MESSAGE FROM THE SUPERINTENDENT

Dear Troup County Community:

This TCSS Vision 2025 represents the high expectations we share and the unwavering belief we have in our students and our community to become a ‘Premier School System’ in the state of Georgia. Your input, gathered over many months in multiple venues with much stakeholder participation, has shaped our mission, vision, values and strategic goals presented in this document. It is our desire to let these values and strategic goals guide our work in the coming years so that we can focus on what matters, student success!

I am grateful for your participation in the creation of this plan. It is ambitious, but I believe it is what our students and our parents deserve. We have laid out goals and strategies that will set us on a course to improve achievement, reduce opportunity gaps for students, and to transform the Troup County School System for years to come.

Thank you for committing to this work and ensuring that our schools foster the talents and interests of a community of life-long learners through a meaningful education that challenges students to reach their unlimited potential.

Sincerely,
Brian Shumate
Superintendent

OUR VISION

Our Vision is to be a school system that is adaptable, flexible and creates innovative programming that will prepare our students to pursue their passions and to ultimately prepare them for post-secondary education and careers.

OUR MISSION

The Troup County School System is committed to educating ALL students using creative and innovative strategies that provide ‘A Place For Every Kid.’
In the Troup County School System, we have identified six core values that define what we want all students to experience. They are:

**CONNECTION**
We value diverse, inclusive opportunities so that all students may discover a learning community or communities where they find acceptance, happiness, and motivation, thus helping us to live up to our motto “A Place for Every Kid.”

**EQUITY**
We value access for every student, no matter their background or socioeconomic status, to resources, programs, and experiences that open doors to future success.
ACHIEVEMENT RESILIENCE

We value rigor in academics so that students will internalize the skills needed to be fluent in reading, mathematical operations, and critical thinking while also developing a strong foundation for post-secondary learning.

INTEGRITY

We value the pride of accomplishment that is earned when students understand the importance of being honest, ethical, passionate, and accountable in their endeavors.

COMPASSION

We value perseverance, determination, confidence, and responsibility as traits that must be developed in young people so that they understand the importance of goal-setting and the hard work that will elevate them to their highest potential.

We value producing graduates who have matured into young adults who are servant leaders and who display empathy and a thirst for lifelong learning.

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OUR

continued
Value 1 - CONNECTION: We value diverse, inclusive opportunities so that all students may discover a learning community or communities where they find acceptance, happiness, and motivation, thus helping us to live up to our motto ‘A Place for Every Kid.’

The following are samples of responses from stakeholders when asked what does this value mean to a student.

- I am important, valued, accepted, motivated.
- My teacher will do whatever it takes to help me succeed.
- I don't have to make myself fit in because I already fit in.
- My school is going to create and/or facilitate opportunities for me to grow with students like me. Every program is important.
- I am cared for, understood, listened to and heard.
- Diversity is greater than just black or white.
- I can be who I am and still be accepted.
- I finally like school.
- I see my community within the school.

Value 2 - EQUITY: We value access for every student, no matter their background or socioeconomic status, to resources, programs, and experiences that open doors to future success.

The following are samples of responses from stakeholders when asked what does this value mean to a student.

- If I want to be a part of something, the resources will be available for me and my parents. I will have access to all available opportunities (transportation, instruments, uniforms).
- My school is the best school regardless of where I live.
- There are no limitations, I have what I need.
- I can reach my individual potential.
- I get to do that, too.
- Knowing that a teacher can meet my needs.
- I will see adults that look like me in all capacities.
- The barriers that once existed are now being removed.
- It does not matter what my starting point is, there are resources and support.
Value 3 - ACHIEVEMENT: We value rigor in academics so that students will internalize the skills needed to be fluent in reading, mathematical operations, and critical thinking while also developing a strong foundation for post-secondary learning.

The following are samples of responses from stakeholders when asked what does this value mean to a student.

I own my learning and I understand why my learning and achievement matter and what my goals are.
When I graduate, I will be prepared to attend any college, or post-secondary training program. Every adult in my school holds me to high expectations.
I am going somewhere.
I can be great in reading or math.
What I’m learning peaks my interest enough to make me want to use the skills outside of school. I am able to learn my own way.
Just because I don’t get it doesn’t mean I won’t get.
My small academic victories are celebrated.
I can weigh the pros and cons and make good decisions.

