



Effingham County School District
Strategic Plan - ENGAGE 2025
District Monitoring Worksheet

Strategic Goal Area: Purpose, Direction, and Leadership

Goal 1: Promote and Develop Effective Leadership	
<p>Action Steps:</p> <p>1a. Cultivate a strong leadership pipeline through the district’s leadership development, coaching, and mentoring programs</p> <p>1b. Expand internal and external opportunities for leaders to engage in focused professional development</p> <p>1c. Promote shared decision making at all levels and provide guidance and support as needed</p> <p>1d. Promote leadership at all levels - staff, students, parents or community members - to support the district’s strategic goals and priorities</p>	
Performance Measures	Progress Towards Goal
<p>Effectiveness of ASPIRE and INSPIRE Programs (participant survey) (Human Resources Department)</p>	<p>ASPIRE- The ASPIRE program ran from October 2021 through September 2022. Survey feedback indicated participants (teachers) benefited from shadowing administrators, observing administrator panels, participating in leadership book discussions, and being trained by district leaders on specific topics. 25% of the participants were hired for a leadership position for the 2022-2023 school year.</p> <p>INSPIRE- Sessions begin November 2022 and focus on assistant principals developing skills/gaining knowledge to become a principal.</p>
<p>Development of PLCs for ES/MS/HS Principals (Superintendent / Curriculum Department)</p>	<p>Each month, principal meetings are held at a different school in the district. During the meetings, the hosting principal will present the key initiatives and principals visit classrooms.</p>

Survey staff on school climate and shared decision making (Curriculum Team)	Each month, curriculum staff meets with school instructional supervisors to solicit input on programs and initiatives. Within the past month, the district staff has developed two task force groups related to studying the high school scheduling model and a review of all district assessments. Additionally, the Superintendent has implemented a quarterly pulse check related to school climate that will be distributed to the staff.
Collect a sample of evidence of shared decision making at all levels (agendas, surveys, BOE meetings, principal meetings, school council meetings, etc) (Superintendent's Cabinet)	Shared decision making occurs at all levels.
Expand Superintendent Advisory Council to include Parents / Community and Students (Superintendent)	The Superintendent expanded his Advisory Council to include students.
Goal 2: Support Organizational Effectiveness and Efficiency	
<p>Action Steps:</p> <p>2a. Engage in School Board training that enables Board members to better respond to the challenges facing the school district while functioning effectively as a governing body</p> <p>2b. Consistently makes recommendations and decisions based upon the best interests of the School District as a whole</p> <p>2c. Analyze and reflect on student data and district performance measures to monitor progress toward strategic plan goals.</p> <p>2d. Maintain BOE policies and procedures to ensure alignment and support for system effectiveness and efficiency.</p> <p>2e. Implement and monitor the district's continuous school improvement process focused on data analysis, goal setting, and progress monitoring</p>	
Performance Measures	Progress Towards Goal
Effectiveness of targeted BOE training to support district priorities (participant survey) (Superintendent)	The BOE participates in required training opportunities each year.
BOE agendas and minutes (Superintendent)	BOE agendas and minutes are uploaded to Simbli.
Annual review of CCRPI to track progress toward goals, student	2021-2022 CCRPI data, as it is shared with the district, is compiled

growth and preparedness for college, career, and life. (Information Systems)	and shared with school administrators until the public release date. Once the embargoed date is lifted, the data will be shared with the Effingham County Board of Education and stakeholders throughout the community via the Board of Education presentations and minutes.
BOE policy review and revisions as needed (Superintendent and Curriculum Team)	In 2016-2017, the district partnered with GSBA for a full policy review. As part of the full policy review, many policies were revised, rescinded, and readopted. On a monthly basis, the district staff monitors the GSBA Updates.
Annual review of School Improvement Plans to understand goals and actions that impact student growth and the school community (Curriculum Team)	Schools participate in an annual School Improvement Symposium designed to help schools identify specific goals and actions that will sustain growth in each school.
Goal 3: Engage families and the community as an active partner	
Action Steps: 3a. Strengthen internal and external communication to encourage feedback and develop transparency among students, families, and the community through a variety of platforms 3b. Seek and expand community partnerships to support the district’s vision, mission, and strategic goals 3c. Continue and expand family engagement opportunities at the district and school level, e.g. parent university, curriculum nights, parent organizations. 3d. Seek community input in all major school district initiatives and improvement planning.	
Performance Measures	Progress Towards Goal
Track community engagement across multiple platforms e.g. social media, website, parent portal, etc. (Assistant Superintendent of Administrative Services and Public Relations Team)	ECSD has a monitored social media presence across multiple platforms. ECSD has also implemented an app for district and school level access.
Collect evidence of new partnerships developed annually in support of student achievement and the district priorities. (Assistant Superintendent of Administrative Services)	With the exponential growth in the community, the district is continually reaching out to expand partnerships.

