

# Effingham County School District Strategic Plan DRAFT

## Our Vision:

Honoring Tradition. Shaping the Future.

## Our Mission:

Make every moment count because every student matters.

## ECSD believes in:

<b>T</b>	<b>Together We Grow</b>
<b>R</b>	<b>Relationships Matter</b>
<b>A</b>	<b>Authentic Engagement</b>
<b>D</b>	<b>Developing Lifelong Learners</b>
<b>I</b>	<b>Innovation to Inspire</b>
<b>T</b>	<b>Trust and Transparency</b>
<b>I</b>	<b>Inclusive and Safe Community</b>
<b>O</b>	<b>Opportunity for All</b>
<b>N</b>	<b>Nurturing Values for Success</b>



## Strategic Goal Area: CULTURE for Learning

<b>Goal 1:</b>	<b>Ensure a culture that prioritizes the well-being of all.</b>
<b>Action Steps:</b>  Reflecting COGNIA Standards 1, 2, 3, 7, 12,	<p><b>1a.</b> The District Wellness Committee will oversee school-based wellness initiatives, trauma-informed training, and a clear mental health referral process while actively promoting state, district, and community resources.</p> <p><b>1b.</b> The District Wellness Committee will establish and sustain a district-wide well-being monitoring system by clearly defining well-being, routinely reviewing wellness practices, using multiple data sources.</p>

13, 24	<p><b>1c.</b> Implement a comprehensive, tiered student well-being support system to provide targeted academic, behavioral, and mental health supports through expanding access to counseling and mentoring, ensuring consistent referral processes.</p> <p><b>1d.</b> Foster safe, respectful, and engaging classroom environments that promote academic risk-taking and prepare students with life skills and future-ready competencies.</p> <p><b>1e.</b> Ensure consistent, inclusive family engagement opportunities by providing equitable language access, strengthening community partnerships, and maintaining welcoming, safe, and accessible schools.</p>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Academic records</li> <li><input type="checkbox"/> Behavioral records</li> <li><input type="checkbox"/> Attendance data</li> <li><input type="checkbox"/> Staff and Student Climate Surveys</li> <li><input type="checkbox"/> MTSS, PBIS, and SEL</li> <li><input type="checkbox"/> District Staff Well-Being and Mentorship Framework</li> <li><input type="checkbox"/> Parent feedback surveys</li> <li><input type="checkbox"/> Safety walkthroughs</li> </ul>
<b>Goal 2:</b>	<b>Foster opportunities for students to engage in meaningful relationships.</b>
<p><b>Action Steps:</b></p> <p>Reflecting COGNIA Standards 1, 2, 3, 8, 12, 14</p>	<p><b>2a:</b> Maintain student advisory councils at the school and district levels to strengthen peer-to-school connections and ensure student perspectives inform decision-making.</p> <p><b>2b:</b> Implement intentional practices so each student is meaningfully connected to at least one trusted staff member who supports their academic, social, and emotional growth.</p> <p><b>2c:</b> Develop and sustain a variety of peer mentoring opportunities across grade levels to foster positive relationships, belonging, and leadership among students.</p> <p><b>2d:</b> Ensure equitable access to extracurricular activities and organizations that connect students through shared interests and promote collaboration, inclusion, and community.</p>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School and district advisory council minutes and agendas.</li> <li><input type="checkbox"/> School-level mentorship rosters, program overview, event artifacts</li> <li><input type="checkbox"/> School advisement, mentorship, Instructional Focus Data</li> <li><input type="checkbox"/> Climate surveys, other district and school student feedback surveys</li> <li><input type="checkbox"/> Extracurricular program and club bylaws, organizational plans, event artifacts</li> <li><input type="checkbox"/> Perception data (face-to-face and written/digital)</li> </ul>

