

# **Dodge County Schools**

**Dr. Susan W. Long  
Superintendent**



## ***Strategic Plan 2020-2025***

***Aligned with District Goal, SBOE Goals, GSBA Vision,  
and Cognia Quality Standards***



# *2020-2025 Strategic Plan*

## **Dodge County Schools**

### *Vision:*

**Educating today's students for tomorrow's world.**

### *Mission:*

**Making a Difference: Every Student. Every Day.**

### **Timeline**

#### **Year 1**

2020-2021

Create and Implement new strategic plan

Spring 2021

Collect Stakeholder input and review goals and progress towards completion/attainment.  
No student achievement data available due to Covid and suspension of testing

#### **Year 2**

Fall 2021

Present Balanced Scorecard information to Board of Education and update on website

Spring 2022

Collect Stakeholder input from annual stakeholder meeting, and review goals and progress towards completion/attainment.

Student achievement data is the first data collected post-Covid. All students were unable to test, so data may not be accurate or valid. 2022 testing is underway and will be available for comparison for 22-23.

#### **Year 3**

Fall 2022

Present Balanced Scorecard information to the Board of Education and update on the website. Share balanced scorecard with all staff, as well as share with schools to help in the development of 22-23 school improvement plans.

Spring 2023

Collect Stakeholder input from annual stakeholder meeting, and review goals and progress towards completion/attainment. 2023 testing is underway and will be available for comparison for 22-23.

#### **Year 4**

Fall 2023

Present Balanced Scorecard information to the Board of Education and update on the website. Share balanced scorecard with all staff, as well as share with schools to help in the development of 23-24 school improvement plans.

Spring 2024

Collect Stakeholder input from annual stakeholder meeting, and review goals and progress towards completion/attainment. 2024 testing is underway and will be available for comparison for 24-25. The 24-25 school year will be the final year in the 5 year plan.

#### **Year 5**

Fall 2024

Present Balanced Scorecard information to the Board of Education and update on the website. Share balanced scorecard with all staff, as well as share with schools to help in the development of 24-25 school improvement plans.

Spring 2025

Collect Stakeholder input from annual stakeholder meeting, and review goals and progress towards completion/attainment. 2025 testing is underway and will be available for comparison for 25-26. There will be a meeting in the late summer to share the data, goals, and information from the 2020-2025 DCSS Strategic Plan. After that meeting, the district will begin the process of developing a new 5-year plan.

# 2020-2025 Strategic Plan with Balanced Scorecard

## Dodge County Schools

### *Domain 1 (Leadership Capacity)*

**Purpose and Direction for Continuous Improvement in Governance, Leadership and Accountability**

**Goal 1**-Increase stakeholder involvement and feedback in the continuous improvement process with effective communication while building positive relationships (GVP 3.1, 3.2, 5.4, 7.3, 7.4; Cognia 1.3, 1.8, 1.10)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Engage in an annual comprehensive review of data and resources with all stakeholders represented to discuss the current strategic plan, develop a district improvement plan, review data, and provide meaningful feedback.  <i>(Meets/Progressing/Initial)</i>	Comprehensive Needs Assessment Meeting Agenda/Sign In Sheets School and District Improvement Plans Determining/Prioritizing Needs Tool	Superintendent Curriculum Director Special Education Director MTSS Director Federal Programs Director School Leadership team Representative of all stakeholder groups	Yearly

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
M	M	M	M	M	M	M		M	

Several Surveys sent throughout 20-21.

Stakeholder meeting to review perception data on 5/28/2021.

Stakeholder Meeting to review data and determine priorities March 2022

**Goal 2-**Create and maintain a strategic plan that is a living document using the Strategic School System waivers to base school and district performance expectations to take into account the district's needs, resources, and characteristics of the local community. (GVP 8.4; Cognia 1.1, 1.2)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Annually review the vision, mission, and beliefs of the school system with all stakeholders through meetings, media outlets, and posted images/signs. <i>(Meets/Progressing/Initial)</i>	Faculty meeting agendas Signs Announcement scripts Pictures	District and school administrators	Yearly

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
M	M	M	M	M	M	M		M	

Action Step B	Artifacts/Evidence	Person(s) responsible	Timeline
Each school will conduct an annual analysis of student achievement in accordance with the Strategic Waiver Systems contract with the Georgia Department of Education and Governor's Office of Student Achievement to identify areas of improvement at each school. <i>100%=All schools 20% per school</i>	Meeting Agendas/Sign In Sheets Student Achievement Data School Improvement Plans Longitudinal GRASP data	Superintendent MTSS Director Administrators School leadership teams	Yearly

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
20	100	40	100	60	100	80		100	

2022-2023 Planning meeting was held in Spring 2022. Data was collected and used to develop the FY23 CLIP. Data was also collected to update the Balanced Scorecard. Each school collects sign in sheets and meeting agendas for individual school meetings and plans. Other sign in sheets and plans are on file at the central office.

**Goal 3-**Establish and ensure adherence to policies that are designed to support system effectiveness through a commitment to the vision, mission, beliefs, and purpose of Dodge County Schools. (Cognia 1.4, 1.5)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Review existing policies regularly at Annual Stakeholder meeting and BOE Meetings <i>(Meets/Progressing/Initial)</i>	Board Meeting Agendas and Minutes	Superintendent and Board Members	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
M	M	M	M	M	M	M		M	

Action Step B	Artifacts/Evidence	Person(s) responsible	Timeline
Consider establishing new policies as a result of administrative recommendation and/or legislative initiatives <i>(Meets/Progressing/Initial)</i>	Board Meeting Agendas and Minutes Administrative Requests Legislative Updates	Superintendent and Board Members	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
M	M	M	M	M	M	M		M	

**Policies adopted FY21: Public participation and Teacher Evaluation**

Action Step C	Artifacts/Evidence	Person(s) responsible	Timeline
Involve school leadership teams in at least one work session per year to discuss successes, challenges, and needs evident by data collections and student achievement. <i>100% Completion=All schools 20% per school if all complete at school level</i>	Board Meeting Agendas and Minutes Presentation material Data Collection	Superintendent Curriculum Director Administrators School Leadership Teams	Yearly

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
20	0	40	80	60	100	80		100	

9/9/2021-NDES, SDES  
10/14/21-DCMS/DCHS  
DAC did not present

22/23- All Schools Presented  
23/24-

**Goal 4-** Identify potential leaders and prepare current leaders for continued leadership effectiveness. (GVP 6.2, 6.5; Cogna 1.9)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Establish processes for identifying potential leaders and maintain a database to insure leadership continuity. <i>100% Completion=All schools</i> <i>20% per school if all complete at school level</i>	Active list of participants Professional Learning Documentation Duties and Job Description per school for Lead teachers, WIN/PBIS grade level chairs, WIN/PBIS School Coaches, Admin interns	Curriculum Director MTSS Director Administrators Administrative Interns	Yearly

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
20	100	40	80	60	80	80		100	

22/23- DCMS did not have an intern

Action Step B	Artifacts/Evidence	Person(s) responsible	Timeline
Provide internal and/or external training for leaders. <i>100% Completion=All schools</i> <i>20% per school</i>	Active list of participants Professional Learning Documentation Duties and Job Description per school	Curriculum Director MTSS Director Administrators Administrative Interns	Yearly

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
20	100	40	80	60	80	80		100	

22/23-DCMS did not have an intern

**4a- 13 Aspiring Leaders Candidates with Dr. Mark Wilson (DCMS did not have an intern in 21-22)**

**4a- Administrative Interns at each schools**

**4b-GAEL, Weekly Principal Meetings**

**Administrative Retreat-July 2022**

# **Domain 11 (Learning Capacity)-**

## **Teaching and Assessing for Learning for Student Success**

**Goal 1-**Create and promote a culture of learning that helps students develop attitudes, beliefs, and skills needed for a successful future through creativity, innovation and collaborative problem-solving. (GVP 2.1, 3.2, 4.1, 5.1, 8.1, 8.2; Cognia 1.7, 2.2, 2.3, 2.4)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Create a positive school culture using PBIS motivational strategies, student programs, and career goals to establish high expectations for behavioral and academics excellence. <i>(Meets/Progressing/Initial)</i>	PBIS Lesson Plans Meeting Agendas Newspaper recognition Staff/Student surveys SAS/TFI for PBIS School/Classroom Matrices	MTSS Director Administrators Teachers	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
M	M	M	M	M	M	M		M	

2022-Conducted school surveys with staff, Administrators took input and reviewed over the summer. They met with their leadership teams to discuss ways to implement changes to increase the school culture and climate. Increasing the climate is also part of the 22-23 TKES goals for all staff.