Collect evidence of community engagement opportunities at the district and school level (# of participants, effectiveness, events, etc.) (Assistant Superintendent of Administrative Services)	Many events are scheduled throughout the year to target various community groups in support of shared decision making.
Expand Superintendent Advisory Council to include Parent / Community and Students and collect agendas / minutes (Superintendent)	The Superintendent expanded his Advisory Council to include students.
School Council agendas and minutes (Assistant Superintendent of Administrative Services)	Agendas and minutes are housed at each school and in the Assistant Superintendent's office
Goal 4: Foster a culture of creativity, innovation, and collaborative problem-solving	
Action Steps: 4a. Empower each school to design unique learning opportunities that meet the needs of their school community 4b. Engage learners through innovative teaching and learning practices to advance student achievement 4c. Create a collaborative environment that encourages academic risk taking and problem-solving	
Performance Measures	Progress Toward Goal
Track opportunities for students to have a voice across the district through focus groups, school-level advisories, etc. (Superintendent's Cabinet and Schools)	Students are provided numerous opportunities for their voice to be heard through Advisory Councils and student-led groups at the school level.
Collect evidence of innovative student experiences at all levels e.g. STEM, CTAE, Leader in Me, etc. (Curriculum Department and Schools)	The district has two schools with STEM/STEAM emphasis (South Effingham Middle and Effingham College and Career Academy). Additionally, two schools (Blandford Elementary and Effingham County High) are implementing Leader in Me. For the 2022-2023 school year, STEM and/or Agriculture teachers were hired for all eight elementary schools.
Utilize Impact Team visits to gather evidence and artifacts of innovative practices and continued collaboration through PLCs2.0 at the school level. (Curriculum Department)	Impact Team visits are scheduled on a quarterly basis and are implemented through various models, presentations, leadership coaching, classroom observations, etc

Collect evidence of innovative teaching practices through eleot 2.0 and/or TKES observation data (Curriculum Department and Schools)	Observations are conducted regularly through district and school level personnel for the purpose of collecting evidence for effective teaching practices.
Distribute and promote the ECSD Learner Profile in support of learner dispositions for success in school, career, and in life. (Curriculum Department and Schools)	The district has provided every school with copies of the ECSD Learner Profile to post in all classrooms. The ECSD Learner Profile is aligned to the PLC process and referenced frequently throughout school and district level trainings.

Strategic Goal Area: Teaching and Developing the Learner

Goal 5: Provide Engaging, Student-Centered Learning Experiences	
<p>Action Steps:</p> <p>5a. Utilize the ECSD Instructional Framework to guide the design of meaningful and engaging learning experiences that are standards-based and equitable for all students.</p> <p>5b. Engage students in the learning process through clarity of expectations, involvement in goal setting, and providing meaningful feedback to adjust their learning path.</p> <p>5c. Create a K-12 district-wide literacy team to plan and develop strong readers, writers, and thinkers across content areas.</p> <p>5d. Promote collaboration, problem-solving, creativity, and critical thinking through the intentional design of learning experiences.</p> <p>5e. Incorporate student use of digital tools/technology to gather, evaluate, research and create work products/performances that reflect mastery of learning goals.</p>	
Performance Measures	Progress Toward Goal
Collect evidence of quality teaching, learning, and professional collaboration (e.g. PLCs2.0, teacher evaluation, eleot 2.0 observation instrument, lesson exemplars, etc.) (Curriculum Department and Schools)	Observations are conducted regularly through district and school level personnel for the purpose of collecting evidence for effective teaching practices.
Collect evidence of teacher clarity and student feedback (e.g. learning targets and success criteria, student conferencing practices,	Through observations conducted at school and district level, teacher clarity and student feedback are prioritized.

