



EVANS COUNTY SCHOOL SYSTEM

STRATEGIC PLAN 2017-2022

The Framework of Evans County Schools

Our VISION:

Prepare ALL students for success in college and career opportunities of their choice to become citizens who contribute positively to society.

Our MISSION:

To ensure a commitment that ALL students have the opportunity and support to achieve the high levels of learning and character development required for successful college and career endeavors through partnerships with students, parents, staff, and the community.

College and Career Readiness:

Having the necessary skills, knowledge, and soft skills to be successful in a four-year university, two-year college, technical college, military service, and/or career.

As a result of this commitment our instructional programs will ensure:

- The interdependent, collaborative team (PLC) is the fundamental structure of the district guided by four questions:
 1. What do we want our students to learn?
 2. How do we know if they have learned it?
 3. What do we do when they have not learned it?
 4. What do we do when they have already learned it?
- Schools are characterized by a collaborative, continuous improvement culture in which all staff take collective responsibility for helping all students learn at high levels.
- Students are provided a guaranteed and viable curriculum, unit by unit, that is standards-based, organized by prioritized learning targets, and rigorous.
- The learning of each student is monitored on an ongoing basis through a variety of daily formative assessment in the classroom and team-developed common formative assessment for each unit.
- The staff will constantly seek out the most promising practices that support student learning and utilize assessments to differentiate instruction.
- Classrooms will be student-centered, welcoming, nurturing and engaging environments that provide a variety of rigorous real world learning experiences, utilizing multiple modalities, embedded with 21st century skills.
- The district has RtI systems in place to ensure that evidence of student learning is used to:
 - Provide additional time and support for students who are struggling in a way that is timely, diagnostic, and directive.
 - Enrich and extend the learning for students who have demonstrated they are highly proficient.

- Inform individual educators regarding their strengths and weaknesses in helping students learn at high levels.
- Alert a collaborative team to areas of concern in student learning that warrant the attention of the entire team.
- The district supports the continuous learning and ongoing professional development of its educators.
- The district has a strong partnership with parents and provides parents with the information they need to monitor and support the learning of their children.

Our Collective Commitments: In order to fulfill our fundamental purpose and become the district described in our vision, each member of the staff commits to the following:

- I will be a positive, contributing member of my collaborative team.
- I will teach the essential learnings of our agreed-upon curriculum, unit by unit.
- I will monitor each student's learning on an ongoing basis through classroom and team-developed formative assessments.
- I will use evidence of student learning to inform and improve my practice and to better meet the needs of individual students.
- I will work with my colleagues to achieve our SMART goals.
- I will seek out the most promising practices to support student learning.
- I will adopt a "whatever it takes" mentality towards student achievement.
- I will keep students and parents informed of the progress in a timely manner.

Our District Goal: We will monitor the following indicators to mark our progress.

1. Increase the percentage of graduates to be equal to or exceeding the state graduation rate, with 100% of graduates prepared to be successful in post-secondary learning by:
 - a. Closing 3% of the gap between the CCRPI baseline score and 100
 - i. Increasing reading and writing proficiencies;
 - ii. Increasing college and career pathways;
 - iii. Benchmarking and increasing student achievement on local, state, and national high-stakes assessments;
 - iv. Reducing failure rates;
 - v. Increasing student attendance and decreasing discipline rates;
 - b. Increasing our stakeholder engagement
 - i. Evans C.A.F.E.
 - ii. Parent Universities
 - iii. Increased electronic media and marketing
 - iv. Increased parent communications
 - c. Maximizing our resource optimization
 - i. Balanced budget
 - ii. Restore local supplements

MOTTO:

Evans County Schools: Expecting Excellence...No Exceptions, No Excuses!

STRATEGIC OBJECTIVES:

I. College and Career Readiness

GOAL 1:

We will annually increase our district College and Career Ready Performance Index (CCRPI) score by closing 3% of the gap between the CCRPI baseline score and 100.

- Implement Professional Learning Communities to empower collective and innovative teaching strategies
- Effectively utilize the Response to Intervention (RtI) process to identify and support students at risk.
- Strengthen students' literacy skills, beginning at the elementary level.
- Develop a district performance score card to effectively monitor student progress and communicate with stakeholders.

GOAL 2:

Provide ALL students with relevant, real-world learning experiences that prepare them for post-secondary opportunities.

- Implement a comprehensive and fully aligned K-12 career guidance plan.
- Develop career pathways (academic, fine arts, CTAE, and foreign language) in grades 6-12 that provide post-secondary opportunities for students entering universities, colleges, the US Armed Forces, or regional employment.
- Develop student advisory and mentorship programs to assist in tracking student progress.

GOAL 3:

Utilize new and existing technologies to support instruction and learning, engage students, improve process efficiencies, and provide professional development for staff members.