## Strategic Goal Area: ENGAGEMENT in Learning

<b>Goal 3:</b>	<b>Integrate student-centered, data-focused learning practices to drive innovation and collaborative problem-solving.</b>
<b>Action Steps:</b>  Reflecting COGNIA Standards 18, 21, 22, 23, 29	<ul style="list-style-type: none"> <li>● Establish a routine cycle where instructional teams analyze formative and summative assessment data to identify student learning gaps and adjust instructional strategies to meet individual needs.</li> <li>● Design instructional units that require students to collaborate and propose innovative solutions to real-world problems. These units can include, but are not limited to, interdisciplinary, problem-based or project-based learning.</li> <li>● Deliver professional development sessions to support the implementation of student-centered instructional methodologies and effective use of classroom technology to facilitate creativity and collaboration.</li> </ul>
<b>Performance Measures</b>	<input type="checkbox"/> Learning Walk Data <input type="checkbox"/> Formative Data <input type="checkbox"/> Summative Data <input type="checkbox"/> PLC Data <input type="checkbox"/> Sampling of Interdisciplinary Unit Logs
<b>Goal 4:</b>	<b>Immerse learners in an environment that promotes autonomy and accountability for academic progress.</b>
<b>Action Steps:</b>  Reflecting COGNIA Standards 17, 19, 20, 21	<ul style="list-style-type: none"> <li>● Equip educators with the skills to guide students in actively developing resilience and adopting a growth mindset, emphasizing student-led feedback and self-assessment practices.</li> <li>● Increase student ownership of future pathways by integrating real-world skills across all content areas and empowering students to choose and lead career exploration events and community professional interactions.</li> <li>● Empower all students to take ownership of their learning through clear learning targets, success criteria, voice, choice, reflection, and meaningful engagement.</li> </ul>
<b>Performance Measures</b>	<input type="checkbox"/> Professional Learning Log <input type="checkbox"/> 8-12 CTAE Expo Participation <input type="checkbox"/> Rising Freshman Road Map <input type="checkbox"/> 9-12 ECSD Course Guide <input type="checkbox"/> Rising Freshman Night <input type="checkbox"/> Community Partners <input type="checkbox"/> 6-12 CTAE Pathway Night <input type="checkbox"/> Work-Based Learning <input type="checkbox"/> Workforce PhD

	<input type="checkbox"/> Dual Enrollment <input type="checkbox"/> Career/ Reality/PROBE Fairs <input type="checkbox"/> Job Shadow Days <input type="checkbox"/> Lesson Plan Sampling (Incorporation of student choice) <input type="checkbox"/> Student Journal Sampling <input type="checkbox"/> Project/Problem-Based Learning Opportunities Sampling
<b>Goal 5:</b>	<b>Provide equitable learning experiences that equip students with skills for a diverse and dynamic world.</b>
<b>Action Steps:</b>  Reflecting COGNIA Standards 16, 17, 18, 19, 22	<ul style="list-style-type: none"> <li>● Complete an annual review of instructional materials (curriculum, texts, and media) to ensure they are culturally responsive, represent diverse perspectives, and reflect the global community (Cognia Standard 16).</li> <li>● Consistently monitor and proactively design instruction and assessments that provide flexible means of engagement, representation, and action/expression, ensuring access for all learners.</li> <li>● Systematically embed key future ready skills, such as financial literacy, and media literacy, into non-elective coursework to ensure all learners are prepared to navigate modern civic and economic life.</li> </ul>
<b>Performance Measures</b>	<input type="checkbox"/> Digital Resource Evaluation (District) <input type="checkbox"/> Resource Adoption Process <input type="checkbox"/> CIA Creation/Revision Process <input type="checkbox"/> Unit Writing/Revision Process <input type="checkbox"/> Vector Solutions Modules (6-12) <input type="checkbox"/> SubGroup Data (Access for all Learners)
<b>Goal 6:</b>	<b>Develop digital literacy and citizenship skills to use technology responsibly, safely, and effectively.</b>
<b>Action Steps:</b>  Reflecting COGNIA Standards 18, 19, 23	<ul style="list-style-type: none"> <li>● Integrate digital literacy and Artificial Intelligence (AI) lessons across grade levels that teach students how to find, evaluate, and use information effectively.</li> <li>● Provide explicit instruction in digital citizenship, including online safety, privacy, ethical behavior, Artificial Intelligence (AI) use, and responsible communication.</li> <li>● Offer staff resources and professional development to model and reinforce digital literacy and citizenship skills in the classroom.</li> </ul>
<b>Performance Measures</b>	<input type="checkbox"/> 6-12 Vector Solutions Modules <input type="checkbox"/> Survey Results <input type="checkbox"/> Walkthrough Data - Technology Integration <input type="checkbox"/> Sampling of Lesson Documentation <input type="checkbox"/> Sampling of Student AI Module Data <input type="checkbox"/> Safety Resource Availability to Stakeholders

