

I. Culture Focused on Success	
Action Step	Progress Report
21. Facilitate professional learning communities for all personnel to build consistent understanding and support of the RTI pupose and process.	<p>February 1, 2018 During faculty meetings or grade level meetings, tier 3 chairs redelivered updated process and procedures to school personnel to ensure knowledge of RTI including 504 information. March 26, 2018 We provided professional learning in the fall with Special Education Attorney, Julie Weatherly, leading us in legal issues and meeting norms in schools. We trained building administrators, special education leads, curriculum directors, RTI facilitators and coordinators of exceptional education. Our Coordinators meet monthly with their school based exceptional education department and administrators to ensure student success. We are in process of discussing the possibility of including Tier 3 chairs in their process for the 2018-19 school year in hopes to continue to foster collaboration and build capacity of knowledge at the base school.</p>
22. Implement the revised Teacher Induction Program to increase teacher retention.	<p>February 1, 2018 The revised Teacher Induction Plan was implemented in August of 2017. Principals had input into changes for the program. The major change was the use of "Super" mentors to improve the quality of mentoring. A partnership has been formed with the Troup County School System and West Georgia RESA with the goal of creating consistency across schools for mentoring. RESA staff held a 'kick-off" day here in Troup County for an online training course designed for mentors. The focus of the course is coaching for induction teachers.</p> <p>March 26, 2018 The revised Teacher Induction Plan continues to be implemented. Their are currently 140 teachers in the Teacher Induction program.</p>
23. Implement a Leader Induction Program.	<p>February 1, 2018 The Leader Induction Program was implemented beginning in August of 2017. All new principals and assistant principals are participating in this program. They are assigned a job-alike mentor from another school, and they meet monthly.</p> <p>March 26, 2018 The Leader Induction Program continues to be implemented meeting monthly as outlined in the induction plan. Their are 11 participants in this program.</p>
24. Provide leadership development training for teachers who aspire to work in leadership positions.	<p>February 1, 2018 The Aspiring Leader Cohort is currently in year three. The roster is modified from year to year as teachers gain leadership positions or leave the program. The group is meeting monthly with a consultant on topics designed in collaboration with the Assistant Superintendent of Curriculum, Instruction and Professional Learning.</p> <p>March 26, 2018 The Aspiring Leader Cohort continues to meet monthly. Fifteen teachers are participating in this program.</p>
25. Implement a professional learning cohort for assistant principals who aspire to be principals.	<p>February 1, 2018 The Leadership Development Cohort was implemented in July of 2017. Participants were recommended by principals and program directors. The group is meeting monthly with a consultant on topics designed in collaboration with the Assistant Superintendent of Curriculum, Instruction and Professional Learning.</p> <p>March 26, 2018 The Leadership Development Cohort continues to meet monthly. Their are 14 participants in this program.</p>
26. Research discuss and remove barriers that impede the mission of the district.	<p>March 26, 2018 Superintendent and Cabinet members ask this question at the end of each campus visit. Athis point many tough discussions have occured. One tangible example is Office of Student Assignment and Transportation are working together to allow fewer school moves for in-town transient students.</p>

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27. Develop and implement a program evaluation system to better ensure improvement and accountability across all programs	March 26, 2018 School Improvement and Assessment office has begun researching program evaluation methods and has contacted a RESA representative (Dr. Joyce Lambert) for assistance. A draft plan is being developed.
28. Coordinate with the local authorities to create and implement an effective truancy protocol.	February 1, 2018 A truancy protocol meeting was held on January 16, 2018.
29. Revise job descriptions to reflect district professional qualification requirements and post job descriptions on public site.	February 1, 2018 Professional Qualifications guidelines for employment have been completed and shared with administrators during professional learning August 2017. HR is in the process of updating job descriptions to reflect professional qualifications. This process will be finalized June 2018.
30. Analyze employee data to create a plan for leadership advancement.	February 1, 2018 HR regularly reviews performance data from Leader Keys Effectiveness System and other district leadership evaluation instruments to assess strengths and weaknesses and provides professional learning as needed. In addition HR in collaboration with the Assistant Superintendent and the Curriculum & Instruction department reviews administrators' years of experience and other relative data to determine future district leadership needs. HR will review the district's organizational chart and develop a career ladder by June 2019.
31. Develop and implement an employee engagement program to promote diversity and inclusion and provide professional learning for administrators.	February 1, 2018 HR administered an employee satisfaction survey to all employees May 2017. The data was analyzed and results shared with all employees in December 2017. Members of a focus group to further assess district needs have been identified. In the Spring of 2018, the focus group will meet to develop an action plan to be implemented August 2018.
32. Revise and continue implementation of TCSS rewards and recognition program to promote and celebrate looking successful and being successful (include attendance).	February 1, 2018 HR in conjunction with Public Relations continues to celebrate and reward employees according to the current plan to include recognition for years of service. HR sends creating cards to selected employees whose families have life events. The focus group for employee engagement will also assist with the revision of the Rewards and Recognition program Spring 18 for implementation August 2018.
33. Develop and implement a model for job embedded ethical decision making to include relevant professional learning for all employees.	February 1, 2018 Guidelines for job embedded professional learning on ethical decisions have been provided to include videos and discussions on relevant topics. Ongoing support and professional learning is provided for administrators to emphasize expectations. During the Spring of 2018, revisions to the guidelines will be made to include the develop of videos specific to the needs of the district.

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<p>34. Host an Attendance Campaign to highlight the importance of being in school.</p>	<p>February 1, 2018 Attendance campaign was released as a digital campaign August 2017. Press release was sent to media and shared in newspapers in August 2017. As an ongoing effort, the Student Services department purchased attendance buttons for leaders to wear throughout the year. These buttons serve as conversation starters about Attendance.</p> <p>This campaign continues through school support and postings on social media that invites community members to share their tips on student attendance. One example is creating marketing materials and press releases that focus on attendance. In February, the Health Services Coordinator will be featured on a video about parents helping to protect students from the flu because absences due to sickness is a large reason our schools see a decrease in attendance during the winter months. We are using the hashtag #schooleveryday.</p> <p>March 26, 2018 Attended an Attendance Awareness Campaign webinar to discuss how to include in the TCSS social media campaigns. This will kick off in September to coincide with Attendance Awareness Month. In addition, we are looking to partner with Student Services and Family Engagement for parent incentives in 2019. The timeline has been revised to May 2018 to May 2019.</p>
<p>35. Activate a Realtor Campaign to reach out and develop the relationship between TCSS and local realtors.</p>	<p>February 1, 2018 After conducting a SWOT Analysis of online school ratings (October 2017) and discussing public perception of TCSS with local realtors and community leaders (October/November 2017), a survey for area Realtors was conducted in November 2017. The survey was open for two weeks. There were 31 respondents and we asked the following questions: Are you a TCSS Employee? My perception of TCSS is (favorable/unfavorable). What do you believe makes TCSS favorable/unfavorable? What are some concerns you hear from buyers about TCSS? What can TCSS provide to help you sell a home? Would you be interested in taking a tour of schools? Would you like to be a member of a TCSS Realtor Task Force? Anything else you would like to add?</p> <p>Results have been compiled and will be shared with leadership in February 2017.</p> <p>March 26, 2018 Results for the Realtor Survey were shared with Cabinet. Adding requests for realtor-focused updated materials to the Branding which will kick off April 15th. Realtor materials will begin being disseminated August 2018. Timeline has been revised to May 2019.</p>