use of rubrics, goal setting, etc.) (Curriculum Department and Schools)	
Annual review of the K-12 Literacy Plan and implementation progress (Curriculum Department and Literacy Teams)	The Literacy Plan was expanded to include 6-12 in the 22-23 school year.
Annual review of student growth and achievement on the Georgia Milestone Assessments (Testing Department)	2021-2022 Georgia Milestone Assessments data were provided and presented to county and building-level administrators at the beginning of the 2022-2023 school year. The GMAS data were also shared with the Effingham County Board of Education and stakeholders throughout the community via the Board of Education presentations and minutes.
Collect evidence on the use of digital tools /applications in support of lesson design for online/blended learning (Curriculum Department and Technology Department)	The Technology Dept meets with edTech coaches monthly to analyze and support digital learning and instruction in the classroom.
Goal 6: Prepare Learners to be Future-Ready	
<p>Action Steps:</p> <p>6a. Provide opportunities for students to develop and demonstrate competencies, skills, and dispositions within the ECSD Learner Profile.</p> <p>6b. Build positive relationships to create strong connections, accelerate academic achievement, and improve school climate.</p> <p>6c. Promote a growth mindset and strong work habits to develop lifelong learners and future success</p> <p>6d. Develop and implement social emotional learning embedded in daily practice and routines that ensures a positive and productive learning environment for students and staff.</p> <p>6e. Provide focused career awareness and exploration, as well as work-based learning experiences and career pathway options, to assist students with future planning.</p>	
Performance Measures	Progress Toward Goals
Track opportunities for students to have a voice across the district through focus groups, school-level advisories, etc. to promote the ECSD Learner Profile (Superintendent, Curriculum Department,	Students are provided numerous opportunities for their voice to be heard through Advisory Councils and student-led groups at the school level.

Schools, and Student Support Services)

Utilize Impact Team visits to gather evidence and artifacts of school culture and climate as well as efforts to build strong relationships with students and the community. (e.g GA Health Survey, etc)
(Student Support Services)

2021-2022 School Climate surveys were reviewed by ECSD Central Office leadership as well as each school's administration. During Impact visits, Central Office leadership asks each school's administration how we can help them achieve their goals and meet expectations.

Collect evidence of strategic actions to address the social and emotional learning of students within schools. e.g. SEL lessons / student voice / advisement **(Student Support Services)**

The ECSD SEL Committee has reconvened this year to analyze, review, and revise the recommendations made in 2020 to improve SEL education for all students. The committee is collecting baseline data from each school regarding which SEL programs/lessons are taking place and the tiers they serve. Furthermore, ECSD counselors are breaking down the data in suicide ideation incidents to look for patterns and populations we can target with support in future. ECSD is providing training for Check & Connect Mentors, Why Try?, Resilience for Youth, and Sources of Strength this year to further implementation in schools.

Collect evidence of career exploration, the use of GA Futures for career planning, and expanded pathway options **(Student Support Services)**

Elementary Schools have Career Days. Middle Schools send students to Junior Achievement for economic and post-secondary planning. They also either host a Career or Reality Fair. Rising 9th grade registration nights highlight the CTAE Pathways available at the high school level and provide representatives to answer questions. Middle and High schools complete all Bridge law requirements/tasks. YouScience is used to assess aptitudes and interests for each student. 10-12th grade students are permitted to enroll in CTAE Dual Enrollment courses with the technical colleges. Work Based Learning is also a productive time for students to work in a designated career area to assess if they truly enjoy that career path.

Annual review of Graduation Rate, End of Pathway results, and pathway completion for all students (Information Systems and CTAE Coordinator)	2021-2022 Graduation Rate data were compiled and shared with the Effingham County Board of Education and stakeholders throughout the community via the Board of Education presentations and minutes.
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Goal 7: Increase Collective Capacity Through Professional Learning

Action Steps:

7a. Develop a shared understanding of the teaching and learning expectations outlined in the ECSD Instructional Framework with enhanced guidance and support.