## Strategic Goal Area: GROWTH in Learning

<b>Goal 7:</b>	<b>Improve academic rigor, equitable teaching practices, and enrichment opportunities</b>
<b>Action Steps:</b>  Reflecting COGNIA Standards 25, 26, 30, 31	<ul style="list-style-type: none"> <li>● Evaluate instructional programs and digital resources using a common ECSD protocol and rubric.</li> <li>● Provide professional learning opportunities for               <ul style="list-style-type: none"> <li>○ hands-on activities and real-world applications to deepen understanding and engage students’ diverse interests.</li> <li>○ empowering students to monitor their own learning processes and use feedback to refine their work</li> <li>○ using high-impact, action-researched teaching methods to engage all learners.</li> </ul> </li> <li>● Refine the district assessment system to reflect high-quality performance tasks and consistent scoring practices to strengthen academic rigor, monitor equity across student groups, and inform instruction and enrichment opportunities.</li> </ul>
<b>Performance Measures</b>	<input type="checkbox"/> ECSD Digital Resource Evaluation Protocol and Rubric <input type="checkbox"/> Walkthrough data <input type="checkbox"/> Sample Lesson Plans <input type="checkbox"/> Sample PLC minutes <input type="checkbox"/> CIA, Mid-Unit, PBA, and LEOCT District Plan
<b>Goal 8:</b>	<b>Broaden opportunities to support all learners in pursuing individual goals and interests</b>
<b>Action Steps:</b>  Reflecting COGNIA Standards 4, 14, 17, 19, 20, 24, 27, 28	<ul style="list-style-type: none"> <li>● Expand pathways that align academic options, enrichment, and career exploration to individual student goals and interests.</li> <li>● Increase student voice and choice through structured goal-setting, advisory supports, and flexible learning opportunities.</li> <li>● Ensure equitable access to extracurricular opportunities by reviewing participation data and addressing barriers for all student groups.</li> <li>● Provide district, community, and peer partnerships to allow a broader range of meaningful, interest-based learning experiences.</li> </ul>
<b>Performance Measures</b>	<input type="checkbox"/> Sample of student graduation plan <input type="checkbox"/> Sample of extracurricular lists <input type="checkbox"/> Sample of extracurricular participation data <input type="checkbox"/> Samples of sign-in sheet, agenda, or lesson plans that include peer partnerships <input type="checkbox"/> Sample of Student Council and/or Student Ambassador meeting minutes <input type="checkbox"/> Student Advisory Meeting Minutes

<b>Goal 9:</b>	<b>Strengthen our collective impact by making professional learning relevant, versatile, and directly applicable to identified needs.</b>
<b>Action Steps:</b>  Reflecting COGNIA Standards 5, 6, 29	<ul style="list-style-type: none"> <li>● Conduct a comprehensive needs assessment to develop a districtwide professional learning roadmap.</li> <li>● Develop flexible, differentiated, multi-format professional learning options aligned to district priorities and future-ready practices.</li> <li>● Offer professional learning and coaching cycles aligned to district and student needs.</li> <li>● Sustain and strengthen professional learning communities to foster collaboration, continuous improvement, and shared accountability for outcomes.</li> </ul>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ECSD Professional Learning Roadmap</li> <li><input type="checkbox"/> Survey results from needs assessment</li> <li><input type="checkbox"/> Sample of Professional Learning Plans</li> <li><input type="checkbox"/> Sample of PLC Meeting agendas and minutes</li> <li><input type="checkbox"/> Teacher retention data</li> <li><input type="checkbox"/> Impact Team Meeting Agendas/Minutes</li> <li><input type="checkbox"/> Sample of Instructional coaching cycle meeting minutes</li> </ul>

## Strategic Goal Area: LEADERSHIP for Learning

<b>Goal 10:</b>	<b>Align Resource Allocation and Fiscal Transparency to Data-Driven Learner Needs.</b>
<b>Action Steps:</b>  Reflecting COGNIA Standards 8, 14, 15	<ul style="list-style-type: none"> <li>● Systematically collect annual data (such as CCRPI and GMAS results, presented to the Board) to support the allocation and management of resources.</li> <li>● Create and proactively share accessible artifacts, such as a simplified public fiscal report or a resource allocation protocol, specifically illustrating how funds and resources support strategic goals and documented student needs.</li> <li>● Utilize the continuous improvement process focused on data analysis, goal setting, and progress monitoring to justify all resources (human, material, fiscal) by schools and central office departments.</li> <li>● Systematically collect annual data (such as CCRPI and GMAS results, presented to the Board) to support the allocation and management of resources.</li> </ul>