**Goal 2-** Ensure that each Dodge County School provides high-quality instruction aligned with state standards that prepares learners for the next level. (GVP 3.5; 4.3 Cogna 2.5, 2.6)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Increase percentage of students scoring <b>proficient or higher</b> in Math, ELA, Science, and Social Studies in all grades tested. (EOC/EOG) <b>*SPRING 2022 WILL BE NEW BASELINE</b>	Lesson Plans Pacing Guides/Curriculum Maps Student Achievement Data Universal Screener Data PLC agendas and sign in sheets	Curriculum Director Testing Director Administrators Teachers	Ongoing

Color Codes (Flags)	Did not meet or improve	Met previous percentages (within 3%)	Exceeding by more than 3%
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ELA Testing Georgia Milestone Assessment	2021 (Level 3 and 4)		2022 (Level 3 and 4)		2023 (Level 3 and 4)		2024 (Level 3 and 4)		2025 (Level 3 and 4)	
	2019	2021	Spring	Target	Spring	Target	Spring	Target	Spring	Target
SDES- 3rd	24	18	12%		27					
SDES- 4th	25	20	2%		21					
SDES- 5th	26	34	23%		29					
NDES- 3rd	32	15	31%		32					
NDES- 4th	36	24	28%		27					
NDES- 5th	25	37	44%		34					
DCMS- 6th	40	29	26%		26					
DCMS- 7th	27	17	22%		24					
DCMS- 8th	42	35	21%		30					
DCHS- American Lit	29	19	23%		19					

Math Testing Georgia Milestone Assessment	2021 (Level 3 and 4)		2022 (Level 3 and 4)		2023 (Level 3 and 4)		2024 (Level 3 and 4)		2025 (Level 3 and 4)	
	2019	Current	Spring	Target	Spring	Target	Spring	Target	Spring	Target
SDES- 3rd	36	18	22%		38					
SDES- 4th	26	20	30%		31					
SDES- 5th	30	20	16%		21					
NDES- 3rd	46	20	36%		43					

NDES- 4th	52	28	32%		41				
NDES- 5th	43	27	32%		32				
DCMS- 6th	29	12	11%		17				
DCMS- 7th	35	12	21%		18				
DCMS- 8th	13	26	18%		25				
DCHS- Algebra 1	38	3	7%		8				

Science Testing Georgia Milestone Assessment	2021 (Level 3 and 4)		2022 (Level 3 and 4)		2023 (Level 3 and 4)		2024 (Level 3 and 4)		2025 (Level 3 and 4)	
	2019	Current	Spring	Target	Spring	Target	Spring	Target	Spring	Target
SDES-5th	35	30	22%		27					
NDES-5th	30	34	39%		28					
DCMS-8th	13	37	19%		29					
DCHS-Biology	45	26	23%		48					

Social Science Testing Georgia Milestone Assessment	2021 (Level 3 and 4)		2022 (Level 3 and 4)		2023 (Level 3 and 4)		2024 (Level 3 and 4)		2025 (Level 3 and 4)	
	2019	Current	Spring	Target	Spring	Target	Spring	Target	Spring	Target
DCMS-8th	30	21	22%		22					
DCHS-US History	47	20	32%		23					

\*New targets will be released in FY23

Action Step B	Artifacts/Evidence	Person(s) responsible	Timeline
Increase percentage of students to graduate on time (DAC/DCHS)	CCRPI report Graduation Rate (4 Year Cohort)	District Admin School Admin Teachers	Yearly

As of 8/24/2022, the FY22 graduation data has not been released.

