# Dodge County Schools

## 2026-2030 Strategic Plan

### Dr. Susan W. Long-Superintendent




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

## *Vision:*

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

## *Mission:*

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

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|---|---|
| ***Year 1 (25-26)*** | **TIMELINE FOR THE 5 YEAR PLAN** |
| Summer 2025 | Create new strategic plan using district data and goals (short term and long term)<br>Have BOE review and approve plan<br>Review goals and enter data at the end of the 2025-2026 school year (MAY 13, 2026) |
| ***Year 2 (26-27)*** | ***COGNIA REVIEW YEAR (First meeting 1/14/2026)*** |
| Fall 2026 | Present Balanced Scorecard information to Board of Education and update on website |
| Spring/Summer 27 | Collect Stakeholder input from annual stakeholder meeting, and review goals and progress towards completion/attainment. Student achievement data will be entered as it comes in through the summer and fall of 2027. Develop short term action steps for 27-28 |
| ***Year 3 (27-28)*** | |
| Fall 2027 | Present Balanced Scorecard information to Board of Education and update on website |
| Spring/Summer 28 | Collect Stakeholder input from annual stakeholder meeting, and review goals and progress towards completion/attainment. Student achievement data will be entered as it comes in through the summer and fall of 2028. Develop short term action steps for 28-29 |
| ***Year 4 (28-29)*** | |
| Fall 2028 | Present Balanced Scorecard information to Board of Education and update on website |
| Spring/Summer 29 | Collect Stakeholder input from annual stakeholder meeting, and review goals and progress towards completion/attainment. Student achievement data will be entered as it comes in through the summer and fall of 2029. Develop short term action steps for 29-30 |
| ***Year 5 (29-30)*** | |
| Fall 2029 | Present Balanced Scorecard information to Board of Education and update on website |
| Spring/Summer 30 | Collect Stakeholder input from annual stakeholder meeting, and review goals and progress towards completion/attainment. Student achievement data will be entered as it comes in through the summer and fall of 2030. Collect Stakeholder input from annual stakeholder meetings, and review goals and progress towards completion/attainment. After that meeting, the district will begin the process of developing a new 5-year plan. |

# 2026-2030 Strategic Plan with Balanced Scorecard

# Dodge County Schools

**(Leadership-Goal 1) Promote and support all stakeholder involvement with the system's purpose and direction driving continuous improvement in governance, leadership and accountability across the district.** *(GVP 3.1, 3.2, 5.4, 7.3, 7.4; Cognia Standard 1, 2, 3, 7, 8, 13, 24; GSBA Goal Area 1)*

| Objectives | Artifacts/Evidence to be collected and reviewed | Yearly Status (Score Card) |
|---|---|---|
| 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. | Comprehensive Needs Assessment<br>Meeting Agenda/Sign In Sheets<br>School and District Improvement Plans<br>Determining/Prioritizing Needs Tool<br>Board Meeting Agendas and Minutes | 25-26:<br>26-27:<br>27-28:<br>28-29:<br>29-30: |
| Annually review the vision, mission, and beliefs of the school system with all stakeholders through meetings, media outlets, and posted images/signs. | Faculty meeting agendas<br>Signs<br>Announcement scripts<br>Pictures<br>Social media Posts<br>Emails<br>Website | 25-26:<br>26-27:<br>27-28:<br>28-29:<br>29-30: |
| Review existing policies and consider new policies regularly as a result of administrative recommendation and/or legislative initiatives | Board Meeting Agendas and Minutes<br>Legislative Updates | 25-26:<br>26-27:<br>27-28:<br>28-29:<br>29-30: |
| Build a high performing and well educated/trained governance team and administrative teams at the school and district levels while adhering to a code of ethics and functions within each person(s) defined roles and responsibilities through professional learning opportunities | Board Meeting Agendas and Minutes<br>Training sessions<br>Yearly Code of Ethics review | 25-26:<br>26-27:<br>27-28:<br>28-29:<br>29-30: |

**Specific Action Steps/Notes that will take place to move towards meeting goal by 2029-2030:**

| School Year | To be reviewed and updated yearly |
|---|---|
| 2025-2026 | 1. Hold stakeholder meeting to gain feedback<br>2. Ensure that Vision and Mission are clear to all stakeholders<br>3. Update policies as they become available and in a timely manner<br>4. Ensure BOE have adequate yearly training and are well-versed in school policies and procedures.<br>5. Have professional learning opportunities for admin teams to learn more about current school practices and data and how to imp[rove student achievement.<br>6. Have a yearly PL goal at each school level and provide documentation on how the PL is implemented and used throughout classrooms and school wide. PL should be practical and beneficial specific to the needs of the school. |
| 2026-2027 | |
| 2027-2028 | |
| 2028-2029 | |
| 2029-2030 | |

