

Emanuel County School System District Improvement Plan Summary (2025–2026) Summary Document for Parent & Stakeholder Input

The Georgia Department of Education’s strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous-improvement framework to ensure these efforts are aligned across all agency divisions, departments, and programs. Georgia’s Systems of Continuous Improvement focuses on the systems and structures (the “what”) that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the “how”) to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



SYSTEMS TO IMPROVE

COHERENT INSTRUCTIONAL SYSTEM – The major system of the complex school organization that articulates and guides the what and how of instruction.

PROFESSIONAL CAPACITY – A major system of the complex school organization that develops a quality staff to reduce the variance of quality of instruction throughout the school.

SUPPORTIVE LEARNING ENVIRONMENT – A major system of the complex school organization that ensures student participation and willingness to expend major effort on classroom learning.

FAMILY & COMMUNITY ENGAGEMENT – A major system of the complex school organization that sets the direction for the school, ensures that the school’s staff is capable of meeting that direction, and makes sure the organization functions according to its mission.

Based on our needs assessment, our district has established the following goals for the 2025-2026 school term. These goals also align our system’s strategic plan. Each goal includes action steps for each system of improvement to ensure the whole school organization is addressed.

DISTRICT GOALS

Goal 1: More individualized instruction will be implemented in order to meet the needs of all learners to show at least a 3% increase in the percentage of students earning proficient or higher scores on GMAS for the Spring of 2026.

Equity Gap - Student achievement identifies subgroups, grade level span and content area(s)

EL-10 - Equitable allocation of academic resources to students

Action Step 1 – (CIS 3) - Teachers will be provided instructional resources and strategies that focus on student mastery of standards, including technology integration and assessing student needs.

Action Step 2 – (CIS 1, 4) - MAP data, GMAS scores, formative and summative local assessments will be used to provide individual instruction using a variety of evidenced-based strategies.

Action Step 3 – (CIS 4) - Incorporate a variety of software options to enhance instruction and assessment of students.

Action Step 4 – (CIS2) - Provide an After-School Program or Summer Remediation Program to address deficits identified through MAP assessments and to provide enrichment opportunities for students.

Action Step 5 – (CIS 1) - Teachers and students will have access to services through GA Youth Science and Technology Centers (GYSTC).

Action Step 6 – (CIS 4) - Provide resources for STEM/STEAM, music, CTAE courses, environmental science, technology, art and physical education. School Connect will be used by our middle and high schools to provide modules to students on Supportive Learning Community, Developing Self-Awareness and Self-Management, Building Relationships and Resolving Conflicts, and Preparing for College and the Workforce. Child Health software will be used to prevent child abuse, neglect, bullying and provide career exploration. All of these efforts are to prepare well-rounded students.

Action Step 7 – (SLE1) - To ensure a supportive learning environment by maintaining order and safety for all staff members and students by implementing PBIS, offering resources to address mental and physical needs of all learners, and conducting drug awareness activities will be provided for the students during our Red Ribbon Week.

Action Step 8 – (EL 3) - Additional teachers will be provided to reduce class size and implement evidence-based strategies.

Action Step 9 – (PC 2,4) - Continued professional development opportunities for teachers at all grade levels to enhance and improve instruction and unit assessments as well as gifted, ESOL and reading endorsements.

Action Step 10 – (FCE 2, 3, 4) - MAP assessment reports and grade reports will be sent home periodically to inform parents of progress.

Action Step 11 – (FCE 2, 3, 4) - Parent Resource/Technology bus available to provide additional support for students and families.

Action Step 12 – (SLE 3) - Provide technology in classrooms to move to a 1:1 environment that supports and enhances instruction for all students.

Action Step 13 – (PCE 2) - Instructional Coaches, Data Coaches, Intervention Specialists, and MTSS Paraprofessionals will participate in professional learning to strengthen their knowledge to be more effective in their positions.