Value 4 - RESILIENCE: We value perseverance, determination, confidence, and responsibility as traits that must be developed in young people so that they understand the importance of goal setting and of the hard work that will elevate them to their highest potential.

The following are samples of responses from stakeholders when asked what does this value mean to a student.

Even if I fail, I keep trying.
I will be rewarded for setting and reaching personal goals.
This is my opportunity to grow and develop.
I am expected to do my part even if I don’t get it right the first time, and I will be supported to keep trying.
I can adapt to whatever new challenges come my way.
Create nurturing classrooms and environments so that students have the ability to gain confidence in themselves. 
Others are depending on me to succeed. 
I’m provided multiple opportunities to be successful. 
Help me set learning goals so I can be successful and achieve my dreams. 
I own the process of achieving my goals including the times that I fail.

Value 5 - INTEGRITY: We value the pride of accomplishment that is earned when students understand the importance of being honest, ethical, passionate, and accountable in their endeavors.

The following are samples of responses from stakeholders when asked what does this value mean to a student.

I will be held accountable for my actions, whether I do the right thing or the wrong thing. I will challenge my peers to always do what is right.
Doing what’s right, not what's easy.
I have personal goals and my school appreciates when I reach those goals.
Doing what is right even when no one is watching.
Character matters!
How you do anything is how you do everything.
Ownership and pride in their work.
It is modeled for me at school, even if I don't see it at home or in my community.
Telling the Truth.

Value 6 - COMPASSION: We value producing graduates who have matured into young adults who are servant leaders and who display empathy and a thirst for lifelong learning.

The following are samples of responses from stakeholders when asked what does this value mean to a student.
I see my teachers displaying empathy and a thirst for lifelong learning. My struggle is your struggle. Your struggle is mine. Learn my story. My school wants me to continue learning and growing even after I leave high school. Doing for others. Speaking with good purpose and being understanding of others. The Golden Rule. Helping others (community service projects). People understand me and I understand others. My school invested enough in me to be a productive adult while serving my community and others. Display empathy and have compassion to guide others in positive ways.

**Vision 2025**

**Goals**

The following are goals that were created out of themes that emerged during the Strategic Planning Sessions.

**Goal 1: Focus on Student Success and Well Being.**

**Strategic Goal #1 Statements:**

GS 1.1 Reading on Grade Level.
GS 1.2 Mathematical Competency.
GS 1.3 Problem Solving and Critical Thinking.
GS 1.4 Curricular Coherence.
GS 1.5 Common Assessments.
GS 1.6 Data Usage and Analysis.
GS 1.7 Targeted Interventions.
GS 1.8 Professional Learning Communities.
GS 1.9 Academic and Technical Pathways.
GS 1.10 Dual Enrollment, Articulated Credit Offerings, Work-Based Learning and Blended Learning Opportunities.
GS 1.11 Educate the Entire Child by Providing for Students’ Social Emotional and Physical Well Being.

**Picture of Success:**
In cooperation with students, families and community, there is commitment throughout the school district to supporting the comprehensive needs of students – academically, emotionally, and physically. Each child in each school is healthy, safe, engaged and supported. Students are provided with challenging experiences that result in their learning what teachers, parents and the community expect. Students understand their role in their education, taking part in self-discovery through exploring pathways, setting goals, and monitoring their progress. Students are prepared for success in post-secondary study, employment, life-long learning, and participation in society. Students, parents, and staff feel that each school and each classroom is a physically and psychologically (emotionally) safe place. There is mutual respect and support among faculty, students, and parents/caregivers. Curricular and extracurricular* activities for students are meaningful and memorable. Students are provided with opportunities to explore the world beyond the classroom. Teachers are confident that students who leave their class are well prepared to succeed in the next grade or in other endeavors important to them.

Goal 2: Ensure Equitable Opportunities for All.

Strategic Goal #2 Statements:

GS 2.1 Curricular Equity - Access and opportunity for all students to all curricular offerings. GS 2.2 Student Services Equity - Access for all students to student support services.