**(Learning-Goal 2) Ensure that each Dodge County School provides high-quality and rigorous instruction aligning with state standards and expectations that prepares learners for the next level and equips the staff to instruct the learners effectively.** *(GVP 3.5; 4.3, 3.2; Cognia 4, 5, 10, 11, 12, 14, 16, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31 )*

| Objectives | Artifacts/Evidence to be collected and reviewed | Yearly Status (Score Card) |
|---|---|---|
| Increase percentage of students scoring ***proficient or higher*** in Math, ELA, Science, and Social Studies in all grades tested. (EOC/EOG) | Lesson Plans<br>Pacing Guides/Curriculum Maps<br>Student Achievement Data<br>Universal Screener Data<br>PLC agendas and sign in sheets<br>CCRPI report<br>Graduation Rate (4 Year Cohort) | 25-26:<br>26-27:<br>27-28:<br>28-29:<br>29-30: |
| Increase percentage 4-year cohort graduation rate (DAC/DCHS) | Lesson Plans<br>Pacing Guides/Curriculum Maps<br>Student Achievement Data<br>Universal Screener Data<br>PLC agendas and sign in sheets<br>CCRPI report<br>Graduation Rate (4 Year Cohort) | 25-26:<br>26-27:<br>27-28:<br>28-29:<br>29-30: |
| Learners' progress is measured through a reliable and valid benchmark system that includes assessment data to | Student Achievement Data<br>Universal Screener Data<br>DRC Reports | 25-26:<br>26-27: |

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|---|---|---|
| measure learning and standard mastery. | STAR Reports | 27-28: |
| | | 28-29: |
| | | 29-30: |
| Grade levels, department, and schools will gather formative and summative data to monitor and adjust instruction accordingly. | Student Achievement Data<br>Universal Screener Data<br>PLC agendas and sign in sheets<br>CCRPI report | 25-26: |
| | | 26-27: |
| | | 27-28: |
| | | 28-29: |
| | | 29-30: |
| Continue to utilize the GaDOE evaluation system (TKES/LKES) to assess and support teachers and leaders to better serve students in the learning environment with effective and meaningful feedback | TKES/LKES Documentation<br>Summative evaluations<br>Sign In Sheets of Orientation and Conferences | 25-26: |
| | | 26-27: |
| | | 27-28: |
| | | 28-29: |
| | | 29-30: |
| Learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers. | Social Media<br>Calendars<br>Meeting/Event Sign in Sheets<br>Community Support in Newspaper<br>Transition Plans<br>REACH Scholarship<br>Lesson plans | 25-26: |
| | | 26-27: |
| | | 27-28: |
| | | 28-29: |
| | | 29-30: |
| Utilize student achievement results and survey data to identify needs for professional learning opportunities through job-embedded, job -specific professional learning provided by the district, RESA, DOE, and other organizations to improve their practice and advance learning. | Student data<br>School focus area matrix | 25-26: |
| | | 26-27: |
| | | 27-28: |
| | | 28-29: |
| | | 29-30: |
| Learners' academic and non-academic needs are identified, monitored, adjusted and effectively addressed through appropriate interventions. | MTSS Documentation | 25-26: |
| | | 26-27: |
| | | 27-28: |
| | | 28-29: |
| | | 29-30: |

**Specific Action Steps/Notes that will take place to move towards meeting goal by 2029-2030:**

| School Year | To be reviewed and updated yearly |
|---|---|
| 2025-2026 | 1. Testing data to be deeply analyzed at school level and district level to make decisions regarding teacher teams and placements.<br>2. Post secondary school options are shared with all students throughout the school year to promote success after high school and to increase community involvement.<br>3. Increase small group, direct instruction to increase reading ability of students, specifically in the primary setting.<br>4. Increase parent contact and positive relationships through outreach programs<br>5. Provide more meaningful feedback to staff during TKES observations to truly develop a high quality workforce.<br>6. Each school will select 3-4 focus areas to work on each year and develop goals for each year's school improvement plan.<br>7. Each school will focus on 1-2 professional learning topics that are specific to their school's needs. Admin will closely monitor PL and measure its effectiveness through observations. |
| 2026-2027 | |
| 2027-2028 | |
| 2028-2029 | |
| 2029-2030 | |

**(Resource-Goal 3)** **Establish funding priorities to meet human resources, material resources, and financial management needs to provide a safe, secure, and stable school system.**
*(GVP 3.6, 6.1, 9.1, 9.2, 9.6; Cognia 15, 26 )*

| Objectives | Artifacts/Evidence to be collected and reviewed | Yearly Status (Score Card) |
|---|---|---|
| The district will prioritize funding to ensure adequate resources are available and purchased through budget meetings, five year facilities plans, SPLOST resolutions, and state/federal guidelines and recommendations. | Fiscal Budget<br>SPLOST reports<br>Correspondence from GADOE and DOA<br>Audit Reports<br>Completion Reports | 25-26: |
| | | 26-27: |
| | | 27-28: |
| | | 28-29: |
| | | 29-30: |
| Ensure resources are provided and available to maintain a safe and secure environment for teaching and learning. | Facilities Plans<br>Safety Reports<br>Stakeholder Survey Data<br>Resource Officer Reports | 25-26: |
| | | 26-27: |
| | | 27-28: |
| | | 28-29: |
| | | 29-30: |
| Evaluate facilities to assess the status of instructional space, common | Facilities Plans<br>Safety Reports<br>Stakeholder Survey Data | 25-26: |
| | | 26-27: |