Goal 2: Provide at least four individualized evidence-based professional learning to all staff by the end of the 2025-2026 school term.

Equity Gap - Teacher Retention

EI-10 - EI-5 Support the retention of effective teachers and effective school leaders

Action Step 1 – (CIS 4) - All staff members will participate in at least two evidence-based professional learning opportunities per semester.

Action Step 2 – (EL 2, PC 2,4) - School and District Leaders will conduct a book study and invite a speaker to all staff to improve climate and instruction in schools and our district, as well as build teacher leaders.

Action Step 3 – (EL 2, PC 2, 3, 4) - Instructional coaches will be assigned to each school as well as a Literacy Coordinator, a Literacy Coach serving K-5, an ELA Specialist serving 6-12, and a Math Specialist serving 6-12.

Action Step 4 – (FCE 2) -Teachers will complete one activity to build their capacity to engage with families from the list of resources provided by the GADOE Family-School Partnership Program.

Action Step 5 – (SLE 1) - Professional Learning on safety and emergency procedures will be conducted at each school

Action Step 6 – (PCE 3) - Provide a mentoring program for new building administrators and new teachers.

Action Step 7 – School and District Administrators will participate in workshops to improve school climate and improve effective leadership.

Goal 3: To address attendance issues and monitor students through MAP, MTSS, and Credit Recovery in order to improve graduation rates by 3% in accordance with the system's Strategic Plan.

Action Step 1 – (CIS 1-4) - Implement an effective MTSS program to address student needs.

Action Step 2 – (CIS 1-4) - Provide Credit Recovery software for students who have the potential to graduate.

Action Step 3 – (EL 2 & EL5) - Provide a MTSS Intervention Specialist in each school.

Action Step 4 – (EL 1,2 5) - Monitor MAP, Lexile Scores, 9th grade failure reports, Summative and Formative Local Assessment data & GMAS results to target students that are at-risk for dropping out of school.

Action Step 5 – (EL 1, 4) - PBIS implementation will be used to reduce classroom removals due to behavioral issues.

Action Step 6 – (SLE 2, FCE 3, 4) - Implement Checkmate Pro & Campus Messenger and curriculum in all schools to influence attendance and behavior habits of families, students and staff.

Action Step 7 – (FCE 2, 3, 4) - Teachers will contact parents after a child has three unexcused absences.

Action Step 8 – (PC 2) - Professional Learning opportunities for Data/Attendance Clerks to ensure student information system is being used effectively to optimize scheduling, funding, and attendance protocols.

Goal 4: Support the Parent Resource/Technology Bus and provide meaningful opportunities for parental involvement at all schools, resulting in a 3% increase in the number of offered events.

Action Step 1 – (CIS 4) - Maintain the Parent Resource Bus/Technology Bus with supplies and provide a part-time manager and a Parent Engagement Specialist to make resources and information more available to parents.

Action Step 2 – (EL 2) - Administrators will work through their Leadership Team, School Council, Family Connections and PTO to provide parent involvement activities that specifically meet the needs of their school's parents.

Action Step 3 – (PC 2) - All staff will complete at least one activity to build their capacity to engage with parents and families.

Action Step 4 – (FCE 4,5,6) - Using email, Emanuel Inspirations, Finalsit, Infinite Campus Messenger, School Pointe app, School & Home Connection newsletter and social media to share learning opportunities with parents that would affect their child.

Action Step 5 – (SLE 2, 3) – The annual Title I Parent Meeting and the annual parent survey will be conducted to address the effectiveness of practices.

How You Can Provide Input

- Attend meetings
 - Complete surveys
 - Provide feedback
 - Participate virtually
- Complete the section below and mail or drop off at the
Emanuel County Board of Education at
201 North Main Street
P.O. Box 130
Swainsboro, GA 30401

District CLIP Stakeholder Feedback

Strengths:

Areas for Improvement:

Suggestions:

Family Support Ideas:
