 7. Fewer individual pursuing an education degree 8. Expecting to do more with less 9. Increase in crime 10. State and Federal mandates 11. Lack of vision because of lack of education 12. Increase in gang activity 13. Social issues (drugs) 14. Lack of job opportunities in the county 15. Complacency of students – (Why do I need to graduate?) 16. Feeling of powerlessness (How can I change the situation?) teachers and students 17. Political dissention/changes 18. Internet – distraction (Facebook, cyber bullying, etc) 19. Is education generational? Do parents know how to help parents? 20. Lack of out of school activities 21. Teacher attitude to grading/student success 22. Adversarial context based on economics 23. Lack of connections between parents and educators 24. Generational poverty |