- Provide multiple opportunities and support for administrators, teachers, and students to utilize a variety of digital instructional tools.
- Replenish and/or upgrade various technologies, including infrastructure and information systems, to support initiatives and decision making.
- Seek out technology resources to allow teachers measure student proficiency and measure progress towards academic goals.

GOAL 4:

Annually professional development needed for all employees to complete individual professional growth plans and sustain district initiatives.

- Implement a professional development system that provides the training needed to build teacher effectiveness.
- Implement a continuous improvement training program (GLISI, PLC) for leadership level administrators, schools' leadership team members, and designated teacher-leaders.
- Implement an induction/mentoring program for new administrators and teachers to sustain the district's strategic plan and continuous improvement culture.

II. Stakeholder and Community Engagement

GOAL 1:

Increase stakeholder and community engagement for student success.

- Develop partnerships with parents that result in active involvement in their child's life success.
- Develop ongoing partnerships with community support organizations and regional employers (C.A.F.E).
- Identify and develop academic program delivery solutions with GSU, EGSC, and OTC.
- Develop partnerships to expand extra-curricular and after-school activities.
- Increase stakeholder access to information through various social media platforms, electronic messaging, Internet applications, and websites.

III. Resource Optimization

GOAL 1:

Develop a funding plan to improve the operating capacity of schools while balancing the district budget.

- Implement a resource allocation model for schools and departments that supports innovation and flexible decision-making.
- Determine an appropriate funding and staffing level to achieve district goals.
- Utilize flexibility provided under SWSS to optimize resources.

GOAL 2:

Develop a facilities plan to support academic, co-curricular, post-secondary partnerships, and work force development partnerships while balancing resource constraints of the district.

- Build, renovate, maintain, and secure physical facilities and infrastructure to provide state-of-the-art equipment and technology.
- Utilize existing structures to expand the capacity of extra-curricular events and community engagement.

GOAL 3:

Develop and implement a plan to attract, retain, and promote effective employees.

- Develop cost-effective benefits for employees.
- Implement a diversity recruitment plan to attract more diverse applicants.
- Develop a profit-sharing culture to incentivize employees.



STRATEGIC PERFORMANCE STANDARDS

Standard 1: Vision and Mission

The district maintains a purpose and direction for continuous improvement with commitment to high expectations for learning and teaching.

Standard 2: Governance

The district maintains policies and procedures that support a shared vision by all stakeholders and promote high expectations for learning and teaching in all schools.

Standard 3: Planning, Organization, and Monitoring

The district utilizes data-driven processes, procedures, structures, and products that focus the operations of the district to ensure higher levels of student learning and staff effectiveness.

Standard 4: Allocation and Management of Resources

The district requires the allotment and administration of resources to attain district and school goals for student learning.

Standard 5: Learning and Teaching

The district establishes processes for implementing, supporting, and monitoring curriculum, instruction, and assessment systems and their impact on student learning.

Standard 6: Leader, Teacher, and Staff Effectiveness

The district utilizes a performance management system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for all students.

Standard 7: Family and Community Engagement

The district implements processes for engaging families and community members as active participants to help schools improve learning and teaching.

Evans County Board of Education Operating Protocol

For the purpose of enhancing teamwork among members of the board and between the board and the administration, we, the members of the Evans County School Board of Education, do hereby publicly commit ourselves collectively and individually to the following operating protocol:

1. **Students' interests come first.** The board will represent the needs and interests of all of the students in our district.
2. **No surprises on other board members or the superintendent at a BOE meeting.** We agree to ask the board chair or the superintendent to place an item on the agenda instead of bringing it up unexpectedly at the meeting. Additional information regarding agenda items will be requested prior to the board meeting via the superintendent.
3. **Board requests of staff are to be directed through the superintendent or designee.**
4. **Follow the chain of command.** The BOE will be the last stop, not the first stop in the chain. We agree to follow the chain of command and insist that others do so. Each inquiry is to be referred to the person who can properly and expeditiously address the issue. Board requests that will likely require considerable time or have political implications are to be directed to the superintendent. All personnel complaints and criticisms received by the board or its individual members will be directed to the superintendent.
5. **The Board acts only as a body.** Only the board as a whole has decision making authority. Individual members do not have this authority. The board and administration will support decisions made by the board.
6. **The Board should exemplify the governance role.** The board and superintendent will support and periodically review district policies. The board recognizes the role of stakeholders in the development and deletion of policies by having the same posted online.
7. **The Board will periodically conduct a self-assessment/evaluation.** The board commits to continuous improvement through a periodic self-assessment process and board retreats.
8. **Goals will be clearly stated.** The board periodically will set clear goals for themselves and the superintendent. The board and superintendent periodically will set clear goals for the district.
9. **CEO input is critical.** The superintendent is the chief executive officer and should recommend or provide proposals on most matters before the board.
10. **Meeting protocols will be upheld.** Conduct at a board meeting is very important. We desire to have a legacy of a well-functioning, effective board. We agree to avoid words and actions that create a negative impression on an individual, the board, or the district. We will be open minded and attentively listen to all speakers and presenters. We agree that we can disagree and will do so using common courtesy and respect for others. We will not react to impromptu complaints on the spot but will assure individuals that the school district will follow-up.