GS 2.3 Co-Curricular Equity - Access and opportunity for all students to all co-curricular offerings. GS 2.4 Staff Equity - A commitment to the recruitment of a diverse staff that is representative of our students and our community and a commitment to all employees to be able to access leadership development and promotional opportunities.
Throughout the district, there is awareness of the needs of students and families, and there is commitment to address these needs strategically by either providing the support needed or by advocating to those who can provide needed support. “Opportunity Gaps” are removed, and students have access to the resources needed to succeed in school. Systems which identify and remove barriers that limit the opportunity for students to succeed are in place and implemented. There is an awareness of cultural diversity. Likewise, we strive to foster diversity and professional growth in our staff and create training and advancement opportunities for all employees.
Goal 3: Focus on Recruiting, Inducting, and Retaining Quality Staff.

Strategic Goal #3 Statements:

GS 3.1 Increase Efforts to Recruit a High Quality Staff.
GS 3.2 Improve Hiring, Onboarding, Training, Coaching, and Culture Building Among Staff. GS 3.3 Develop Professional and Human Capital (knowledge, skills, abilities).
GS 3.4 Provide Professional Growth and Opportunity for Advancement.
GS 3.5 Serve and Honor Staff.
GS 3.6 Increase Retention through Mentoring (serve and minister to one another).

Picture of Success:

Initial employment, as well as advancement and continuing employment, requires evidence of commitment to the core values of the district. The recruitment process communicates expectations to new employees in addition to retaining a full complement of dedicated team members. High quality professional learning experiences for staff are engaging and ensure that staff have opportunities to collaborate with and learn from colleagues. Opportunities to connect and belong as adult professionals are offered. Staff are supported with frequent, thorough, and clear communication. The district encourages, recognizes, and rewards excellence. Leadership development is provided for those who seek advancement within the district and for those who wish to lead from where they are.
Goal 4: Cultivate the Capacity of the School System to Function as a Flexible and Adaptable Organization.

**Strategic Goal #4 Statements:**

GS 4.1 Create alternative programming and pathways for diverse learners.
GS 4.2 Invest in technological solutions to offer courses, credits and certifications. GS 4.3 Invest in communications systems to enhance the knowledge of our stakeholders. GS 4.4 Invest in facilities solutions to create high efficiency educational facilities. GS 4.5 Invest in infrastructure designed to reduce barriers for students to access and benefit from all of our programs, co-curricular activities and opportunities in and around the school system. GS 4.6 Create and maintain a transparent, participatory, and effective budget development process GS 4.7 Ensure that teachers are allocated to schools in a transparent, equitable, and needs based manner. GS 4.8 Ensure that school budgets are allocated in a transparent, equitable, and needs based manner.
**Picture of Success:**

Throughout the district there is a commitment to the creativity and innovation that are required for continuing progress and success in an ever-changing world. Proactive programming evolves as young people’s needs evolve. The curriculum ensures that all students receive early and continuing instruction in fundamental technology skills. Adapting to and using modern technology are key. Data drives decision making.

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**OUR GOALS continued**

**Goal 5: Lead in the Cultivation of Relationships and Strategic Partnerships between the School System and Parents, and Among Agencies and Organizations which Provide Services to Children.**

**Strategic Goal #5 Statements:**

GS 5.1 Build positive working relationships with local elected officials and city and county governments GS 5.2 Positively integrate with social service and non-profit organizations throughout Troup County GS 5.3 Highly encourage all school system leaders to serve on at least one non-profit board in Troup County GS 5.4 Highly encourage all school system leaders to serve in leadership roles in their professional role group organizations. GS 5.5 Create parent advisory groups at each school and within departments as appropriate. GS 5.6 Conduct partnership summits for the TCSS community
partners.
GS 5.7 Create effective communication plans for all Partners-In-Education (PIE) and partnership activities. GS 5.8 Highlight the success of partnerships with school systems, parents and agencies. GS 5.9 Improve the use of multiple communication platforms. GS 5.10 Continue to earn and maintain the respect and trust of the county.

**Picture of Success:**

System leaders, including the Board of Education, develop active and working relationships with parents, community leaders, business partners, social workers, and administrators in pre-K and higher education. This ensures that students receive the intellectual, physical, social, and emotional support they need. School leaders are involved community members who advocate for students at every opportunity; this fosters an awareness that the Board and district staff are familiar with and concerned about the needs of children and families. Schools and programs are open and welcoming environments. School councils or advisory groups include parents and other stakeholders.