7b. Sustain effective, collaborative Professional Learning Communities (PLC 2.0) as a means to review formative assessment data to inform differentiated instruction and intervention to ensure student success.

7c. Provide relevant, meaningful, and sustainable professional learning with implementation follow-up to increase staff and student engagement.

7d. Provide targeted instructional coaching that may include, but is not limited to teacher modeling, micro-teaching, lesson study, peer coaching, and mentoring in all schools.

7e. Provide in-depth and on-going professional learning focused on best practices in reading and writing across all content areas and grade levels.

Performance Measures	Progress Toward Goal
Collect a sampling of PLC agendas / minutes to track progress on the use of protocols and processes to enhance the effectiveness of PLCs across the district. (Curriculum Department and Schools)	Schools are responsible for conducting and documenting PLC meetings and processes.
Collect evidence of opportunities for teachers and students to have a voice across the district through focus groups, school-level advisories, etc. (Superintendent and Assistant Superintendent of Administrative Services)	Teachers and students are provided numerous opportunities for their voices to be heard through Advisory Councils as well as district and school level groups.
Survey participants on the quality of the professional learning experience and plans for implementation. (Curriculum Department and Schools)	Surveys are administered to teachers to provide feedback for effectiveness and usefulness of training.

Collect evidence of professional learning and instructional coaching impact through observations, student growth, and changes in teaching practice. **(Curriculum Department)**

School administrators and district level personnel are providing targeted observations and support of professional learning provided to teachers.

Strategic Goal Area: Learner Support Systems

Goal 8: Improve Organizational Operations

Action Steps:

- 8a.** Monitor and adjust inventory of buses and personnel required to meet safety and transportation demand
- 8b.** Monitor and adjust equipment and personnel to effectively and efficiently provide nutritional meals for learners
- 8c.** Construct and maintain facilities as needed to support the increased student population
- 8d.** Ensure the safety of students and staff by maintaining and/or adjusting protocol as necessary
- 8e.** Improve digital infrastructure at a level appropriate to increase organizational efficiency and communication and accelerate student achievement

Performance Measures

Maintain documentation of annual inspections, certifications, drills, protocols, and trainings that improve or enhance safety for our students. (e.g. ServSafe certification, fire drills, CDL certifications, facility inspections, safety plans, etc.) **(Chief Operations Officer, Safety & Energy Manager)**

Progress Toward Goal

District and school safety plans were revised during the summer of 2022 utilizing the updated GEMA/HS school safety template. All safety drills are performed and recorded in the Office of Commissioner of Insurance portal. Each facility receives a non-announced safety inspection twice each nine weeks. Deficiencies are recorded on a new triplicate District Safety Violation form and distributed to school administrators for discussion and correction. County and municipal law enforcement officers, as well as emergency management and fire personnel have been issued facility access control cards and master keys to facilities in order to provide for more timely interventions during emergency situations. The district has embarked on four safety initiatives this year, including the installation of access controls on all school facilities, the

	<p>installation of KIST™ locks at all school facilities, the installation of Centegix CrisisAlert™ at all school facilities, and the placement of school resource officers in every school facility. The district conducted its annual structure, fire, fire pump, and alarm inspections in the summer of 2022 and filed all documentation from those inspections.</p> <p>The Transportation Department had every bus inspected by state officials in the spring of 2022 and filed all documentation from those inspections. The Transportation Department also continues to hold safety meetings monthly to ensure the safety of our drivers and students.</p> <p>The Transportation Department continually monitors all CDL Certifications and DMV reports of all bus drivers.</p>
<p>Review, on an ongoing basis, student enrollment and projected growth to maintain bus inventory, routes, personnel, food services, and facilities to serve our students. (Chief Operations Officer, Assistant Superintendent of Administrative Services, and Transportation Department)</p>	<p>Enrollment numbers and projected growth rates are reviewed monthly by the Chief Operations Officer and Superintendent to ensure adequate facility space, bus inventory, routes, personnel, and food service is provided to students and staff.</p>
<p>Collect evidence of service requests for maintenance and technology both entered and completed. (Chief Operations Officer and Technology Department)</p>	<p>The maintenance department actively utilizes School Dude facility services software to provide evidence of all work orders performed.</p> <p>The Technology Department currently utilizes SysAid for all service requests to track technician performance, equipment issues, and overall department effectiveness.</p>
<p>Collect evidence of improving the technology infrastructure: wifi/internet capacity, device replacement cycle, student device access, usage reports, effectiveness. (Technology Department)</p>	<p>School surveys are periodically conducted as well as weekly Technology Initiative meetings with key department personnel. 20% annual life cycle replacement target for pcs, chromebooks, displays, etc.</p>

Goal 9: Maximize Use of Fiscal Resources

Action Steps:

- 9a. Develop an annual budget and long-term financial plan to achieve the district’s strategic priorities to include community feedback
- 9b. Manage and distribute fiscal resources to maximize efficiency in support of our vision of *engaging learners for future success*
- 9c. Monitor resource allocations through accurate, transparent financial reporting
- 9d. Audit for efficiency and adjust usage of financial resources based on priorities and need at all levels

Performance Measures	Progress Toward Goal
Annual budget presentation to the BOE and community (Finance Director)	The budget is submitted for approval by the Board in June.
Monthly budget reports to the BOE and community (Finance Director)	Monthly budget reports are submitted to the Board in the monthly Board Meetings
Review of annual audit findings to the BOE and community (Finance Director)	An external audit is conducted annually and findings are reported to the Superintendent and Board Members.

Goal 10: Expand and Improve Learner-Centered Supports

Action Steps:

- 10a. Review and expand wraparound services to target student needs, which may include, but are not limited to, suicide ideation, healthcare needs, support for families, etc.
- 10b. Provide guidance and support to implement Multi-Tiered System of Support (MTSS)/ Response to Intervention (RTI) in schools with fidelity
- 10c. Review and update ECSD Code of Conduct to support restorative discipline practices
- 10d. Expand partnership with Effingham Health System to provide district-wide telemedicine health services for students and staff
- 10e. Provide and sustain onsite Mental Health services for students and staff across the district over time
- 10f. Continue professional learning on trauma-informed practices to embed within daily practice to meet the needs of the whole child.
- 10g. Review and adjust personnel to support student needs e.g. Counselors, School Social Workers, Interventionists, etc.
- 10h. Support schools in identifying and developing a mentoring program at each school (peer to peer, adult to peer)

Performance Measures	Progress Toward Goal
<p>Develop district level and school level MTSS teams to analyze the student and family support needs of the district and school's students and staff. (e.g. mental health, code of conduct, healthcare, discipline) (Student Intervention Specialist)</p>	<p>MTSS district coordinators received instruction at the beginning of the year to develop MTSS teams at the school level to analyze student data including academic, speech and behavior concerns. Each school uses Performance Matters or an MTSS spreadsheet to monitor student data that includes academic screeners, CIAs, etc. PBIS Coaches meet monthly at their school level as a team with an administrator represented to monitor student discipline and develop plans to decrease these behaviors.</p>
<p>Administer and analyze data at the school level from universal screeners for academics and behavior to inform MTSS (Student Intervention Specialist)</p>	<p>Universal screenings are administered to all students three times a year in the Fall, Winter and Spring. Individual schools utilize data teams to discuss academic concerns and formulate high impact strategies to target students and teaching skills needed to close the gap. Behavior screeners are administered two times a year in September and February. The schools analyze this data and target students needing behavior or emotional support.</p>
<p>Investigate the use of a district-wide mental health universal screener (Student Support Services)</p>	<p>ECSD counselors are currently seeking and reviewing possible mental health screeners to use district-wide in the future.</p>
<p>Continue to review and respond to outcome data from learner-centered fidelity reports (e.g. RTI reports, Counselor reports, Social Worker reports, discipline reports, suicide ideation reports, Nurse reports, Apex reports, etc.) (Student Support Services)</p>	<p>Elementary Schools continue to evaluate Second Step usage and success in their schools. Check & Connect has been revived and is operating in all middle and high schools. Each institution has a point of contact to monitor and aid mentors and successful electronic app usage and tracking. School Social Workers track their interactions/cases by school. We are evaluating the level of student and family needs with the caseload assignments of Social Workers.</p>

	Counselors are breaking up the data surrounding each suicidal ideation incident in the hope of identifying patterns and groups we can target to provide help.
Create a professional learning calendar and document sign in sheets for MTSS professional learning. (e.g. Trauma- informed practices, mental health, suicide, culturally responsive, discipline, social emotional learning, mentoring programs) (Student Intervention Specialist)	SST Coordinator Meetings are documented using a sign in sheet. PBIS coaches meet monthly to discuss the processes involved in being the coach along with ideas that they can take back to their school that includes SEL lessons, mental health information, and discipline information.
Create an implementation plan to provide community based mental health services to students, staff and families. (Student Support Services)	Apex counseling provides counseling services during the day to 4 schools in the district. However, the type of client that they can serve is very limited. Building Blocks Counseling provides virtual counseling sessions during the day to students who have been referred to the program and set up by the parent/guardian. ECSD Counselors and Social Workers continue to refer to mental health professionals in the community. ECSD counselors are breaking the data in suicide ideation incidents to look for patterns and populations we can target with support in future.

Goal 11: Recruit, Maintain and Develop a High Quality Workforce

- Action Steps:**
- 11a.** Expand guidance and support for school administrators to enhance recruitment, hiring, and performance evaluation practices
 - 11b.** Seek and expand strategies for recruitment and retention of leaders, teachers, and staff
 - 11c.** Strengthen induction and mentoring for all new staff to focus on the district’s vision, mission, beliefs, and instructional framework.
 - 11d.** Provide staff at all levels of the organization with targeted professional learning to meet district strategic goals and priorities and their personal growth goals
 - 11e.** Promote the mental and physical health and wellness of all staff
 - 11f.** Increase workforce diversity to better reflect the student population
 - 11g.** Develop cultural competence, a shared set of beliefs, attitudes, and policies, to support our belief in respect for all

Performance Measures	Progress Toward Goal
<p>Collect evidence of recruitment, hiring and performance evaluation practices (Human Resources Department)</p>	<p>ECSD holds an annual district Career Fair to recruit employees in all areas. For the 2022-2023 school year, Educate with Effingham events were established to recruit individuals throughout the school year from surrounding counties. Additionally, ECSD has partnered with Georgia Southern University to provide pathways for employed paraprofessionals to gain teaching certification.</p> <p>All employees are trained on TKES from HR staff at the beginning of the school year. Principals support employees throughout the year by providing effective observation and feedback, outlined in <i>Crafting the Feedback Teachers Need and Deserve</i> to support TKES. Additionally, principals follow a TKES observation schedule throughout the year to provide evaluative growth feedback.</p>
<p>Collect evidence of induction and mentoring (participation and effectiveness) (Human Resources Department)</p>	<p>For the 2022-2023 school year, a New Teacher Induction Team (NTI) was established to support induction level teachers. Team members include educators with experience in elementary, middle, high, administration, Special Education, and/or Human Resources. During the first 9 weeks of the 2022-2023 school year, the NTI team conducted 675 classroom visits and 266 conferences to support induction level educators. Each month, an elementary, middle, and high school teacher is recognized as New Teacher of the Month. Each induction level educator is assigned a veteran mentor.</p>
<p>Collect evidence of targeted professional learning offered to all staff (participation and effectiveness) (Curriculum Department and Human Resources Department)</p>	<p>Professional Learning opportunities are planned to target specific areas of need based on feedback from administrators, teachers, and support personnel.</p>

	<p>The New Teacher Induction Team develops professional development sessions based on needs assessments from new teachers. Sessions have included Performance Matters, IEP Compliance, Infinite Campus, and Teacher Health and Wellness. Additionally, a new teacher induction website provides training tutorials in multiple areas including content, programs, paperwork, etc.</p>
<p>Chart progress toward development of cultural competence through beliefs, attitudes, and policies. (Human Resources Department)</p>	<p>The Diversity Committee continues to hold multiple support meetings throughout the school year to support the goals of increasing the minority topics in meetings/collaboratives, increasing the percentage of minority hires/including minority staff members on interview committees, encouraging high school students to choose education as a field, and retaining quality teachers.</p> <p>Educate with Effingham events have included diverse employee representation (gender, race, position) for recruitment of future employees. These events have afforded potential employees the opportunity to hear from a diverse group of individuals.</p>