Groups and Subgroups	2021	2022	2023	2024	2025
	20-21	21-22	22-23	23-24	24-25
All Students-DCHS	90	95.5			
All Students-DAC	53.81	44.3			
American Indian/Alaskan-DCHS	N/A	N/A			
Asian/Pacific Islander-DCHS	TFS	N/A			

Black-DCHS	90	95.83%			
Econ Disadvantage-DCHS	90	95.34%			
Hispanic-DCHS	90				
Limited-English-DCHS	TFS	TFS			
Multi-Racial-DCHS	TFS	TFS			
SWD-DCHS	84.62	86.96%			
White -DCHS	90	94.59%			

**TFS-Too Few Students**

**Each school has its own graduation rate that can be reviewed at <http://ccrpi.gadoe.org>**

**Goal 3-** Monitor, assess, and adjust instruction to meet individual learners’ needs, learning progress, and the district’s learning expectations using formative and summative data. (GVP 4.2; 4.4; 5.1; 5.2; 5.3; Cognia 2.7, 2.9, 2.11)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Identify and implement alternative instructional models to address needs and concerns of parents, students, and stakeholders, especially during emergency situations. <i>100% Completion=All schools 20% per school if all complete at school level</i>	eLearning Plans Infectious Disease Plan Assessment data Data Folders Lesson Plans Diagnostic Data Intrinsic Behavior Screeners and Interventions	District Safety Director Safety Teams MTSS Director Administrators Teachers	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
20	M-100	40	100	60	100	80		100	

Action Step B	Artifacts/Evidence	Person(s) responsible	Timeline
Teachers will participate in data meetings to discuss Academic and Behavioral instruction and strategies for whole grade and individual student success <i>100% Completion=All schools 20% per school if all complete at school level</i>	Meeting Agendas/Sign in sheets Lesson Plans Academic Data Behavioral Data (IB) Screener Data RTI Folders REP Class data	MTSS Director Curriculum Director Special Education Director Administrators Teachers	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
20	M-100	40	100	60	100	80		100	

**Goal 4-** Continuously assess educational programs and organizational conditions to improve student learning. (GVP 4.2; 5.1; 6.2; Cognia 1.11, 2.12, 2.10)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Gather district/school data and conduct yearly surveys to collect data on what programs are being used and what programs are viewed as most effective to classroom teachers. <i>100% Completion=All schools</i> <i>20% per school if all complete at school level</i>	Educational Program Survey Collaborative planning minutes PBIS Walk throughs MTSS Annual Fidelity Check	Curriculum Director MTSS Director Federal Programs Director Instructional Technology Specialist	Yearly

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
20	M-100 responses	40	100	60	100	80		100	

**Goal 5-** Provide programs and services for learners’ educational future and career planning. (GVP 3.2; Cognia 2.8)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Implement activities and events that promote career planning through College and Career Fairs, Capstone programs, Advisement sessions, Parent Night, Work Based Learning, Connection Classes.  <i>100% Completion=All schools 20% per school if all complete at school level</i>	Social Media Calendars Meeting/Event Sign in Sheets Community Support in Newspaper Transition Plans REACH Scholarship Lesson plans Reality U	Counselors Teachers Administrators Community Members	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL	TARGET	ACTUAL
20	20-DCHS	40	40- HS, MS	60	40- HS, MS	80		100	

# **Domain III (Resource Capacity)-**

## **Resources for Fiscal and Human Capital**

**Goal 1-** Establish funding priorities to meet human resource and financial management needs. (GVP 3.6, 6.1, 9.1, 9.2, 9.6; Cognia 3.8)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
The district will prioritize funding to ensure adequate instructional resources. <i>(Fund balance: % operational reserve)</i>	RAMP-Resource Allocation Methodology Plan Monthly Financial Reports Annual Budget	Superintendent Federal programs Director CFO	Yearly

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
100%	100	100	100	100	100				

Action Step B	Artifacts/Evidence	Person(s) responsible	Timeline
Maintain effective, responsible, and ethical business practices and practice ethical and responsible financial management practices in order to provide for the needs of students, faculty, and staff. <i>(Fund balance: % operational reserve)</i>	State and Federal Audit Report Positive Fund Equity Balance SPLOST Cash Flow Report Federal Grant Quarterly Update Federal Grant Budgets approved at all levels	Superintendent CFO Board members	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
100	100	100	100	100	100				