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<p>37. Rollout new TCSS branding to include vision, tagline and logo.</p>	<p>February 1, 2018 Branding communication will begin in April 2018; starting with a press release about the purpose, process, ideas, and final choices. In November 2016, we embarked on a path to find our brand. At the time, we had stated mission, goals, and beliefs, but no vision. We conducted eight knowledge sharing and focus group sessions to achieve gaining the elements for a vision, tagline, and logo. During the focus group portion of research, which consisted of roughly 200 people, we asked four questions that gave insight into who we currently are and where we want to be in the future. We created a 'Word Bank' of single words that were used. Four possible vision statements using the feedback from our research are: TCSS will inspire students to think independently and achieve lifelong success. TCSS will inspire learners to be independent, successful, and happy. TCSS will provide educational opportunities that inspire learners to be independent, successful, and happy. TCSS will create independent thinkers to achieve success in learning and life. Now, TCSS is in the process of sharing the vision statements, along with three potential logos and taglines, with internal and external audiences.</p> <p>March 26, 2018 Continue of Branding campaign to kick off April 2018. Will begin seeing visual elements July 2018.</p>
<p>39. Provide adequate resources to allow a culture of high expectations and implement techniques within the organization to promote positive and efficient operations.</p>	<p>February 1, 2018 Preliminary Budgets are being prepared for review. Due date for budget requests by department is February 23, 2018. Performance Based Budgeting review process begins on March 10.</p> <p>March 26, 2018 Performance Budget review began March 10, members of the Superintendent's Advisory Task force listened and gave feedback concerning each program's budget. The budget is now in a question/answer phase. A link has been set up on the system website that allows the public to ask questions and receive answers to budget questions.</p>
<p>40. Support a culture for success by providing information to the school Wellness Committees and researching new products to be sold as SmartSnacks.</p>	<p>February 1, 2018 Documents listing allowable SmartSnacks, along with information on the website that sell products directly to schools have been created. These documents also list non-food fundraisers that schools can implement such as fun runs, bingo nights, dance-a-thons, etc.</p>
<p>41. Ensure that students with allergies or disabilities are offered appealing food choices that meet their unique nutrition requirements.</p>	<p>February 1, 2018 Once Nutrition is notified of an allergy or disability, the Registered Dietitian (RD) contacts the parent for more information. The RD works with the parent to create a menu of allowable foods based on the child's preference of allowable foods available.</p>
<p>42. Provide customer service training to Nutrition staff to ensure that all students are treated as welcome guests.</p>	<p>February 1, 2018 Customer service training has been provided to all school nutrition and staff. A follow up training will be held on March 9.</p>

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43. Encourage a culture for success by recruiting, training and retaining qualified drivers so that students are delivered to school and home in a timely and efficient manner without have to hold buses or double bus routes.	February 1, 2018 Transportation has increased its efforts to recruit better quality bus drivers by attending local job fairs, placing banners throught the community, attending civic clubs and placing flyers in schools and local businesses. TCSS is paying for school bus driver training, has increased driver pay and increased the number of substitute drivers so routes do not have to be held or doubled. Recruiting to retention rate has increased from 20% to 40% this school year.arch
44. Promote a culture for success by designing physical and digital learning space in media centers that adapt to diverse and evolving learning opportunities.	February 1, 2018 Furniture has been upgraded at LHS, Berta, GNMS, HGV and WPES.
45. Recieve feedback from teachers and staff on how technology can better support their unique learning environment.	February 1, 2018 This is an ongoing process. We receive staff feedback from the Instructional Technology Committee. Staff complete surveys after each Technology Professional learning to provide data on how technology is perceived in the schools/classrooms.
46. Continually evaluate and identify areas of the content filter that can be less restrictive to better support the learning environment.	February 1, 2018 This is an ongoing process. TCSS recently opened all social media to staff/teachers. Staff only currently have very limited filtereing, pimilarly only blocking pornography. Student access is continually monitored and adjusted. A process is in place for teachers to request websites to be unblocked for student access.
47. Continue with new construction and renovation projects that keep students safe and secure in their learning environment and able to focus on success at school.	February 1, 2018 New Elementary A is under construction and is scheduled to be completed by July 2018. Hollis Hand Elementary class room additions are in the pre-construction phase. Troup High Athletics facility is in the first phase of construction. LaGrange high Athletics facility is in the bidding process.

II. Rigorous and Relevant Instruction

Action Step	Department/Group	Person Responsible	Timeline	Artifacts	Progress Report	Status	Cost	Funding Source
1. Implement newly designed TCSS Science Curriculum Maps (K-12).	Curriculum & Instruction	Assistant Superintendent of Curriculum, Instruction, and Professional Learning	May-18	Documentation of pacing guides, test blue prints, common assessments	Update Mar 26, 2018 page 23	In Progress	Time/Personnel	Elementary & Secondary Curriculum
2. Use newly developed TCSS Science Common Assessment results to inform instruction.	Curriculum & Instruction	Assistant Superintendent of Curriculum, Instruction, and Professional Learning	May-18	District "high level" view to include standard analysis and item analysis to determine if standards are taught to the appropriate depth of knowledge and review test item accuracy	Update Mar 26, 2018 page 23	In Progress	SchoolCity \$94,307.50 (action 2, 4, 7)	Elementary & Secondary Curriculum
3. Implement newly designed TCSS Social Studies Curriculum Maps (K-12).	Curriculum & Instruction	Assistant Superintendent of Curriculum, Instruction, and Professional Learning	May-18	Documentation of pacing guides, test blue prints, common assessments	Update Mar 26, 2018 page 23	In Progress	Time/Personnel	Elementary & Secondary Curriculum
4. Use newly developed TCSS Social Studies Common Assessment results to inform instruction.	Curriculum & Instruction	Assistant Superintendent of Curriculum, Instruction, and Professional Learning	May-18	District "high level" view to include standard analysis and item analysis to determine if standards are taught to the appropriate depth of knowledge and review test item accuracy	Update Mar 26, 2018 page 23	In Progress	\$94,307.50	Elementary & Secondary Curriculum
5. Use 2018 GMAS data to inform revisions to TCSS Science curriculum maps and common assessments.	School Improvement and Assessment	School Improvement and Assessment Director	July-18	Written analysis of 5th, 8th, Biology and Physical Science results	Update Mar 26, 2018 page 23	Not Started	Time/Personnel	Office of School Assessment
6. Use 2018 GMAS data to inform revisions to TCSS Social Studies curriculum maps and common assessments.	School Improvement and Assessment	School Improvement and Assessment Director	July-18	Written analysis of 5th, 8th, US History and Economics	Update Mar 26, 2018 page 23	Not Started	Time/Personnel	System Staff Development
7. Provide training on the utilization of data and data analysis tools to guide instructional planning (SchoolCity, Reading Inventory, TCSS Common Assessments, and State Longitudinal Data System).	School Improvement and Assessment	School Improvement and Assessment Director	May-19	Log and sign in sheets of trainings provided in SchoolCity, Reading Inventory, TCSS Common Assessments and State Longitudinal Data System	Update Mar 26, 2018 page 23	In Progress	\$94,307.50	Secondary and Elementary Ed.
8. Purchase materials and equipment for enhancements that support new curriculum and program development at the secondary level.	Secondary Education	Director of Secondary Education	May-18	Inventory of new materials and equipment purchased	Update Mar 26, 2018 page 24	In Progress	\$150,000	Secondary Education

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9. Contract with the International Center of Leadership in Education to conduct Instructional Practice Reviews at each school and use results to revise existing school improvement plans.	Professional Development	Assistant Superintendent of Curriculum, Instruction, and Professional Learning	May-18	Written feedback of Instructional Practice Review, School Improvement revisions to include Instruction Practice Review		Complete	\$48,750	System Staff Development
10. Provide 4 to 6 days of ICLE Executive Coaching for system and school administrators	Professional Development	Assistant Superintendent of Curriculum, Instruction, and Professional Learning	May-18	Calendar of date, time, schools and participants in ICLE Executive Coaching days	Update Mar 26, 2018 page 24	In Progress	\$266,500	System Staff Development
11. Use external and internal experts to analyze portions of the existing TCSS Math Curriculum and identify actions needed to bring them to a level of expected rigor and relevance; identify comprehensive, aligned math resources to pilot in identified schools	Curriculum & Instruction	Assistant Superintendent of Curriculum, Instruction, and Professional Learning	July-19	Report of actions needed to bring TCSS math curriculum to expected rigor and relevance, list of comprehensive, aligned math resources to pilot, identified schools to pilot "new" math resources	Update Mar 26, 2018 page 24	In Progress	\$5,000	System Staff Development
12. Provide professional learning for certified staff in utilizing math resources to be piloted in select schools.	Professional Development	Assistant Superintendent of Curriculum, Instruction, and Professional Learning	May-18	Agenda/Sign in sheets for professional learning provided	Update Mar 26, 2018 page 24	Not Started	\$5,000	System Staff Development
13. Pilot math resources in select schools	Curriculum & Instruction	Assistant Superintendent of Curriculum, Instruction, and Professional Learning	May-19	Documentation of resources and schools that will pilot newly aligned math resources	Update Mar 26, 2018 page 24	Not Started	Time/Personnel	Elementary & Secondary Curriculum
14. Offer purposeful and authentic learning experiences for middle school students through the development and implementation of core content-rich electives aligned to high school pathways.	Secondary Education	Director of Secondary Education	May-20	Middle School Course description or selection guide	Update Mar 26, 2018 page 24	In Progress	FY18 \$100,000 FY19 \$30,000 FY20 \$30,000	Secondary Education/ Federal Grants (Title IV, Part A)
15. Align existing course offerings (core, dual enrollment, and CTAE) to meet student needs and better meet the employment needs of local businesses.	Secondary Education	Director of Secondary Education	June-20	Narrative of local business employment needs and course offering alignment	Update Mar 26, 2018 page 25	Not Started	FY18 \$73,000 FY19 \$425,000 FY20 \$30,000	Secondary Education
16. Provide on-going training in the use of instructional technology to all staff.	Technology Department	Instructional Technology Coordinators	June-23	Agendas/Sign in sheets, schedule of trainings	Update Mar 26, 2018 page 25	In Progress	Time/Personnel	Technology Educational Media

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17. Implement technology /instructional technology plan to support the integration of technology in the classroom.	Technology Department	Instructional Technology Coordinators; Technology Director	June-23	Technology Plan	Update Mar 26, 2018 page 25	In Progress	Time/Personnel	Technology
18. Media Specialists in collaboration with teachers will provide Digital Citizenship lessons to all students using the Nearpod platform.	Technology Department	Instructional Technology Coordinators	June-20	Record of Digital Citizenship lessons	Update Mar 26, 2018 page 25	In Progress	\$1,760	Elementary/ Secondary Budget
19. Develop and implement a business mentor program, aligned to student career goals at the high school level.	Secondary Education	Director of Secondary Education	June-20	Written narrative of business mentor program	Update Mar 26, 2018 page 26	Not Started	FY18 \$1500 FY19 \$1500 FY20 \$1500	Secondary Education
20. Increase dual enrollment (MOWR) opportunities that lead to college/university academic or elective transfer credit and technical college degrees/certificates.	Secondary Education	Director of Secondary Education	June-20	List of dual enrollment course offerings	Update Mar 26, 2018 page 26	In Progress	Time/Personnel	Secondary Education
21. Evaluate existing Advanced Placement program to define the purpose, effectiveness, and expected outcomes associated with a high quality program that maximizes post-secondary opportunities for students.	Secondary Education	Director of Secondary Education	May-19	Written results of findings and recommendations	Update Mar 26, 2018 page 26	In Progress	FY18 \$7,000 FY19 \$20,000 FY20 \$20,000	Secondary Education
22. Facilitate professional learning communities for teachers of gifted students.	Exceptional Education	Director of Exceptional Education	May-18	Agendas/sign in sheets for PLC's	Update Feb 1, 2018 page 26	In Progress	\$3,000	Gifted Education
23. Refine the elementary gifted peer review process to ensure student identification process and procedures are consistent across all schools.	Exceptional Education	Director of Exceptional Education	May-18	Revised written procedure for the indentification of gifted students	Update Feb 1, 2018 page 26	In Progress	\$1,500	Gifted Education
24. Analyze and revise comprehensive performance evaluation system.	Human Resources	Chief Human Resource Officer	May-18	Comprehensive evaluation system	Update Feb 1, 2018 page 26	Not Started	Time/Personnel	Huma Resources
25. Provide professional learning for administrators in the use of systems to support and develop employees	Human Resources	Chief Human Resource Officer	May-19	Schedule, agendas, sign in sheets for trainings		Not Started	\$2,500	Personnel Budget
26. Develop, implement and manage an aligned human capital selection and placement process.	Human Resources	Chief Human Resource Officer	May-20	Written selection and placement process for human capital	Update Feb 1, 2018 page 27	In Progress	\$5,000	Personnel Budget
27. Create student-led videos for success that support rigorous and relevant instruction.	Public Relations	Public Relations Director	May-22	Student-led videos for success and branding		Not Started	Time/Personnel	Technology

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28. Train operations on rigor/relevance/relationships overview so they can understand and help to implement school based strategies.	Operations	Assistant Superintendent of Maintenance and Operations	May-19	Agendas/sign in sheets of trainings		Not Started	\$8,000	System Staff Development
29. Provide adequate resources to ensure that training is available to guide instructional practices in an ever-evolving classroom.	Finance	Chief Financial Officer	June-18	Budget for initiatives that support the district priority of Rigorous and Relevant Instruction - ICLE professional development, executive coaching, instructional practice review, purchase of materials for science and social studies, support HR and PR efforts to promote rigorous and relevant instruction	Update Mar 26, 2018 page 27	In Progress	Time/Personnel	Office of Finance
30. Support student academic success by decreasing hunger through the Breakfast in the Classroom programs.	School Food and Nutrition	School Food and Nutrition Director	June-23	Documentation of number of students eating breakfast, Breakfast in the Classroom programs	Update Feb 1, 2018 page 27	In Progress	\$2000 to \$5000 per school	Federal School Nutrition Funds; some grant funding available
31. Continue to support student academic success through the summer by expanding the Summer Feeding Program which provides meals to camps and programs.	School Food and Nutrition	School Food and Nutrition Director	June-23	Documentation of number of student meals served at summer programs	Update Feb 1, 2018 page 27	In Progress	All costs are offset by revenue received	Federal funding received through the Seamless Summer Program
32. Support student learning in health and science by offering nutrition education information to schools that request it.	School Food and Nutrition	School Food and Nutrition Director	June-23	List of schools that request nutrition education information, documentation of information provided	Update Feb 1, 2018 page 27	In Progress	Time/Personnel	Service provided through Chartwells as part of annual contract
33. Support student academic success by increasing the number of Evening Meal Programs and thereby providing students an opportunity to have dinner, do homework or play in a safe environment after school hours.	School Food and Nutrition	School Food and Nutrition Director	June-23	Documentation of number of meals provided and schools where the program is provided	Update Feb 1, 2018 page 27	In Progress	All costs are offset by revenue received	Federal Funding received through the CACFP program
34. Prepare students to receive rigorous and relevant instruction by encouraging a safe environment on the bus that allows students to arrive at school ready to learn.	Transportation Department	Transportation Director	May-23	Documentation of disruptive bus incidents that may interfere with student learning upon arrival at school	Update Feb 1, 2018 page 27	In Progress	Time/Personnel	Transportation

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35. Maintain a safe and dependable school bus fleet so that students are delivered to school in a ready state of mind to learn.	Transportation Department	Transportation Director	May-23	Documentation of bus maintenance, service checks, preventative measures to maintain a safe fleet	Update Feb 1, 2018 page 28	In Progress	\$90,000 per bus	Transportation
36. Implement 1:1 for grades 3 - 12 countywide.	Technology Department	Technology Director	June-19	Record of 1:1 guidelines for schools	Update Feb 1, 2018 page 28	Not Started	\$3.5 million	E-SPLOST
37. Investigate a student intern program at the high schools to introduce students to computer maintenance and repair.	Technology Department	Technology Director	June-22	Record of guidelines, protocols for student internships		Not Started	Time/Personnel	Technology

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Rigorous and Relevant Instruction will be measured by the new science and social studies Georgia Milestones assessments. With the new assessments in SY18 the goal is that the percent of students achieving at "developing or above" and "proficient or above" will be maintained as follows: Social Studies % at "developing or above" - 5th-74%, 8th-70%, US History-75%. Social Studies % at "proficient or above" - 5th-29%, 8th-30%, US History-42%. Science % at "developing or above" - 5th-69%, 8th-64% and Biology-70%. Science % at "proficient or above" - 5th-39%, 8th-34% and Biology-45%.

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1. Implement newly designed TCSS Science Curriculum Maps (K-12).	March 26, 2018 Science curriculum maps are in place and are being used. Curriculum was implemented in August 2017 and will continue until the end of school in May 2018.
2. Use newly developed TCSS Science Common Assessment results to inform instruction.	March 26, 2018 Students in grades 3 – HS Science content classes have participated in common assessments during SY18. Results are routinely reviewed by academic coaches.
3. Implement newly designed TCSS Social Studies Curriculum Maps (K-12).	March 26, 2018 Social studies curriculum maps are in place being used. Curriculum was implemented in August 2017 and will continue until the end of school in May 2018.
4. Use newly developed TCSS Social Studies Common Assessment results to inform instruction.	March 26, 2018 Students in grades 3 – HS Social Studies content classes have participated in common assessments during SY18. Results are routinely reviewed by academic coaches.
5. Use 2018 GMAS data to inform revisions to TCSS Science curriculum maps and common assessments	March 26, 2018 Students in grades 3 – HS Science content classes have participated in common assessments during SY18. It is the expectation that schools analyze the results and adjust instruction as needed. Science GMAS results in conjunction with the common assessments will be analyzed after testing at the system level.
6. Use 2018 GMAS data to inform revisions to TCSS Social Studies curriculum maps and common assessments.	March 26, 2018 Students in grades 3 – HS Social Studies content classes have participated in common assessments during SY18. It is the expectation that schools analyze the results and adjust instruction as needed. Social Studies GMAS results in conjunction with the common assessments will be analyzed after testing at the system level.
7. Provide training on the utilization of data and data analysis tools to guide instructional planning (SchoolCity, Reading Inventory, TCSS Common Assessments, and State Longitudinal Data System).	February 1, 2018 Data training is being provided and tailored to the individual needs of schools in SchoolCity, State Longitudinal Data System (SLDS), Reading Inventory and TCSS Common Assessments. District level professional learning has also been provided for the Reading Inventory. a half-day training was provided to each ELA teacher and one administrator per school between the dates of August 21 - August 29 on how to administer the Reading Inventory. A follow-up training will be provided in February after the second administration of the Reading Inventory. This training will focus on reports and moving literacy out of ELA and into core classes. March 26, 2018 During February each school identified a core group of 6 to 8 teachers who received a second coaching day on the Reading Inventory. Feedback from the training was gathered for future coaching topics. More professional learning is being planned for the end of the school year.

