

**Effingham County School District**  
**Strategic Plan - ENGAGE 2025**



***Performance Measures - Roles and Responsibilities***  
***Data Collection and Documentation Updates - December/May***

**Strategic Goal Area: Purpose, Direction, and Leadership**

<b>Goal 1:</b>	<b>Promote and Develop Effective Leadership</b>
<b>Action Steps:</b>	<p><b>1a.</b> Cultivate a strong leadership pipeline through the district’s leadership development, coaching, and mentoring programs</p> <p><b>1b.</b> Expand internal and external opportunities for leaders to engage in focused professional development</p> <p><b>1c.</b> Promote shared decision making at all levels and provide guidance and support as needed</p> <p><b>1d.</b> Promote leadership at all levels - staff, students, parents or community members - to support the district’s strategic goals and priorities</p>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li>● Effectiveness of ASPIRE and INSPIRE Programs (participant survey) <b>(Human Resources Department)</b></li> <li>● Development of PLCs for ES/MS/HS Principals <b>(Superintendent / Curriculum Department)</b></li> <li>● Survey staff on school climate and shared decision making <b>(Curriculum Team)</b></li> <li>● Collect a sample of evidence of shared decision making at all levels (agendas, surveys, BOE meetings, principal meetings, school council meetings, etc) <b>(Superintendent’s Cabinet)</b></li> <li>● Expand Superintendent Advisory Council to include Parents / Community and Students <b>(Superintendent)</b></li> </ul>
<b>Goal 2:</b>	<b>Support Organizational Effectiveness and Efficiency</b>
<b>Action Steps:</b>	<p><b>2a.</b> 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><b>2b.</b> Consistently makes recommendations and decisions based upon the best interests of the School District as a whole</p> <p><b>2c.</b> Analyze and reflect on student data and district performance measures to monitor progress toward strategic plan goals.</p> <p><b>2d.</b> Maintain BOE policies and procedures to ensure alignment and support for system effectiveness and efficiency.</p>

	<p><b>2e.</b> Implement and monitor the district’s continuous school improvement process focused on data analysis, goal setting, and progress monitoring</p>
<p><b>Performance Measures</b></p>	<ul style="list-style-type: none"> <li>● Effectiveness of targeted BOE training to support district priorities (participant survey) <b>(Superintendent)</b></li> <li>● BOE agendas and minutes <b>(Superintendent)</b></li> <li>● Annual review of CCRPI to track progress toward goals, student growth and preparedness for college, career, and life. <b>(Information Systems)</b></li> <li>● BOE policy review and revisions as needed <b>(Superintendent and Curriculum Team)</b></li> <li>● Annual review of School Improvement Plans to understand goals and actions that impact student growth and the school community <b>(Curriculum Team)</b></li> </ul>
<p><b>Goal 3:</b></p>	<p><b>Engage families and the community as an active partner</b></p>
<p><b>Action Steps:</b></p>	<p><b>3a.</b> Strengthen internal and external communication to encourage feedback and develop transparency among students, families, and the community through a variety of platforms</p> <p><b>3b.</b> Seek and expand community partnerships to support the district’s vision, mission, and strategic goals</p> <p><b>3c.</b> Continue and expand family engagement opportunities at the district and school level, e.g. parent university, curriculum nights, parent organizations.</p> <p><b>3d.</b> Seek community input in all major school district initiatives and improvement planning.</p>
<p><b>Performance Measures</b></p>	<ul style="list-style-type: none"> <li>● Track community engagement across multiple platforms e.g. social media, website, parent portal, etc. <b>(Assistant Superintendent of Administrative Services and Public Relations Team)</b></li> <li>● Collect evidence of new partnerships developed annually in support of student achievement and the district priorities. <b>(Assistant Superintendent of Administrative Services)</b></li> <li>● Collect evidence of community engagement opportunities at the district and school level (# of participants, effectiveness, events, etc.) <b>(Assistant Superintendent of Administrative Services)</b></li> <li>● Expand Superintendent Advisory Council to include Parent / Community and Students and collect agendas / minutes <b>(Superintendent)</b></li> <li>● School Council agendas and minutes <b>(Assistant Superintendent of Administrative Services)</b></li> </ul>
<p><b>Goal 4:</b></p>	<p><b>Foster a culture of creativity, innovation, and collaborative problem-solving</b></p>
<p><b>Action Steps:</b></p>	<p><b>4a.</b> Empower each school to design unique learning opportunities that meet the needs of their school community</p> <p><b>4b.</b> Engage learners through innovative teaching and learning practices to advance student achievement</p>

	<b>4c.</b> Create a collaborative environment that encourages academic risk taking and problem-solving
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li>● Track opportunities for students to have a voice across the district through focus groups, school-level advisories, etc. <b>(Superintendent’s Cabinet and Schools)</b></li> <li>● Collect evidence of innovative student experiences at all levels e.g. STEM, CTAE, Leader in Me, etc. <b>(Curriculum Department and Schools)</b></li> <li>● Utilize Impact Team visits to gather evidence and artifacts of innovative practices and continued collaboration through PLCs2.0 at the school level. <b>(Curriculum Department)</b></li> <li>● Collect evidence of innovative teaching practices through eleot2.0 and/or TKES observation data <b>(Curriculum Department and Schools)</b></li> <li>● Distribute and promote the ECSD Learner Profile in support of learner dispositions for success in school, career, and in life. <b>(Curriculum Department and Schools)</b></li> </ul>