DISTRICT IMPLEMENTATION PLAN:

Strategic Performance Standard 1 – Vision and Mission

The district maintains a purpose and direction for continuous improvement with a commitment to high expectations for learning and teaching.

- 1. Strategic Initiative:** Create and communicate a collaboratively-developed vision, mission, and core beliefs that focus on preparing all students for college and career readiness.
 1. Coordinate stakeholder input in the development of vision, mission, and core beliefs.
 2. Establish a guiding coalition to build a culture of continuous improvement and maintain AdvancEd accreditation.
 - i. Evaluate the school district’s adherence to the AdvancED quality standards and policies annually.
 - ii. Assess the efficacy of the district’s improvement process and methods for quality assurance annually at district leadership retreat.
 - iii. Identify commendations and required actions to improve the district and its schools annually at district leadership retreat.
- 2. Strategic Initiative:** Foster, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improvement of learning and teaching.
 1. Create, monitor, communicate, and update a District Strategic Plan and School Improvement Plans aligned to the district plan.
 - i. Develop annual strategic initiatives and actions steps.
 - ii. Monitor quarterly with District Leadership Team and Board of Education.
 - iii. Meet monthly with Principals to review actions steps
 - iv. Meet monthly with CAI team to review student progress towards goals
 2. Establish bi-weekly cabinet and monthly district meetings to improve communication and support to schools.
 3. Establish school council meetings to improve communication including an annual combined school council meeting (January) to update stakeholders on district initiatives and gather stakeholder input.
 4. Utilize Superintendent’s Councils for Teachers and Students to involve internal stakeholders in the continuous improvement process quarterly.
 5. Establish a C.A.F.E to engage a diverse stakeholder advisory council quarterly.
 - i. Parent Mentor will be designated to coordinate the process.
 - ii. Follow SSIP Guidelines.
 - iii. Review processes quarterly with District Leadership Team.
 6. Utilize Town Hall meetings quarterly to keep the community engaged and ensure stakeholder input.

Strategic Performance Standard 2 – Governance

The district maintains policies and procedures that support a shared vision by all stakeholders and promote high expectations for learning and teaching in all schools.

1. **Strategic Initiative:** Build support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching.
 1. Establish procedures and practices for the governing body to operate responsibly and function effectively.
 - i. Superintendent provides direction for the District Leadership Team, focuses on district support for school improvement, and builds leadership capacity of others.
 - ii. Implement a Superintendent’s Report into BOE Agendas for the purpose of updating board members and the community of school improvement initiatives.
 - iii. Develop a rotational calendar for district departments and schools to report progress on district goals.
 - iv. Superintendent generates monthly progress reports (Summary Report and/or Where Are We Now?) for the district and for each school and summarizes the reports for the Board.
 2. District Leadership Teams establish structures which promote clear and open communication between schools and stakeholders.
 - i. District Leadership Team meets quarterly to review multiple data sources, assess and improve effective district practice based on indicators, and guide the continuous improvement of district support for school improvement.
 - ii. District Leadership Team reviews work of School Leadership Teams to determine where district supports and resources might best be applied.
 3. Leadership and staff at all levels of the system foster a culture consistent with the system’s purpose and direction with supervision and evaluation processes that result in improved professional practice and improved student achievement.
 - i. Develop a Balanced Scorecard for reporting progress of district initiatives and school improvement plans which is updated and reported annually (Summer Administrative Retreat).
 1. Explore reporting options within Power School.
 2. Utilize Illuminate to develop a standardized data collection and reporting process for schools.
 3. Create and display a district performance summary for the BOE room which will be utilized and referenced in decision-making for the district.
 - ii. The School Leadership Team meets regularly (typically twice per month) to review multiple data sources and improve professional practice based on the standards.
 - iii. The School Leadership Team engages Instructional Teams with implementation and monitoring of standards related to instructional planning.
 - iv. Instructional Teams meet regularly (including large blocks of time) to review student content, performance data and develop and refine differentiated instructional plans and formative assessments (RtI).