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<p>8. Purchase materials and equipment for enhancements that support new curriculum and program development at the secondary level.</p>	<p>February 1, 2018 Educational technology (e.g. Virtual Goggles, Near Pod licenses, etc.) and in equipment for science/social studies curriculum have been purchased to support instruction and new inquiry based standards. Resources should assist teachers in moving lessons from Quad A to Quad D. Also, equipment and materials have been purchased to support the creation of new CTAE opportunities for students in Construction, AV Film, and Information Technology.</p> <p>March 26, 2018 Budget enhancements were requested for the 2.0 versions of the most popular/engaging electives: Greenpower Car, Drones, Science in Technology (for Medical Detectives), AV Film, and AG. In addition, a Basic Coding class will be added. These additions are necessary to maintain the momentum and give 7th grade students something to take as an 8th grader.</p>
<p>10. Provide 4 to 6 days of ICLE Executive Coaching for system and school administrators.</p>	<p>March 26, 2018 School administrators are continue to receive executive coaching this school year. Each campus will have 4 to 6 days of coaching.</p>
<p>11. Use external and internal experts to analyze portions of the existing TCSS Math Curriculum and identify actions needed to bring them to a level of expected rigor and relevance; identify comprehensive, aligned math resources to pilot in identified schools.</p>	<p>March 26, 2018 Planning is in progress for this action step. The completion date of July 2018 was changed to July 2019 for this step.</p>
<p>12. Provide professional learning for certified staff in utilizing math resources to be piloted in select schools.</p>	<p>March 26, 2018 Planning is in progress for this action step. We will need to modify the completion date of May 2018 for this step.</p>
<p>13. Pilot math resources in select schools.</p>	<p>March 26, 2018 Proposed funds in the budget to make this happen.</p>
<p>14. Offer purposeful and authentic learning experiences for middle school students through the development and implementation of core content-rich electives aligned to high school pathways.</p>	<p>February 1, 2018 New courses like GreenPower Car, Drones, Medical Detectives, 3D Modeling, Chess, and Science Research have been added, and students have expressed satisfaction with respect to more rigorous learning opportunities available to them.</p> <p>March 26, 2018 Budget enhancements were requested for the 2.0 versions of the most popular/engaging electives: Greenpower Car, Drones, Science in Technology (for Medical Detectives), AV Film, and AG. In addition, a Basic Coding class will be added. These additions are necessary to maintain the momentum and give 7th grade students something to take as an 8th grader.</p>

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Action Step	Progress Report
<p>15. Align existing course offerings (core, dual enrollment, and CTAE) to meet student needs and better meet the employment needs of local businesses.</p>	<p>February 1, 2018 Stakeholder advisory groups have been engaged in the development of existing and newly created courses. Efforts are underway to create a comprehensive system secondary plan that effectively prepares students for post-secondary opportunities. Visits to nationally recognized programs are underway, and a TCSS specific plan will be created to meet the needs of all students.</p> <p>March 26, 2018 Visits to an industry site based program at Volkswagon (with Siemens), a regional vocational center in Kentucky, and two wall-to-wall academies in Nashville occurred. Trip to PTECH in New York is scheduled for the last week in March. Individual meetings with principals and CEO to discuss purpose and solutions are complete. Next steps include group meeting and identification of elements of the comprehensive plan.</p>
<p>16. Provide on-going training in the use of instructional technology to all staff.</p>	<p>February 1, 2018 To support the use of chromebooks and promote literacy, 210 days of training with teachers on Google apps plus other tools have been completed. Many of these training sessions have differentiated levels for teachers to meet their professional needs.</p> <p>March 26, 2018 Since January 2018, 481 teachers and staff members have been trained implementing the use of instructional technology in to the curriculum.</p>
<p>17. Implement technology/ instructional technology plan to support the integration of technology in the classroom.</p>	<p>February 1, 2018 The Technology/Instructional Technology Plan is a living document created by stakeholders in the system consisting of teachers, system level personnel, and administrators from all divisions. This plan is ready to be presented to the Cabinet in order for the governing board to review.</p> <p>March 26, 2018 The committee members attended an expo preview of chromebook models, optional cases, and chromebook cart selections. The purpose of the expo was to begin exploring devices, cases, and carts as we move towards the 1:1 initiative. During this time, they examined devices, cases, and carts which they wrote comments about each item. These comments will be shared and discussed at the upcoming technology committee meeting.</p>
<p>18. Media Specialists in collaboration with teachers will provide Digital Citizenship lessons to all students using the Nearpod platform.</p>	<p>February 1, 2018 Media Specialists have been trained on implementing the Nearpod platform to provide Digital Citizenship lessons. This is discussed monthly in our Media Specialists Professional LearningCommunity training.</p> <p>March 26, 2018 During the 2017-18 school year, 277 Nearpod Digital Citizenship lessons have been deployed.</p>

II. Rigorous and Relevant Instruction

Rigorous and Relevant Instruction will be measured by the new science and social studies Georgia Milestones assessments. With the new assessments in SY18 the goal is that the percent of students achieving at "developing or above" and "proficient or above" will be maintained as follows: Social Studies % at "developing or above" - 5th-74%, 8th-70%, US History-75%. Social Studies % at "proficient or above" - 5th-29%, 8th-30%, US History-42%. Science % at "developing or above" - 5th-69%, 8th-64% and Biology-70%. Science % at "proficient or above" - 5th-39%, 8th-34% and Biology-45%.