## Strategic Goal Area: Teaching and Developing the Learner

Goal 5:	Provide Engaging, Student-Centered Learning Experiences
<b>Action Steps:</b>	<p><b>5a.</b> 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><b>5b.</b> 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><b>5c.</b> Create a K-12 district-wide literacy team to plan and develop strong readers, writers, and thinkers across content areas.</p> <p><b>5d.</b> Promote collaboration, problem-solving, creativity, and critical thinking through the intentional design of learning experiences.</p> <p><b>5e.</b> Incorporate student use of digital tools/technology to gather, evaluate, research and create work products/performances that reflect mastery of learning goals.</p>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li>● Collect evidence of quality teaching, learning, and professional collaboration (e.g. PLCs2.0, teacher evaluation, eleot 2.0 observation instrument, lesson exemplars, etc.) <b>(Curriculum Department and Schools)</b></li> <li>● Collect evidence of teacher clarity and student feedback (e.g. learning targets and success criteria, student conferencing practices, use of rubrics, goal setting, etc.) <b>(Curriculum Department and Schools)</b></li> <li>● Annual review of the K-12 Literacy Plan and implementation progress <b>(Curriculum Department and Literacy Teams)</b></li> <li>● Annual review of student growth and achievement on the Georgia</li> </ul>

	<p>Milestone Assessments (<b>Testing Department</b>)</p> <ul style="list-style-type: none"> <li>● Collect evidence on the use of digital tools /applications in support of lesson design for online/blended learning (<b>Curriculum Department and Technology Department</b>)</li> </ul>
<b>Goal 6:</b>	<b>Prepare Learners to be Future-Ready</b>
<b>Action Steps:</b>	<p><b>6a.</b> Provide opportunities for students to develop and demonstrate competencies, skills, and dispositions within the ECSD Learner Profile.</p> <p><b>6b.</b> Build positive relationships to create strong connections, accelerate academic achievement, and improve school climate.</p> <p><b>6c.</b> Promote a growth mindset and strong work habits to develop lifelong learners and future success</p> <p><b>6d.</b> 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><b>6e.</b> Provide focused career awareness and exploration, as well as work-based learning experiences and career pathway options, to assist students with future planning.</p>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li>● Track opportunities for students to have a voice across the district through focus groups, school-level advisories, etc. to promote the ECSD Learner Profile (<b>Superintendent, Curriculum Department, Schools, and Student Support Services</b>)</li> <li>● 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) (<b>Student Support Services</b>)</li> <li>● Collect evidence of strategic actions to address the social and emotional learning of students within schools. e.g. SEL lessons / student voice / advisement (<b>Student Support Services</b>)</li> <li>● Collect evidence of career exploration, the use of GA Futures for career planning, and expanded pathway options (<b>Student Support Services</b>)</li> <li>● Annual review of Graduation Rate, End of Pathway results, and pathway completion for all students (<b>Information Systems and CTAE Coordinator</b>)</li> </ul>
<b>Goal 7:</b>	<b>Increase Collective Capacity Through Professional Learning</b>
<b>Action Steps:</b>	<p><b>7a.</b> Develop a shared understanding of the teaching and learning expectations outlined in the ECSD Instructional Framework with enhanced guidance and support.</p> <p><b>7b.</b> 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.</p> <p><b>7c.</b> Provide relevant, meaningful, and sustainable professional learning with implementation follow-up to increase staff and student engagement.</p> <p><b>7d.</b> Provide targeted instructional coaching that may include, but is not limited to</p>

	<p>teacher modeling, micro-teaching, lesson study, peer coaching, and mentoring in all schools.</p> <p><b>7e.</b> Provide in-depth and on-going professional learning focused on best practices in reading and writing across all content areas and grade levels.</p>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li>● 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. <b>(Curriculum Department and Schools)</b></li> <li>● Collect evidence of opportunities for teachers and students to have a voice across the district through focus groups, school-level advisories, etc. <b>(Superintendent and Assistant Superintendent of Administrative Services)</b></li> <li>● Survey participants on the quality of the professional learning experience and plans for implementation. <b>(Curriculum Department and Schools)</b></li> <li>● Collect evidence of professional learning and instructional coaching impact through observations, student growth, and changes in teaching practice. <b>(Curriculum Department, Schools, Literacy Coaches, and Mathematics Coaches)</b></li> </ul>

## Strategic Goal Area: Learner Support Systems

<b>Goal 8:</b>	<b>Improve Organizational Operations</b>
<b>Action Steps:</b>	<p><b>8a.</b> Monitor and adjust inventory of buses and personnel required to meet safety and transportation demand</p> <p><b>8b.</b> Monitor and adjust equipment and personnel to effectively and efficiently provide nutritional meals for learners</p> <p><b>8c.</b> Construct and maintain facilities as needed to support the increased student population</p> <p><b>8d.</b> Ensure the safety of students and staff by maintaining and/or adjusting protocol as necessary</p> <p><b>8e.</b> Improve digital infrastructure at a level appropriate to increase organizational efficiency and communication and accelerate student achievement</p>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li>● 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.) <b>(Chief Operating Officer)</b></li> <li>● Review, on an ongoing basis, student enrollment and projected growth to maintain bus inventory, routes, personnel, food services, and facilities to serve our students. <b>(Chief Operating Officer, Assistant Superintendent of Administrative Services, and Transportation Department)</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Collect evidence of service requests for maintenance and technology both entered and completed. <b>(Chief Operating Officer and Technology Department)</b></li> <li>• Collect evidence of improving the technology infrastructure: wifi/internet capacity, device replacement cycle, student device access, usage reports, effectiveness. <b>(Technology Department)</b></li> </ul>
<b>Goal 9:</b>	<b>Maximize Use of Fiscal Resources</b>
<b>Action Steps:</b>	<p><b>9a.</b> Develop an annual budget and long-term financial plan to achieve the district’s strategic priorities to include community feedback</p> <p><b>9b.</b> Manage and distribute fiscal resources to maximize efficiency in support of our vision of <i>engaging learners for future success</i></p> <p><b>9c.</b> Monitor resource allocations through accurate, transparent financial reporting</p> <p><b>9d.</b> Audit for efficiency and adjust usage of financial resources based on priorities and need at all levels</p>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li>• Annual budget presentation to the BOE and community <b>(Finance Director)</b></li> <li>• Monthly budget reports to the BOE and community <b>(Finance Director)</b></li> <li>• Review of annual audit findings to the BOE and community <b>(Finance Director)</b></li> </ul>
<b>Goal 10:</b>	<b>Expand and Improve Learner-Centered Supports</b>
<b>Action Steps:</b>	<p><b>10a.</b> 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.</p> <p><b>10b.</b> Provide guidance and support to implement Multi-Tiered System of Support (MTSS)/ Response to Intervention (RTI) in schools with fidelity</p> <p><b>10c.</b> Review and update ECSD Code of Conduct to support restorative discipline practices</p> <p><b>10d.</b> Expand partnership with Effingham Health System to provide district-wide telemedicine health services for students and staff</p> <p><b>10e.</b> Provide and sustain onsite Mental Health services for students and staff across the district over time</p> <p><b>10f.</b> Continue professional learning on trauma-informed practices to embed within daily practice to meet the needs of the whole child.</p> <p><b>10g.</b> Review and adjust personnel to support student needs e.g. Counselors, School Social Workers, Interventionists, etc.</p> <p><b>10h.</b> Support schools in identifying and developing a mentoring program at each school (peer to peer, adult to peer)</p>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

	<p>(e.g. mental health, code of conduct, healthcare, discipline) <b>(Curriculum Department and Schools)</b></p> <ul style="list-style-type: none"> <li>● Administer and analyze data at the school level from universal screeners for academics and behavior to inform MTSS <b>(Curriculum Department and Schools)</b></li> <li>● Investigate the use of a district-wide mental health universal screener <b>(Student Support Services)</b></li> <li>● 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.) <b>(Student Support Services)</b></li> <li>● 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) <b>(Curriculum Department, Student Support Services and Schools)</b></li> <li>● Create an implementation plan to provide community based mental health services to students, staff and families. <b>(Student Support Services)</b></li> </ul>
<b>Goal 11:</b>	<b>Recruit, Maintain and Develop a High Quality Workforce</b>
<b>Action Steps:</b>	<p><b>11a.</b> Expand guidance and support for school administrators to enhance recruitment, hiring, and performance evaluation practices</p> <p><b>11b.</b> Seek and expand strategies for recruitment and retention of leaders, teachers, and staff</p> <p><b>11c.</b> Strengthen induction and mentoring for all new staff to focus on the district’s vision, mission, beliefs, and instructional framework.</p> <p><b>11d.</b> Provide staff at all levels of the organization with targeted professional learning to meet district strategic goals and priorities and their personal growth goals</p> <p><b>11e.</b> Promote the mental and physical health and wellness of all staff</p> <p><b>11f.</b> Increase workforce diversity to better reflect the student population</p> <p><b>11g.</b> Develop cultural competence, a shared set of beliefs, attitudes, and policies, to support our belief in respect for all</p>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li>● Collect evidence of recruitment, hiring and performance evaluation practices <b>(Human Resources Department)</b></li> <li>● Collect evidence of induction and mentoring (participation and effectiveness) <b>(Human Resources Department)</b></li> <li>● Collect evidence of targeted professional learning offered to all staff (participation and effectiveness) <b>(Curriculum Department and Human Resources Department)</b></li> <li>● Chart progress toward development of cultural competence through beliefs, attitudes, and policies. <b>(Human Resources Department)</b></li> </ul>