- v. Teachers implement effective instructional practice, guided by the standards and instructional agreements.
 - vi. Coaches (including district liaisons) regularly review the work of the Leadership Team and provide guidance, reflection, pressure, and support.
- 2. Strategic Initiative:** Establish a process to align policies, procedures, and practices with laws and regulations. The governing body establishes policies and support practices that ensure effective administration of the system and its schools.
- 1. Organize central office departments to support initiatives.
 - i. Superintendent’s Office
 - 1. School Food & Nutrition
 - ii. Department of Curriculum, Assessment, Instruction, and Federal Programs
 - 1. Special Education
 - 2. RtI
 - 3. Testing
 - 4. CTAE
 - iii. Department of Human Resources and Student Services
 - 1. Student Information Systems (SIS)
 - 2. Student Services
 - 3. Extra-curricular
 - 4. Payroll/Benefits
 - 5. Professional Learning
 - iv. Department of Finance, Facilities, and Operations
 - 1. Finance
 - 2. Facilities
 - 3. Technology
 - 4. Transportation
 - 2. Bi-weekly cabinet meetings with Executive Directors will monitor progress on strategic initiatives and discuss deficiencies and requests for improvement from departments.
 - 3. Departments will research issues and problems, analyze data, determine root causes, and present options to the Superintendent who in turn will present to the BOE for discussion, input, and adoption.
- 3. Strategic Initiative:** Communicate district policies and procedures in a timely manner to relevant audiences to support the system’s purpose and direction.
- 1. Utilize district website and call-out system to communicate events.
 - 2. Utilize media services to communicate district policies, performance, and events.
 - 3. Establish a “Public Participation” section into regular BOE meetings allowing community members to express concerns or address the BOE.
 - 4. Review departmental policies on an annual basis.
- 4. Strategic Initiative:** Grant defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.
- 1. District office will work with school leaders to develop a representative leadership team who reviews student progress and school performance.
 - 2. Utilize administrative PLCs to build our leadership capacity.

3. Develop a budget/policy workshop to educate leadership on flexibility options.
 - i. Conduct FTE Analysis and Training to maximize state funding.
 - ii. Develop a staffing formula for the district and schools.
4. Utilize ESSA waivers to maximize flexibility options for school improvement.
5. Develop an aspiring leaders program.

Strategic Performance Standard 3 – Planning, Organization, and Monitoring

The district utilizes data-driven processes, procedures, structures, and products that focus the operations of the district to ensure higher levels of student learning and staff effectiveness.

1. **Strategic Initiative:** Use a collaborative, data-driven planning process at the district and school levels for improving student learning.
 - 1) Utilize the Georgia Leadership Institute for School Improvement (GLISI) Model to develop school improvement plans based upon data analysis and root cause identification.
 - 2) Increase graduation rate to meet and/or exceed state targets (16-17: 82.4%; 17-18: 83%, 18-19: 84%; 19-20 – 86%; 20-21- 88%; 21-22: 90%).
 - i. Implement a 9th grade academy 2016-2017 at CHS
 1. Annual Goal: 90% promotion rate
 2. Implement High School 101 (8th or 9th) 2018-2019
 - a. Career Pathways
 - b. Academic Study Skills
 - c. Job exploration /shadowing
 - d. Soft Skills
 - ii. Implement grade level houses 10th-12th at CHS
 1. Monitor promotion rates in relation to targeted graduation rate
 2. Implement a Next Steps Course for seniors 2018-2019
 - a. College Applications
 - b. Personal Finance
 - c. Decision-making
 - d. Community Service
 - e. Senior Capstone Project
 - iii. Ensure all students are prepared for life, college, and career
 1. Increase the percentage of students being credentialed in a pathway (Foreign Language, Fine Arts, Academic, and/or CTAE) 2021-2022
 2. Identify and develop academic program delivery solutions with Georgia Southern University, East Georgia College, Ogeechee Technical College, and other applicable educational institutions.
 3. Increase the percentage of students earning credit through Move On When Ready (MOWR)
 - a. Increase academic proficiency for ACCUPLACER 2021-2022
 - i. ELA Benchmarks
 - ii. Math Benchmarks
 - iv. Implement/Revise Capstone Projects
 - v. Implement a community service component to graduation requirements beginning 2018-2019
 - vi. Increase the percentage of students enrolled in accelerated, Pre-AP, and/or AP courses.
 - vii. Increase student performance on SAT, ACT, AP Exams, and ACCUPLACER.