**Goal 2-**Implement and demonstrate planning processes for long-range strategic resource management of budgets, facilities, and other organizational needs in support of the district’s purpose and direction. (Cognia 3.7)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Ensure a safe and secure environment for teaching and learning.	School Climate Surveys Climate Star Ratings 5 Year Facility Plan	School Admin Director of SIS Maintenance Dept	Ongoing

	2021		2022		2023		2024		2025	
	TARGET	ACTUAL								
SDES	5 Star		5 Star							
NDES	5 Star		5 Star							
DCMS	5 Star		5 Star							
DCHS	5 Star		5 Star							
DAC	5 Star		5 Star							

\*No Star rating for FY22 and FY23

Action Step B	Artifacts/Evidence	Person(s) responsible	Timeline
Evaluate facilities to assess the status of instructional space, common service areas, mechanical platforms, and athletic facilities to identify emerging needs, and revise Local Facilities Plan as needed. <i>(Meets/Progressing/Initial)</i>	5-Year Facilities plan Board Meeting Minutes	Superintendent CFO Maintenance Director Board Members	Yearly

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
M	P	M	P	M	P	M		M	

2022-Paving, Roofing, Athletic Facilities

2023- Roofing, Paving, Athletics, Auditorium, HVAC

Action Step C	Artifacts/Evidence	Person(s) responsible	Timeline
Evaluate facilities to assess the status of instructional space, common service areas, mechanical platforms, and athletic facilities to identify emerging needs <i>(Meets/Progressing/Initial)</i>	Local Guidance Manuals Meeting/training agendas and sign in sheets	School and District Safety Committees	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL								

M	P	M	M	M	M	M		M	
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**Goal 3--**Provide induction, mentoring, and coaching programs to ensure all staff have the knowledge and skills to improve student performance and organizational effectiveness. (GVP 6.1, 6.2, 6.3, 6.4; Cognia 1.6, 3.3)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Continue to utilize Georgia’s Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES) to assess and support teachers and leaders. <i>100% Completion=All schools 20% per school if all complete at school level</i>	TKES/LKES Documentation Summative evaluations Sign In Sheets of Orientation and Conferences	Superintendent Director of Student Records / Teacher Support Services Administrators	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
100	80	100	100	100	100	100		100	

DAC began TKES for 21-22

Action Step B	Artifacts/Evidence	Person(s) responsible	Timeline
Continue support for induction phase teachers through mentoring and training. <i>100%=All schools induction teachers complete Each school=20%</i>	Induction Teacher List Induction Program Documents List of Mentor Teachers	Curriculum Director Administrators Mentor Teachers	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
20	M-100%	40	100	60	100	80		100	

**Goal 4--Build capacity of continuous improvement through meaningful professional learning. (GVP 5.2; Cognia 3.1, 3.2)**

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Use evaluation results to provide additional training as necessary. <i>100% Completion=All schools 20% per school if all complete at school level</i>	Professional Learning Evaluations (green sheets) Survey Data Teacher/Staff Feedback	Curriculum Director Special Education Director Federal Programs Director Administrators	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
20	M-100%	40	100	60	100	80		100	

Action Step B	Artifacts/Evidence	Person(s) responsible	Timeline
Provide numerous opportunities to all staff to participate in job-embedded, job -specific professional learning provided by the district, RESA, DOE, and other organizations. <i>(Meets/Progressing/Initial)</i>	Sign in sheets Professional Leave Forms Redelivery Notes/Agendas	Curriculum Director Special Education Director Federal Programs Director MTSS Director Administrators Teachers	Ongoing

\*The big 3 implemented 20/21

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
M	P	M	P	M	M	M		M	

Professional learning outside of the school has been limited due to Covid. Regular practices will begin in 22-23.

Action Step C	Artifacts/Evidence	Person(s) responsible	Timeline
Utilize student achievement results and survey data to identify needs for professional learning opportunities. <i>(Meets/Progressing/Initial)</i>	CCRPI Data Student Achievement Data Professional Leave Forms End of year/MTSS Teacher Feedback Survey	Curriculum Director MTSS Director Administrators Teachers	Ongoing

Professional learning outside of the school has been limited due to Covid. Regular practices will begin in 22-23.