	<ul style="list-style-type: none"> <li>● Create and proactively share accessible artifacts, such as a simplified public fiscal report or a resource allocation protocol, specifically illustrating how funds and resources support strategic goals and documented student needs.</li> <li>● Utilize the continuous improvement process focused on data analysis, goal setting, and progress monitoring to justify all resources (human, material, fiscal) by schools and central office departments.</li> </ul>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Data presentations to the board related to CCRPI, GMAS, SAT/ACT, Literacy, Graduation Rate, etc.</li> <li><input type="checkbox"/> Completed protocols for yearly resource analysis by review teams.</li> <li><input type="checkbox"/> Parent Survey Results</li> <li><input type="checkbox"/> School Improvement Plans and Quarterly Checks</li> <li><input type="checkbox"/> District Improvement Plans and Semester Checks</li> <li><input type="checkbox"/> Fiscal Management Handbook</li> </ul>
<b>Goal 11:</b>	<b>Support District and School Leadership in Recruiting, Supervising, and Evaluating Staff to ensure a High Quality Workforce.</b>
<b>Action Steps:</b>  Reflecting COGNIA Standards 9, 10, 13	<ul style="list-style-type: none"> <li>● Standardize feedback processes by utilizing Principal PLCs, FDRESA, and GaDOE to train leaders in high-quality observation and data analysis; this ensures all evaluations are data-driven, timely, and fully aligned with ECSD instructional priorities</li> <li>● Sustain ongoing support for educator by <b>expanding</b> the New Educator Induction Program (0-3 years and new to ECSD) to <b>offer</b> formalized coaching and mentoring for veteran educators (4+ years).</li> <li>● Develop a systematic process to formalize a structured support system for ASPIRE (Teacher Leaders) and INSPIRE (School Leaders) participants, providing guidance and insight into the roles and responsibilities of assistant principals and principals.</li> <li>● Develop a succession plan that identifies high-potential employees and equips them for future administrative roles through focused coaching and strategic career development.</li> </ul>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Walkthrough Dashboards/ eleot results/ TKES Platform</li> <li><input type="checkbox"/> Teacher feedback demonstrating perception of feedback quality</li> <li><input type="checkbox"/> Data from educator evaluation platforms</li> <li><input type="checkbox"/> Staff Surveys</li> <li><input type="checkbox"/> Updated program guidelines</li> <li><input type="checkbox"/> ASPIRE/INSPIRE program(s) feedback data</li> <li><input type="checkbox"/> New Educator Induction Program Logs</li> <li><input type="checkbox"/> Instructional Coaches at Title I Schools - schedules</li> <li><input type="checkbox"/> Evidence of leadership professional learning</li> </ul>

<b>Goal 12:</b>	<b>Engage the community and staff in school-based decision-making, continuous improvement planning, and implementation to ensure results.</b>
<b>Action Steps:</b>  Reflecting COGNIA Standards 7 ,8, 9, 11	<ul style="list-style-type: none"> <li>● Formalize the systematic expansion of the Superintendent Advisory Council to include Parents/Community and Students. Utilize this council to seek community input in all major school district initiatives and improvement planning.</li> <li>● Leverage the District-approved communication platform (currently Parent Square) to increase the frequency and quality of two-way communication with families and staff, focusing on progress toward improvement goals.</li> <li>● Collect evidence of shared decision-making (e.g., School Council agendas and minutes) by the central office to monitor the completion of continuous improvement input at all levels.</li> </ul>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Agendas and sign-in sheets for the inclusion of Parents in the Superintendent Advisory Council.</li> <li><input type="checkbox"/> Increased communications via a Communications Department and platforms like Parent Square. Evidence on Parent Survey Results for Communication Questions and increased Parent Square Data.</li> <li><input type="checkbox"/> Agendas and Minutes from School Councils</li> </ul>
<b>Goal 13:</b>	<b>Improve instructional quality by aligning processes and establishing consistent instructional practices with prompt and actionable feedback.</b>
<b>Action Steps:</b>  Reflecting COGNIA Standards 14, 21, 22	<ul style="list-style-type: none"> <li>● Utilize Impact Team Visits (every nine weeks) and observation data (eleot 2.0/TKES/Walkthrough) to specifically calibrate and support the consistent implementation of the ECSD Instructional Framework across all classrooms and the utilization of feedback by admin to teachers and teachers to students.</li> <li>● Focus coaching and professional learning follow-up on ensuring teachers meet the requirements of the Instructional Framework (Develop rigorous, relevant, and engaging learning experiences that meet the needs of all students).</li> <li>● Establish a clear district expectation for the delivery of timely, frequent, and constructive feedback through the district walkthrough forms.</li> <li>● Utilize the Curriculum Office to provide targeted professional learning to new and existing teachers focused on key alignment steps, such as developing and utilizing Learning Targets and Success Criteria, and other district curriculum expectations.</li> </ul>
<b>Performance Measures</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitoring the Walkthrough Dashboards.</li> <li><input type="checkbox"/> Professional Learning offerings through the Curriculum Office.</li> <li><input type="checkbox"/> Impact Team Documentation</li> </ul>