- viii. Implement a comprehensive and fully-aligned K-12 career guidance plan beginning 2018-2019
 - 1. CTAE / Ga 411
 - 2. Career Interest Inventories
 - 3. Host a college and career fair
 - 4. Capstone project centered on career interest.
- ix. Develop innovative academic programs in grade K-12 that provide foundational 21st century learning skills for all students by 2021-2022.
 - 1. STEAM
 - 2. Dual Credit – Native Speakers
- x. Identify, develop, and expand work-based learning solutions with regional employers to prepare students to enter the workforce upon graduation beginning 2018-2019
- 3) Build upon the strong academic foundation at Claxton Middle School to increase the percentage of students scoring proficient and distinguished on state assessments
 - i. Increase the number of 8th grade students enrolled in high school courses beginning 2017-2018
 - 1. Foreign Language
 - 2. Health / PE
 - 3. Algebra I
 - 4. Intro to Business
 - 5. Physical Science
 - ii. Develop robust career pathways and academic programs in grades 6-12 that provide post-secondary opportunities for students entering universities, colleges, the United States Armed Forces, or regional employment.
 - iii. Expand enrichment and fine arts opportunities
- 4) Establish a strong academic foundation for all students at Claxton Elementary School by increasing the percentage of students scoring proficient or distinguished on state assessments and reducing the achievement gap.
 - i. Increase literacy skills for students entering 3rd grade (% reading level, % writing level)
 - 1. Create an academic schedule inclusive of literacy blocks to address: read aloud, shared reading, guided reading, independent reading, word study, and writing. The literacy block will encompass all of the critical skills and content; phonics, phonological and phonemic awareness, reading accuracy and fluency, listening and reading comprehension, vocabulary.
 - 2. Instructional coaches will focus classroom support efforts on improving Tier I instruction across all grade levels, progress monitor for fidelity of implementation, and assess ongoing support needs for the staff members trained.
- 5) Increase our College and Career Ready Performance Index (CCRPI) score by closing 3% of the gap between the CCRPI baseline score and 100 annually.
 - i. Create a district-wide atmosphere, culture, and level of expectation that every student's needs are the work and responsibility of every teacher and staff member, and that the RTI process is the framework to address those needs.

- ii. Monitor, provide feedback, and support the implementation of the district's Response to Intervention (RtI) program.
 - iii. Implement progress monitoring checkpoints 2017-2018
 - 1. 20 day reports
 - a. Academic progress / Interventions
 - b. Attendance benchmarks / Interventions
 - c. Behavior benchmarks/ Interventions
 - d. RtI progress monitoring
 - 2. Revise promotion criteria to include specific grade-level content
 - iv. Quarterly data meetings at school-level to occur to review RtI process -(grades, teacher comments, attendance, discipline, instructional setting) beginning 2016-2017.
 - v. Develop student advisory groups to provide student advocates
 - 1. Career advisement
 - 2. DARE
 - 3. Social Skills
 - 4. Progress monitoring
 - vi. Implement and monitor district procedures for screening, interventions, and progress monitoring to ensure fidelity.
 - 1. Review grading policies to ensure grades reflect mastery.
 - 2. Monthly data reports to District Leadership Team.
 - 3. SLDS Training for Administrators and Teachers
 - a. 2016-2017
 - i. SLDS Overview / Lexile
 - ii. Basic Administrative Training
 - b. 2017-2018
 - i. Assessment / Differentiated Instruction
 - ii. Advanced Administrative Training
 - c. 2018-2019
 - i. Student data profiles
 - ii. Student learning goals
 - iii. Standards-based reporting
2. **Strategic Initiative:** Uses protocols and processes for problem solving, decision-making, and removing barriers.
- 1) Create a leadership development process and curriculum to support district leadership capacity.
 - i. GLISI
 - 1. Cohort 1 – January/February 2017
 - a. Superintendent
 - b. Executive Director CIFP
 - c. Principals
 - d. Instructional Coaches
 - 2. Cohort 2 – November / December 2017
 - a. Superintendent
 - b. Exec. Director CIFP

- c. Director of RtI
 - d. Director of Professional Learning
 - e. Director of SpEd
 - f. Assistant Principals (CHS – 1, CMS – 1, CES – 1)
 - g. Counselors
 - h. Lead Teacher (CHS – 1, CMS – 1, CES – 2)
3. Cohort 3 – January/February 2019
 - a. Superintendent
 - b. Exec. Director CIFP
 - c. Exec. Director HRSS
 - d. Lead teachers, including SpEd Coordinators (CHS-3, CMS – 3, CES – 6)
 4. Cohort 4 – October/November 2019
 - a. Superintendent
 - b. Exec. Director CIFP
 - c. Exec. Director FFO
 - d. Director of Technology
 - e. Director of SNP
 - f. Lead teachers (CHS – 2, CMS – 2, CES – 4)
- 2) Utilize GLISI consultants to work with principals in developing and monitoring Impact Checks for PLC implementation and student progress monitoring. 2017-2018

3. Strategic Initiative: Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.

- 1) Review SIPs quarterly in CAI PLCs beginning 2016-2017.
- 2) Implement Professional Learning Communities.
 - i. PLC Institute
 1. November 2016
 - a. Superintendent
 - b. Exec. Director CIFP
 - c. Principals
 - d. Instructional Coaches
 - ii. PLC Institute
 1. June 2017
 - a. Exec. Director HRSS
 - b. Director of Special Ed
 - c. SCA Principal
 - d. Assistant Principals
 - e. Teacher Leaders
 2. Fall 2017
 - a. Superintendent
 - b. Teacher Leaders (CHS – 2, CMS – 2, CES – 4)
 - iii. Establish/revise common expectations for PLC implementation in all schools (PLC Handbook) beginning 2016-2017.