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
M	P	M	P	M	M	M		M	

**Goal 5--**Provide and integrate technological and informational resources into all aspects of educational processes to improve and support professional practices, student achievement, and organizational effectiveness. (GVP 4.2, 5.2; Cognia 3.5, 3.6)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Maintain and update network infrastructure, processing capability, and storage capacity. <i>(Meets/Progressing/Initial)</i>	Purchase Orders Technology Data Access Point Report Extreme IQ Reports	Technology Department	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
M	P	M	P	M	M	M		M	

Action Step B	Artifacts/Evidence	Person(s) responsible	Timeline
Increase student access to wireless devices by developing and implementing a 1:1 plan, and maintain with up to date technology once 1:1 is met <i>100%=All schools are 1:1 Each school 1:1=20%</i>	Technology Plan Inventory List	Superintendent Technology Director Federal Programs Director CFO	Yearly

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
20	M-100%	40	100	60	100	80		100	

Approved- 3/11/2021

Action Step C	Artifacts/Evidence	Person(s) responsible	Timeline
Provide professional training based on technology needs <i>(Meets/Progressing/Initial)</i>	Surveys, staff perception data, or through student achievement data.	Curriculum Director Technology Department	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
M	M	M	M	M	M	M		M	

Chromebook and eLearning PL with J. Lee

Action Step D	Artifacts/Evidence	Person(s) responsible	Timeline
Increase cyber security protocol for students and staff yearly. <i>(Meets/Progressing/Initial)</i>	Analytic data Surveys	Technology Department	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
-	-	-	-	M	P	M		M	

Action Step E	Artifacts/Evidence	Person(s) responsible	Timeline
Evaluate and update methods of communication with parents, students, staff, and stakeholders <i>(Meets/Progressing/Initial)</i>	Analytic data Surveys	Technology Department	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
-	-	-	-	M	P	M		M	

**Goal 6--**Attract, grow, and retain qualified personnel in order to meet the district purpose and direction. (GVP 6.1; 6.3; Cogna 3.4)

Action Step A	Artifacts/Evidence	Person(s) responsible	Timeline
Provide a competitive benefits package for all employees <i>(Meets/Progressing/Initial)</i>	Job Postings Insurance Correspondence Benefits Package	CFO Human Resources	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
M	M	M	M	M	M	M		M	

Action Step B	Artifacts/Evidence	Person(s) responsible	Timeline
Attend local job fairs to recruit diverse and qualified staff. <i>(Meets/Progressing/Initial)</i>	Job Fair Agendas and Bulletins Sign In Sheets Registration	Superintendent Human Resources Curriculum Director Administrators Special Education Director	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
M	P	M	P	M	P	M		M	

Action Step C	Artifacts/Evidence	Person(s) responsible	Timeline
Develop a partnership with colleges and universities to mentor student teachers and other teacher candidates preparing to enter the workforce. <i>(Meets/Progressing/Initial)</i>	Correspondence with colleges and Universities Memorandum of Understanding	Superintendent Curriculum Director Administrators	Ongoing

2021		2022		2023		2024		2025	
TARGET	ACTUAL								
M	M	M	M	M	M	M		M	

# *2020-2025 Strategic Plan*

## **Dodge County Schools**

### **Appendices**

#### *The Georgia Vision Project for Public Education-GSBA*

##### **2.0 General**

2.1 Promote public education as the cornerstone of American democracy by publicizing student and school successes through all available media.

##### **3.0 Early Learning and Student Success**

3.1 Create in each county of the state an early learning partnership that includes all public and private human service organizations.

3.2 Create public-private partnerships in local communities between local businesses and educational and human services organizations for the purpose of supporting early childhood initiatives that address healthy child/family development and economic benefits to the community.

3.3 Adopt a statewide awareness and engagement initiative to ensure that high-quality early childhood education is a top priority for the state.

3.4 Provide opportunities for all children from birth to five-years-old to participate in high quality learning experiences that are designed to promote all aspects of a child's development, whether provided by families in the home or through a licensed public or private program.

3.5 Align developmental and academic standards for all children ages birth through 8 years old to provide a continuity of learning experiences and personal growth.