Action Step	Progress Report
<p>19. Develop and implement a business mentor program, aligned to student career goals at the high school level.</p>	<p>February 1, 2018 Self-declaration survey of student career goals/interests indicates that a more scientific method of identifying needed mentors is necessary. Newly assigned to CTAE, the YOU Science assessment may be a tool that provides this information. Consideration for assessment administration is currently being discussed. Current weakness in the student career interest identification and anticipated changes based on comprehensive system plan, have postponed the actual assignment of mentors until SY19.</p> <p>March 26, 2018 CTAE Supervisors are coordinating the administration of the YOU Science assessment to all current 9th grade students. Goal is to have administration complete by the end of April.</p>
<p>20. Increase dual enrollment (MOWR) opportunities that lead to college/university academic or elective transfer credit and technical college degrees/certificates.</p>	<p>February 1, 2018 Dual enrollment opportunities increased dramatically due to the partnership between West GA Technical College and the base campuses. Two math, two English, and one social studies (on one campus) college classes are being taught on the base campus by TCSS teachers who were certifiable by the TCSG. Pass rates for base campus classes are nearly 100%. THINC is also considering ways to maximize their partnership with WGTC by considering ways to incorporate certifications and degrees into their courses of study.</p> <p>March 26, 2018 Expansion of the on-campus dual enrollment program may be limited due to proposed legislation requiring that these classes be taught by university paid staff (not school system employees). Continuing to monitor and will adjust as necessary.</p>
<p>21. Evaluate existing Advanced Placement program to define the purpose, effectiveness, and expected outcomes associated with a high quality program that maximizes post-secondary opportunities for students.</p>	<p>February 1, 2018 Extensive data and program analysis of existing program is occurring. Collaborative work with stakeholder groups is being scheduled to discuss necessary program improvements.</p> <p>March 26, 2018 Meeting with principals and key AP teachers is planned for next week to discuss the purpose of AP and how to make the TCSS program the best.</p>
<p>22. Facilitate professional learning communities for teachers of gifted students.</p>	<p>February 1, 2018 Our elementary teachers of gifted students meet on a monthly basis to review procedures, referrals, and discuss instruction.</p>
<p>23. Refine the elementary gifted peer review process to ensure student identification process and procedures are consistent across all schools.</p>	<p>February 1, 2018 Teachers of the gifted met in August 2017 to review and adjust the process and procedures. Feedback was gathered from the regular education teachers to assist with the grade level rubrics. In September 2017, automatic referral process was developed, including guidelines, and the implementation of the process. An ongoing review of our process and procedures will occur and adjustments will be made as needed.</p>
<p>24. Analyze and revise comprehensive performance evaluation system.</p>	<p>February 1, 2018 HR revised the evaluations for contributing professionals to include Professional Learning Goals/Plans and to be a part of the TLE platform. Professional learning was provided for administrators and employees on the new processes.</p>

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Action Step	Progress Report
26. Develop, implement and manage an aligned human capital selection and placement process.	February 1, 2018 HR participated in Professional Human Capital Leadership in Education provided by Battelle For Kids and sponsored by the American Association for School Personnel Administrators. HR began analysis of current policies, practices, and procedures.
29. Provide adequate resources to ensure that training is available to guide instructional practices in an ever-evolving classroom.	February 1, 2018 Preliminary Budgets are being prepared for review. Due date for budget requests by department is February 23, 2018. Performance Based Budgeting review process begins on March 10. March 26, 2018 Performance Budget review began March 10, members of the Superintendent's Advisory Task force listened and gave feedback concerning each program's budget. The budget is now in a question/answer phase. A link has been set up on the system website that allows the public to ask questions and receive answers to budget questions.
30. Support student academic success by decreasing hunger through the Breakfast in the Classroom programs.	February 1, 2018 Hollis Hand Elementary school implemented a school-wide Breakfast in the Classroom program this year. Breakfast meals have increased dramatically. Hogansville Elementary school has implemented the program in several classrooms this year as well.
31. Continue to support student academic success through the summer by expanding the Summer Feeding Program which provides meals to camps and programs.	February 1, 2018 Nutrition implemented a summer feeding program for the first time in its history last school year. This program will continue this year, along with efforts to expand it to reach more students.
32. Support student learning in health and science by offering nutrition education information to schools that request it.	February 1, 2018 Students at Callaway high School received an overview of the Healthy Hunger-Free Kids Act regulations governing school nutrition. A PowerPoint hand out was created for students in Exceptional Education to highlight the careers available in all areas of food service.
33. Support student academic success by increasing the number of Evening Meal Programs and thereby providing students an opportunity to have dinner, do homework or play in a safe environment after school hours.	February 1, 2018 An evening meal program has been in effect for over year at Troup High School. The program was recently implemented at Callaway High School, with a third at LaGrange high School expected to begin prior to the end of the school year.
34. Prepare students to receive rigorous and relevant instruction by encouraging a safe environment on the bus that allows students to arrive at school ready to learn.	February 1, 2018 Bus drivers are receiving more training in positive student management. Drivers are being encouraged to greet students in the morning in a positive manner. All bus drivers are asked to contact parents with two courtesy notices prior to a discipline referral being written for students (this is showing a decrease in the elementary bus referrals as compared to last year during 1st Semester)

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Action Step	Progress Report
35. Maintain a safe and dependable school bus fleet to that students are delivered to school in a ready state of mind to learn.	February 1, 2018 Bus inspections have been completed each month. Achieved a 98% first time passing rate on the Annual State of Georgia school bus inspection. All mechanics have been trained and are on stand by ready to respond immediately to breakdowns and accidents.
36. Implement 1:1 for grades 3 - 12 countywide.	February 1, 2018 We are currently in the Investigative stage of this process. We are working with vendors to design a solution that is both cost effective an provides students with a devise that will meet all of their needs. we are evaluating various devices to then present to the Instructional Technology Committee.

III. Literacy (reading, writing and vocabulary)

Literacy will be measured by the ELA section of the Georgia Milestones. In SY18 the percent of students achieving at "developing or above" as measured by the Georgia Milestones will increase in 5th from 67% to 69%, in 8th from 72% to 74% and in American Lit from 80% to 83%. The percent of students achieving at "proficient or above" will increase in 5th from 30% to 33%, in 8th from 33% to 36%, and in American Lit from 41% to 45%.

Action Step	Department/Group	Person Responsible	Timeline	Artifacts	Progress Report	Status	Cost	Funding Source
1. Provide professional learning for all certified staff on reading and writing across the curriculum (International Center for Leadership in Education 3 days per school, 2 executive coaching days per school).	Professional Development	Assistant Superintendent of Curriculum, Instruction, and Professional Learning	May-18	Agendas, Schedule, Sign In Sheets for trainings provided to staff	Update Mar 26, 2018 page 33	In Progress	\$321,750	System Staff Development
2. Maximize Read 180 and System 44 results by following a non-negotiable data monitoring time line for using formative data to inform instruction (schools 2 times each month and system quarterly).	Curriculum & Instruction	Asst. Supt. Curr & Instr./System Level Read 180 and System 44 Coach	May-18	Agendas/Minutes of Read 180/System 44 data meetings	Update Mar 26, 2018 page 33	In Progress	Time/Personnel	Elementary & Secondary Curriculum
3. Administer Reading Inventory to generate three Lexile measures per student each school year.	School Improvement and Assessment	School Improvement and Assessment Director	May-18	High level report of proficiency growth by district and school - 2 times each year	Update Mar 26, 2018 page 33	In Progress	\$135,567	Office of Student Assessment
4. Provide training on setting Lexile goals from information obtained through the Reading Inventory.	School Improvement and Assessment	School Improvement and Assessment Director	May-18	Agendas/Sign in sheets of provided trainings	Update Mar 26, 2018 page 33	In Progress	Time/Personnel	Office of Student Assessment
5. Incorporate the use of Lexile data to inform student incremental goals aligned to post secondary plans.	Secondary Education	Director of Secondary Education	May-19	Lexile growth reports and goal setting		Not Started	Time/Personnel	Secondary Curriculum
6. Provide bi-annual training and on-going coaching for kindergarten, first and second grade teachers on using iRead formative data to inform instruction.	Elementary Education	Director of Elementary Education	May-18	Schedule, agendas, sign in sheets of training/coaching sessions		In Progress	\$50,000	System Staff Development
7. Provide monthly training and on-going coaching for kindergarten, first and second grade teachers on implementing the Phonics with a Purpose program and using formative data to inform phonics instruction.	Elementary Education	Director of Elementary Education	May-18	Agendas, sign in sheets for on-going coaching sessions	Update Mar 26, 2018 page 33	In Progress	Time/Personnel	Elementary Education
8. Provide literacy focused extended learning programs for identified students.	Elementary Education	Director of Elementary Education	Jul-18	Outline of extended learning programs to include schools, schedules, and activities		In Progress	\$200,000	System Staff Development

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Action Step	Department/Group	Person Responsible	Timeline	Artifacts	Progress Report	Status	Cost	Funding Source
9. Analyze extended learning programs annually to inform/plan for future extended learning offerings.	Elementary Education	Director of Elementary Education	May-23	Written report of data analysis used to determine the effectiveness of the programs	Update Mar 26, 2018 page 33	In Progress	Time/Personnel	Elementary Curriculum
10. Analyze Lexile levels of secondary materials and develop a plan for replacement, if needed.	Secondary Education	Director of Secondary Education	May-19	Written report of findings, Lexile levels and replacement plan		Not Started	FY18 \$10,000 FY19 \$45,000	Secondary Education
11. Revise 3rd grade - 12th grade English Language Arts curriculum to include a vertical writing component and common assessments.	Curriculum & Instruction; School Improvement and Assessment	Assistant Superintendent of Curriculum, Instruction, and Professional Learning	May-20	Revised pacing guides, curriculum maps and common assessments	Update Mar 26, 2018 page 33	Not Started	\$40,000	System Staff Development
12. Evaluate the the current Pre-K curriculum for effectiveness.	Curriculum & Instruction	Director of Elementary Education	May-19	Narrative of results of and recommendations		Not Started	Time/Personnel	Elementary Curriculum
13. Build system level Read 180, System 44, and iRead instructional coaching capacity with one additional instructional coach.	Curriculum & Instruction	Assistant Superintendent of Curriculum, Instruction, and Professional Learning	May-18	Record of hiring new instructional coach	Update Mar 26, 2018 page 34	Complete	\$60,000	Elementary & Secondary Curriculum
14. Provide Read 180, System 44, and iRead instructional coaching based on feedback provided by schools/teachers.	Curriculum & Instruction	Assistant Superintendent of Curriculum, Instruction, and Professional Learning	May-19	Agendas/sign in sheets and log of trainings		Not Started	Time/Personnel	Elementary & Secondary Curriculum
15. Collaborate with members of Troup County Center for Strategic Planning to increase the number of pre-k students served in Troup County and to provide extended learning programs for students.	Curriculum & Instruction	Assistant Superintendent of Curriculum, Instruction, and Professional Learning	May-18	Documentation of meetings, agendas, correspondence showing collaboration		In Progress	Time/Personnel	Elementary Curriculum

III. Literacy (reading, writing and vocabulary)

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Action Step	Department/Group	Person Responsible	Timeline	Artifacts	Progress Report	Status	Cost	Funding Source
16. Utilize the Jungle Bus to provide early literacy resources to students and families in Troup County.	Federal Programs	Federal Programs/Parent and Family Engagement Coordinator	May-19	Documentation of Jungle Bus Routes, schedule of days and stops, record of books given out	Update Mar 26, 2018 page 34	In Progress	\$10,000 (Annually)	GOSA Grant (Governor's Office of Student Achievement), Community Grants
17. Promote media and technology literacy through collaboration with teachers and learning opportunities for students.	Technology Department	Instructional Technology Coordinators	Jun-23	Lesson plans and reading promotions	Update Mar 26, 2018 page 34	In Progress	Time/Personnel	Technology
18. Provide annual professional learning in the area of literacy to exceptional education teachers in designing instruction (adapting, as appropriate, the content, methodology or delivery of instruction) to address the unique needs of students with disabilities.	Exceptional Education	Director of Exceptional Education	May-20	Agendas/Sign in sheets for documentation of professional learning	Update Mar 26, 2018 page 34	In Progress	\$165,000	IDEA Funds
19. Conduct staffing needs assessment to inform purposeful recruiting of new staff to meet current needs.	Human Resources	Chief Human Resource Officer	May-20	Narrative of results of staffing needs assessment	Update Feb 1, 2018 page 34	In Progress	Time/Personnel	Human Resources
20. Develop and implement a strategic staffing plan based on needs assessment.	Human Resources	Chief Human Resource Officer	May-19	Strategic staffing plan based on staffing needs assessment	Update Feb 1, 2018 page 35	In Progress	Time/Personnel	Human Resources
21. Revise job descriptions to reflect district professional qualification requirements and post job descriptions on public site.	Human Resources	Chief Human Resource Officer	May-18	Revised job descriptions posted to public site	Update Feb 1, 2018 page 35	In Progress	Time/Personnel	Human Resources
22. Host monthly "A Week of Literacy" campaign to highlight TCSS literacy initiatives.	Public Relations	Public Relations Director	May-20	Literacy initiatives on social sites, Students and teachers excelling in literacy initiatives/teaching across the curriculum, Routes of the Jungle Bus posted, Literacy Quote of the Week on social site, Press Release	Update Mar 26, 2018 page 35	In Progress	Time/Personnel	Public Relations

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Action Step	Department/ Group	Person Responsible	Timeline	Artifacts	Progress Report	Status	Cost	Funding Source
23. Provide adequate resources to ensure an environment for sustainable growth in student measures.	Finance	Chief Financial Officer	Jun-18	Budget for initiatives that support the district priority of literacy - ICLE professional development, Read 180/System 44/Reading Inventory platform and coaching, support HR staffing for literacy, support PR efforts to promote literacy, work with maintenance and operations to provide necessary pieces of extended learning opportunities	Update Mar 26, 2018 page 35	In Progress	Time/Personnel	Office of Finance

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Action Step	Progress Report
1. Provide professional learning for all certified staff on reading and writing across the curriculum (International Center for Leadership in Education 3 days per school, 2 coaching days per school).	<p>March 26, 2018 In progress</p>
2. Maximize Read 180 and System 44 results by following a non-negotiable data monitoring time line for using formative data to inform instruction(schools 2 times each month and system quarterly).	<p>March 26, 2018 Schools and system are in the process of following the time line. Assistant superintendent, elementary and secondary directors, and Read 180 coaches monitor school progress.</p>
3. Administer Reading Inventory to generate three Lexile measures per student each school year.	<p>February 1, 2018 Students have been assessed two times on the Reading Inventory this school year (September 2017 and December 2018).</p> <p>March 26, 2018 An update on the Reading Inventory was provided to the Board of Education at the March meeting. An update was also shared at the March admin meeting in which discussion topics included; "what is the data telling us?", "what is working across the system?" and "what are our next steps?".</p>
4. Provide training on setting Lexile goals from information obtained through the Reading Inventory.	<p>February 1, 2018 Each school is scheduled for Reading Inventory training during the month of February. Setting Lexile goals will be one topic discussed.</p> <p>March 26, 2018 During February each school identified a core group of 6 to 8 teachers to receive a second coaching day on the Reading Inventory; setting Lexile goals was one topic covered in the session.</p>
7. Provide monthly training and on-going coaching for kindergarten, first and second grade teachers on implementing the Phonics with a Purpose program and using formative data to inform phonics instruction.	<p>March 26, 2018 Training has been held each month and will be completed in May 2018.</p>
9. Analyze extended learning programs annually to inform/plan for future extended learning offerings.	<p>March 26, 2018 After school programs are currently running. Data will be analyzed after GMAS. Summer school is in the planning stages.</p>
11. Revise 3rd grade - 12th grade English Language Arts curriculum to include a vertical writing component and common assessments.	<p>March 26, 2018 In progress</p>

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Action Step	Progress Report
13. Build system level Read 180, System 44, and iRead instructional coaching capacity with one additional instructional coach.	<p>March 26, 2018 Instructional coach was hired summer 2017.</p>
16. Utilize the Jungle Bus to provide early literacy resources to students and families in Troup County.	<p>February 1, 2018 Jungle Jama and Reading Ranger hit the road on the Jungle Bus the last week in September, 2017. From September 26 - December 14, 2017, the Jungle Bus with Jungle Jama and Reading Ranger has visited 29 sites and connected with 1,221 adults and children. During these visits, Jungle Jama and Reading Ranger share facts about reading, read to the children, encourage parents and teachers to sing and read to children, and let everyone get on the bus to choose a free book. The Jungle Bus has visited local housing authorities, community events, apartment complexes, TCSS elementary schools, local early learning centers, and neighborhoods.</p> <p>March 26, 2018 Jungle Jama and Reading Ranger continue to travel on the Jungle Bus As of March 8th they have visited 45 sites and connected with 2,138 adults and children.</p>
17. Promote media and technology literacy through collaboraton with teachers and learning opportunities for students.	<p>February 1, 2018 Intructional Technology traiing sessions provided to teachers and students have focused on promoting tools such as Flipgrid, Storyboard, Google docs and Google Slides to enhance lessons that promote literacy. the monthly Media Specialisty Professional Learning Community provides an opportunity to collaborate and share ideas on reading promotions.</p> <p>March 26, 2018 Media specialists continue to meet monthly to collaborate and share ideas as a professional learning community.</p>
18. Provide annual professional learning in the area of literacy to exceptional education teachers in designing instruction (adapting, as appropriate, the content, methodology or delivery of instruction) to address the unique needs of students with disabilities.	<p>February 1, 2018 Co teaching professional learning was provided in July 2017 for middle and high school teachers. Reading strategies professional learning, including SRA, was offered for our elementary teachers. System 44 and Read 180 professional learning was provided to teachers in need during the fall of 2017. We will continue to provide professional learning to additional teachers as needs arise.</p> <p>March 26, 2018 Orton Gillingham training will be provided to six of our elementary special education teacher during April. These individuals will receive a week of training and become certified OG instructors. They will redeliver the strategies learned to our other elementary special education teachers. During our PL days in May, additional reading instruction is scheduled for delivery. We will have special education teachers participate in this opportunity as well as Assistive Technology PL.</p>
19. Conduct staffing needs assessment to inform purposeful recruiting of new staff to meet current needs.	<p>February 1, 2018 HR conducted an analysis of data on current vacancies and all employees within five years of retirement. Other employment trends, division and department goals, and system strategic goals were analyzed to determine future staffing needs. A recruiting plan was developed for FY'19 needs. This plan will be revised as needed for next years hiring needs.</p>

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Action Step	Progress Report
20. Develop and implement a strategic and staffing plan based on needs assessment.	<p>February 1, 2018 HR has conducted a review of related literature on creating effective staffing plans to include review of examples. The current staffing plan was reviewed to assess current practices. Research will be conducted to determine the use of Munis Position Control feature to assist with future staff planning.</p>
21. Revise job descriptions to reflect district professional qualification requirements and post job descriptions on public site.	<p>February 1, 2018 Professional Qualifications guidelines for employment have been completed and shared with administrators during professional learning August 2017. HR is in the process of updating job descriptions to reflect professional qualifications. This process will be finalized June 2018.</p>
22. Host monthly "A Week of Literacy" campaign to highlight TCSS literacy initiatives.	<p>February 1, 2018 A Week of Literacy is a digital campaign that highlights literacy in TCSS. Social media posts began in November 2017. The posts have been mildly received. Public Relations met with Academic Coaches in December 2017 to discuss ideas for the remainder of 2017-2018 school year literacy posts. During February, we will host a 'I Heart Reading' Feb 12-16 so it coincides with Valentine Day. There will be a video with students discussing what they 'love' about reading and a list of books focused primarily on African American characters.</p> <p>March 26, 2018 Creating literacy videos for community sharing. March resulted in a HHES-centered video about students being "Lucky to Read". It coincided with St.Patrick's Day. In addition, PR shared literacy and reading posts on social media and in media releases. In addition, we highlighted Malcolm Mitchell who spoke to the importance of rading and literacy to CES students. This was distrubuted via social and traditonal press. The next literacy video will feature Denise Giddens, Finalist for System 44 Eduator of the Year. She will talk about data, technology and building relationships to increase capacity in rading and across subjects.</p>
23. Provide adequate resources to ensure an environment for sustainable growth in student measures.	<p>February 1, 2018 Preliminary Budgets are being prepared for review. Due date for budget requests by department is February 23, 2018. Performance Based Budgeting review process begins on March 10.</p> <p>March 26, 2018 Performance Budget review began March 10, members of the Superintendent's Advisory Task force listened and gave feedback concerning each program's budget. The budget is now in a question/answer phase. A link has be set up on the systm website that allows the public to ask questions and recieve answers to budget questions.</p>