- iv. Develop a calendar and/or school schedule to embed PLCs into the work day.
 - v. District guided PLCs will focus on developing and revising a GVC.
 - vi. School-based PLCs will focus on GVC implementation and data analysis.
- 3) Increase each school's climate rating by 3% annually.
- i. Explore, expand, and ramp-up extra-curricular activities for students by 2021-2022.
 - 1. Athletics
 - 2. Academic Clubs/Competitions
 - 3. Civic/Leadership Organizations
 - ii. Identify the factors impeding student attendance and develop a plan to efficiently remove these barriers. Reduce at each grade level the number of students who have more than five absences by two percent each year over the next five years.
 - 1. Develop attendance data reporting protocols.
 - 2. Analyze system attendance data to establish a baseline and to determine historical patterns of non-attendance.
 - 3. Review the research on student absenteeism and programs designed to improve attendance.
 - i. Develop an effective reporting and early warning system, ensure and effective attendance protocol, and propose a viable parent notification system.
 - ii. Consider attendance recognition programs.
- 4) Reduce the number of student discipline incidents by 3% each year over the next five years.
- i. Ensure all stakeholders understand the intension and importance of GADOE Climate Surveys.
 - 1. Provide informational sessions explaining survey key terms.
 - 2. Schedule completion sessions.
 - 3. Monitor participation rates.
- 5) Monitor, provide feedback, and support the implementation of Positive Behavioral Interventions and Supports (PBIS).
- i. Analyze discipline data to identify strengths and areas of improvement.
- 6) Provide professional learning as needed to support strategies used to promote positive behavior.
- i. Develop and implement a disciplinary consequence matrix to address disproportionality.
 - ii. Analyze system discipline incident data to establish a baseline and to determine patterns of discipline infractions.
 - iii. Develop a plan designed to reduce discipline incidents, including out-of-school and in-school suspension, bus suspension, and disruptive behavior in the classroom.
 - 1. CPI certification for all staff – focusing on de-escalation strategies.
 - a. 33% 2016-2017
 - b. 33% 2017-2018
 - c. 33% 2018-2019
 - 2. Classroom Management professional learning.

Strategic Performance Standard 4 – Allocation and Management of Resources

The district requires the allotment and administration of resources to attain district and school goals for student learning.

1. **Strategic Initiative:** Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching.
 - 1) Develop a funding plan to improve the operating capacity of schools while balancing the budget by 2019-2020.
 - 2) Implement a resource allocation model for schools and departments that supports innovation and flexible decision-making to accomplished defined objectives by 2017-2018.
 - 3) Initiate communication and transparency of financial information to all stakeholders annually.
2. **Strategic Initiative:** Annually allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.
 - 1) Determine an appropriate funding level for schools to achieve our goals.
 - i. Develop staffing formulas.
 - 2) Utilize flexibility under SWSS (IE²) to optimize resources.
 - 3) Review scheduling options annually that maximize student support while balancing staffing formulas.
3. **Strategic Initiative:** Develops and implements processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.
 - 1) Develop a plan for necessary facilities and infrastructure upgrades to support academic and co-curricular programs (including career pathways) and safety 2016-2017.
 - 2) Realign custodial and maintenance staff to building leadership 2016-2017.
 - 3) Develop a maintenance request system to track job assignments, repair times, and costs. Review monthly.
 - 4) Explore cost saving measures through energy management companies to decrease energy consumption.
 - 5) Develop a cleanliness expectation and review process for all facilities.
 - i. Develop a professional learning plan for employees.
 - ii. Develop a recognition system for custodial and maintenance services.
 - 6) Utilize recommendations from annual GSBA Risk Management Services review to revise and update safety procedures, protocols, and policies.
 - 7) Acquire a transportation routing software to maximize bus routes efficiency.
 - 8) Explore the installation of bus videos to protect bus stops 2016-2017.
 - i. Involve local law enforcement to monitor and share fines 2017-2018.
 - 9) Install safety cameras at Claxton Middle School and Claxton Elementary School 2016-2017.
 - 10) Develop annually a school calendar to support academic and instructional needs while building in capacity for maintaining facilities.
 - 11) Acquire safety radios for schools and district communication 2016-2017.
 - 12) Review state facility plan, exploring options for Claxton High School 2016-2017.
 - 13) Explore opportunities for a School Resource Officer
 - 14) Decrease paper consumption by exploring electronic and digital archiving and retrieval methods.