3.6. Ensure adequate financial support for the implementation of quality programs for all young children.

##### **4.0 Teaching and Learning**

4.1 In order to provide an environment where students learn best, ensure that teachers work and plan together, learn and share effective teaching practices, and are provided support for their on-going learning.

4.2 In order to provide an environment where students learn best, ensure that teachers use a variety of technologies to teach and measure what students know and can do.

4.3 In order to provide an environment where students learn best, ensure that teachers teach challenging and problem-solving lessons that are flexible enough to meet the interests and needs of individual students.

4.4 In order to provide an environment where students learn best, ensure that teachers use varied measures to determine what students know and can do.

##### **5.0 Teaching and Learning Resources**

5.1 Evaluate and utilize the most effective instructional models and learning supports (i.e. digital, blended, competency, virtual, etc.) implemented by school districts.

5.2 Ensure full integration of current technology and training into the classroom.

5.3 Continue to develop and maintain a comprehensive data system for monitoring student progress (Pre-K--12) and making decisions to improve educational practice.

5.4 Develop partnerships with business, industries, public agencies and the community to promote shared use of services and facilities.

## **6.0 Human and Organizational Capital**

6.1 Identify and recruit the most talented candidates into teacher preparation programs.

6.2 Continuously evaluate the effectiveness of teacher and leader preparation programs.

6.3 Collaborate with the Georgia Professional Standards Commission, the Georgia Department of Education and other credentialing agencies to provide comprehensive strategies to find, grow and keep the most talented educators.

6.4 Evaluate the effectiveness and viability of the pilot teacher and leader compensation programs.

6.5 Organize personnel, distribute leadership and implement processes that maximize student learning.

## ***GSBA Strategic Planning Goals***

### **Goal Area 1: Governance Team Effectiveness**

- Build high performing governance teams
- Promote implementation of an effective strategic plan that creates a unified direction
- Promote a safe environment that enhances student success

### **Goal Area 2: Public Support**

- Increase community engagement and improve the perception of and support for public education
- Increase our effectiveness and influence with state policymakers

### **Goal Area 3: Operations**

- Engage the board in effective governance practices
- Build a climate and culture that unites our staff, leverages their strength, and develops their capacity
- Ensure the efficient use of resources to maximize our time and capacity to deliver superior services and support to meet the needs of our members.

## ***Advanced Domains and Standards for System Review***

### **Leadership Capacity Domain**

*The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.*

Standard 1.1: The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.

Standard 1.2: Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learners.

Standard 1.3: The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

Standard 1.4: The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.

Standard 1.5: The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.

Standard 1.6: Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.

Standard 1.7: Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

Standard 1.8: Leaders engage stakeholders to support the achievement of the system's purpose and direction.

Standard 1.9: The system provides experiences that cultivate and improve leadership effectiveness.

Standard 1.10: Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.

Standard 1.11: Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.

### **Learning Capacity Domain**

*The impact of teaching and learning is the primary expectation of every system and its institutions. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.*

Standard 2.1: Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.

Standard 2.2: The learning culture promotes creativity, innovation and collaborative problem-solving.

Standard 2.3: The learning culture develops learners' attitudes, beliefs and skills needed for success.

Standard 2.4: The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.

Standard 2.5: Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

Standard 2.6: The system implements a process to ensure the curriculum is aligned to standards and best practices.

Standard 2.7: Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.

Standard 2.8: The system provides programs and services for learners' educational future and career planning.

Standard 2.9: The system implements processes to identify and address the specialized needs of learners.

Standard 2.10: Learning progress is reliably assessed and consistently and clearly communicated.

Standard 2.11: Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

Standard 2.12: The system implements a process to continuously assess its programs and organizational conditions to improve student learning

### **Resource Capacity Domain**

*The use and distribution of resources align and support the needs of the system and institutions served. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so that the needs of the system are adequately and effectively addressed. The utilization of resources include support for professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, and system effectiveness*

Standard 3.1: The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.

Standard 3.2: The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

Standard 3.3: The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

Standard 3.4: The system attracts and retains qualified personnel who support the system's purpose and direction.

Standard 3.5: The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

Standard 3.6: The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.

Standard 3.7: The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.

Standard 3.8: The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.