| | | |
|---|---|---|
| service areas, mechanical platforms, and athletic facilities to identify emerging needs | Resource Officer Reports | 27-28: |
| | | 28-29: |
| | | 29-30: |
| Maintain and update network infrastructure, processing capability, and storage capacity. | Technology Updates and correspondence | 25-26: |
| | | 26-27: |
| | | 27-28: |
| | | 28-29: |
| | | 29-30: |
| Increase cyber security protocol for students and staff yearly. | Technology Updates and correspondence | 25-26: |
| | | 26-27: |
| | | 27-28: |
| | | 28-29: |
| | | 29-30: |
| Keep 1:1 devices updated and maintained for the best usage for students. | Technology Updates and correspondence | 25-26: |
| | | 26-27: |
| | | 27-28: |
| | | 28-29: |
| | | 29-30: |
| Provide a competitive benefits package and salaries for all employees | Human Resource Report | 25-26: |
| | | 26-27: |
| | | 27-28: |
| | | 28-29: |
| | | 29-30: |
| Evaluate instructional programs and resources to ensure that needed resources are readily available for effective instruction. | Survey Data and Usage reports | 25-26: |
| | | 26-27: |
| | | 27-28: |
| | | 28-29: |
| | | 29-30: |
| Leaders will evaluate staff and provide feedback to ensure that | TKES reports<br>Professional Development PLans (confidential) | 25-26: |
| | | 26-27: |

| | | |
|---|---|---|
| human resources are in the best areas to serve students effectively. | | 27-28: |
| | | 28-29: |
| | | 29-30: |

**Specific Action Steps/Notes that will take place to move towards meeting goal by 2029-2030:**

| School Year | To be reviewed and updated yearly |
|---|---|
| 2025-2026 | 1. Superintendent will maintain meetings with the department to ensure ethical and responsible business practices occur while addressing needs.<br>2. Budgets and financial statements will be reviewed monthly with the BOE, Superintendent and BOE members at monthly meetings.<br>3. The Safety Director will work with resource officers and school administrators to address any needs to add to the safety and security of each campus.<br>4. Audit technology and devices to ensure that appropriate technology is available to students and staff.<br>5. Review inventory yearly.<br>6. Attend job fairs and career expos.<br>7. HR will review benefits to ensure that the packages are competitive and attractive.<br>8. PDPs will be assigned to staff with unsatisfactory evaluations<br>9. Surveys will be sent out to review programs and resources that need to be continued or stopped. |
| 2026-2027 | |
| 2027-2028 | |
| 2028-2029 | |
| 2029-2030 | |

# 2026-2030 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.

# Cognia Domains and Standards for System Review

**Key Characteristic 1:**

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents attendance at institution functions).

**STANDARD 1**

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

**STANDARD 2**

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

**STANDARD 3**
Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.
**STANDARD 4**
Learners benefit from a formal structure that fosters positive relationships with peers and adults.
**STANDARD 5**
Professional staff members embrace effective collegiality and collaboration in support of learners.
**STANDARD 6**
Professional staff members receive the support they need to strengthen their professional practice.

**Key Characteristic 2:**
**Leadership for Learning**
The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers, continuously, with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward Learning

**STANDARD 7**
Leaders guide professional staff members in the continuous improvement process focused on learners' experiences
and needs.
**STANDARD 8**
The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the
institution's priorities and to drive continuous improvement.
**STANDARD 9**
Leaders cultivate effective individual and collective leadership among stakeholders.
**STANDARD 10**
Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.
**STANDARD 11**
Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.
**STANDARD 12**
Professional staff members implement curriculum and instruction that are aligned for relevancy and effectiveness for each and every learner.
**STANDARD 13**
Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.
**STANDARD 14**

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

**STANDARD 15**

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

**Key Characteristic 3: Engagement of Learning**

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process.

**STANDARD 16**

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

**STANDARD 17**

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

**STANDARD 18**

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

**STANDARD 19**

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

**STANDARD 20**

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

**STANDARD 21**

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

**STANDARD 22**

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

**STANDARD 23**

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

**Key Characteristic 4: Growth in Learning**

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition.

**STANDARD 24**

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

**STANDARD 25**
Leaders promote action research by professional staff members to improve their practice and advance learning.
**STANDARD 26**
Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.
**STANDARD 27**
Learners' academic and non-academic needs are identified and effectively addressed through appropriate interventions.
**STANDARD 28**
Learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.
**STANDARD 29**
Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.
**STANDARD 30**
Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.
**STANDARD 31**
Learners demonstrate growth in their academic performance based on valid and reliable assessments.