- i. Google Docs
- ii. Electronic IEPs

4. Strategic Initiative: Provides, coordinates, and monitors student support systems and services.

- 1) Develop a comprehensive school safety plan.
 - i. Convene a team to review school emergency management and school safety plans to ensure they are comprehensive in scope and provide maximum safety and security for all. (GEMA)
 - ii. Review student discipline data to provide proactive measures.
- 2) Develop a partnership with Evans County Sherriff's Department to offer DARE program to all 5th grade students.
- 3) Develop and promote a sound School Food Service and wellness program.
 - i. Expand Farm to Table opportunities.
 - ii. Increase employee participation.
 - 1) Implement a monthly charging policy for faculty and staff.
 - iii. Expand and promote nutrition and wellness programs in all schools.
 - 1) Increase student participation with breakfast and lunch.
 - 2) Develop efficient methods of distribution to return breakfast service to school cafeterias.
 - 3) Expand PE Offerings within the district.

Strategic Performance Standard 5: Learning and Teaching

The district establishes processes for implementing, supporting, and monitoring curriculum, instruction, and assessment systems and their impact on student learning.

1. **Strategic Initiative:** Engages and supports all schools in systemic processes for curriculum design to align assessments and instruction with the required standards.
 - 1) Develop and communicate common expectations for defining and implementing curriculum, assessment, and instruction (CAI) practices across all schools, a Guaranteed and Viable Curriculum (GVS). Review quarterly.
 - a. Curriculum Process
 - i. Develop quarterly reviews in conjunction with RESA of curriculum maps/pacing guides:
 1. Deconstruct standards
 2. Define performance strands (emerging, proficient, distinguished)
 3. Determine DOK levels
 4. Develop learning targets
 5. Develop common assessments
 - b. Align appropriate assessment with purposeful instruction for all students
 - i. Explore and acquire test banks and/or benchmarking software tools (Illuminate, Khan Academy)
 - c. Review instructional practices for implementing a GVC throughout the district
 - i. TKES
 - ii. District Walk-throughs
 - iii. Professional Learning
 1. Marcia Tate (Brain-based strategies)
 2. Ron Clark Academy (Student engagement)
 - 2) Improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness. (Instructional Coaches / PLCs).
2. **Strategic Initiative:** Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff.
 - 1) Implement Professional Learning Communities (PLCs).
 - 2) Develop evaluation instruments for Central Office and Support Staff based upon TKES/LKES Model.
 - i. Incorporate one personal growth goal for every employee.
 - ii. Incorporate one professional growth goal for every employee.
3. **Strategic Initiative:** Guides, supports, and evaluates the implementation of curriculum, assessments, and instruction.
 - 1) Provide a basis for instructional improvement through productive teacher performance appraisal and professional growth (District/Administrative Walk-throughs).
 - 2) Develop common data progress monitoring checkpoints through the school year focusing on academics, attendance, and discipline.
 - 3) Implement data analysis teams.
 - 4) Develop monthly CAI PLCs to review the instructional process.

4. **Strategic Initiative:** Ensures that professional learning is relevant and addresses adult and student needs.
 - 1) Develop professional learning needs from multiple sources of data.
 - i. TKES
 - ii. Teacher input / Survey
 - iii. Administrative observation and feedback
5. **Strategic Initiative:** : Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed.
 - 1) Develop a system for tracking PL implementation and observations.
 - i. Walkthroughs and feedback of PLCs to ensure that 75% of PLCs are focused on CAI process by May 2017; 100% by December 2017.
6. **Strategic Initiative:** Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.
 - 1) Coordinate Admin PLCs.
7. **Strategic Initiative:** Utilize new and existing technologies to support instruction and learning, engage students, improve process efficiencies, and provide professional development for staff members to sustain the school system's strategic plan and continuous improvement culture.
 - 1) Increase capacity to administer assessments online moving toward a 1:1 environment (academic resource labs).
 - 2) Explore technologies (ie. Kindles) to provide academic support to students 1:1.
 - 3) Provide multiple opportunities for administrators, teachers, and students to effectively utilize a variety of digital tools.
 - i. Develop teacher work labs in each school.
 - 4) Replenish and/or upgrade various technologies, including infrastructure and information systems, to support initiative and decision-making.
 - 5) Explore instructional and benchmarking technologies.
 - 6) Appoint / secure an instructional technology specialist for each school.
 - i. Utilize OTC Computer Science interns to provide support for schools.
 - 7) Expand technology software support.
 - ii. USA Test Prep; Kahoots; Khan Academy
 - iii. Google Docs
 - 8) Investigate innovative technologies to reduce utility costs for the district (VOIP, etc.).

Strategic Performance Standard 6: Leader, Teacher, and Staff Effectiveness

The district utilizes a performance management system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for all students.

