TALLAPOOSA COUNTY
BOARD OF EDUCATION
Casey D. Davis
Superintendent



Tallapoosa County School District

STRATEGIC PLAN

This plan aligns with COGNIA standards, the ALABAMA ACHIEVES State Plan, Continuous Improvement Plans from each School, and the Capital Improvement Plan. We look forward to using this plan as a blueprint for accomplishing our Vision for Tallapoosa County Schools over the next five years (2026-2031).

VISION

Create a school system worthy of our children: This means excellence in **academics**, **facilities, technology**, **fine arts,** and **extra-curricular activities**.

MISSION STATEMENT

The mission of Tallapoosa County Schools is to ensure every student graduate is prepared for **success in college, career, and life.**

WHAT WE BELIEVE

In order to accomplish our mission, the Tallapoosa County School System is committed to these beliefs, we will:

- Establish strong relationships with all students
- Provide safe learning environments for all students, faculty, and staff
- Create stakeholder partnerships to strengthen our communities
- Share responsibilities for the education of tomorrow's citizens
- Prepare our children for the world that they live in
- Have high expectations for all

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Advance Ed/CASI

CULTURE OF LEARNING

STANDARD 1

Leaders cultivate and sustain a culture that demonstrates respect and fairness for all learners and is free from bias.

STANDARD 2

Learners' well-being is at the heart of the institution's guiding principles, such as mission, purpose, and beliefs.

STANDARD 3

Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

STANDARD 4

Learners benefit from a formal structure that fosters positive relationships with peers and adults.

STANDARD 5

Professional staff members embrace effective collegiality and collaboration in support of learners.

STANDARD 6

Professional staff members receive the support they need to strengthen their professional practice.

LEADERSHIP FOR LEARNING

STANDARD 7

Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

STANDARD 8

The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

STANDARD 9

Leaders cultivate effective individual and collective leadership among stakeholders.

STANDARD 10

Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

STANDARD 11

Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

STANDARD 12

Professional staff members implement curriculum and instruction that are aligned for relevancy and effectiveness for each and every learner.

STANDARD 13

Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.

STANDARD 14

Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.

STANDARD 15

Learners' needs drive the allocation and management of human, material, digital, and fiscal resources.

ENGAGEMENT OF LEARNING

STANDARD 16

Learners experience curriculum and instruction that emphasize the value of different cultures, backgrounds, and abilities reflective of the global community.

STANDARD 17

Learners have the support and opportunities to realize their learning potential.

STANDARD 18

Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

STANDARD 19

Learners are immersed in an environment that promotes and respects student agency and responsibility for their learning.

STANDARD 20

Learners engage in experiences that promote and develop their self-confidence and love of learning.

STANDARD 21

Instruction is characterized by high expectations and learner-centered practices.

STANDARD 22

Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

STANDARD 23

Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.

GROWTH IN LEARNING

STANDARD 24

Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

STANDARD 25

Leaders promote action research by professional staff members to improve their practice and advance learning.

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STANDARD 26

Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

STANDARD 27

Learners' academic and non-academic needs are identified and effectively addressed through appropriate interventions.

STANDARD 28

Learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

STANDARD 29

Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.

STANDARD 30

Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

STANDARD 31

Learners demonstrate growth in their academic performance based on valid and reliable assessments.