1. **Strategic Initiative:** Develop and implement process that recruit, hire, and retain effective teachers, leaders, and staff.
 - 1) Develop cost-effective benefit programs for employees.
 - 2) Develop a budgeting plan to re-instate local supplements for all employees.
 - 3) Revise administrative supplements and align with district needs.
 - 4) Revise athletic supplements to be competitive while balancing district budget.
 - 5) Standardize hiring process for teachers based upon job descriptions.
 - i. Lesson Planning evidence
 - ii. Assessment Examples
 - iii. Teaching Component
 - iv. Interview Questions
 - v. Written Response
 - 6) Develop a teacher/employee mentoring program.
 - 7) Develop common hiring practices for all departments.
2. **Strategic Initiative:** Establish and implement processes that increase the effectiveness of teaches, leaders, and staff.
 - 1) Seek the addition of a Director of Professional Learning to coordinate district professional development.
 - i. Duties to include: PL, Title IIA, and Grant Writing
 - 2) Investigate online resources to support professional development (PD 360, Solutions Tree).
 - 3) Ensures that professional learning is relevant and address adult and student needs.
 - i. Implement an Aspiring Leaders Program
 - ii. Implement a professional development system that provides the training needed to build teacher effectiveness.
 1. Professional Learning Plans
 - a. Induction level educators (3 years or less).
 - b. Educators new to district.
 - c. Educators in new positions.
 - d. Educators returning after an absence (1 year or more)
 - e. Educators new to Georgia
 - f. Educators with performance ratings below proficient or satisfactory
 2. Professional Learning Goals
 - a. Educators who do not fall into the aforementioned categories
 - iii. Implement a continuous improvement training program for leadership level administrators, school leadership team members, and designated teacher-leaders (GLISI).
 1. Professional learning goals
 - a. One personal

- b. One professional aligned to district strategic plan
 - iv. Implement an induction/mentoring program for new administrators and teachers to sustain the school system's strategic plan and continuous improvement culture (RESA).
 - v. Develop a train the trainer model for gifted certification.
 - vi. Develop internal capacity for CPI, CPR and other annual mandatory trainings.
- 3. **Strategic Initiative:** Guides and monitors the use of a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.
 - 1) TKES
 - 2) LKES
 - 3) CKES
 - 4) Develop an assessment instrument to evaluate district programs and personnel.
- 4. **Strategic Initiative:** Define the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance.
 - 1) Revise job descriptions.
 - 2) Develop interrater reliability standards for LKES/TKES.
- 5. **Strategic Initiative:** Organize and provide personnel, expertise, and services to achieve district and individual school goals.
 - 1) Annually review CPI report.
 - 2) Decrease teacher absences.
 - i. Revise FMLA procedures.
 - ii. Track attendance through VeriTime.
 - iii. Manage subs through AESOP.
 - 1. Develop a plan to decrease substitute teacher/employee costs across the system.

Standard 7: Family and Community Engagement

The district implements processes for engaging families and community members as active participants to help schools improve learning and teaching.

- 1) **Strategic Initiative:** Develop a public relations process to promote student and staff success and district strategic initiatives
 - a. Designate school level PR coordinators.
 - b. Appoint/hire a Public Relations specialist to promote the district.
- 2) **Strategic Initiative:** Establish and communicate district-wide expectations for schools to engage families and the community to support learning and teaching.
 - a. Utilize school councils to improve communication with stakeholders and education partnerships on school improvement initiatives.
 - b. Develop an annual district-wide School Council Meeting (January).
 - c. Utilizing the SSIP model, create a district C.A.F.E. to engage community stakeholders in school improvement processes.
 - i. Meet quarterly.
 - ii. Ensure that all stakeholders are represented to review district data and provide input into school improvement efforts.
 - d. Pursue 21st Century grant to provide academic support, enrichment activities and Parent Universities.
 - i. Partner with Family Connections and Second Harvest.
 - e. Participate in Georgia REACH Scholarship.
- 3) **Strategic Initiative:** Establish structures which promote clear and open communication between schools and stakeholders.
 - a. Develop Superintendent's Councils:
 - i. Teachers
 - ii. Students
 - iii. District School Council Collaborative
 - iv. Evans County C.A.F.E.
 - b. Develop partnerships with parents that result in active involvement in their child's life success.
 - c. Develop ongoing partnerships with community support organizations and regional employers identified as critical to the school system's mission.
 - d. Increase stakeholder access to information through various social media platforms, electronic messaging, Internet applications, and websites.
 - e. Increase stakeholder access to information through various community events (Parent University).
 - f. Review the research on effective parent engagement initiatives.
- 4) **Strategic Initiative:** Ensure that families and community members have feedback and problem-solving opportunities throughout the district.
 - a. Utilize electronic communication capabilities to include social media.
 - i. Develop a system to track Parent Portal access

- ii. Expand Blackboard App to include website, phone communication, and social media outlets and track usage.
 - iii. Expand social media accounts
 - 1. Facebook, Twitter, etc.
 - 2. School websites
 - iv. Utilize Parent Universities to provide training and support to parents.
- 5) Strategic Initiative:** Ensure that district personnel are visibly represented at forums, discussions, or presentations on issues that affect children.
- a. Family Connections
 - b. Health Board
 - c. Library Foundation
 - d. Panel for Improved Health
 - e. EEMA
 - f. Chamber of Commerce
 - g. Economic Development Authority