



DISRUPTING FOR EXCELLENCE
NEW LEVELS HEIGHTS



**Driving Educational Excellence:
Insights from State Testing,
Strategic Approaches, and Future
Plans**

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Superintendent's Committee of the Whole
February 10, 2025

DISRUPTING FOR EXCELLENCE

NEW LEVELS HEIGHTS

2024-2019 STRATEGIC PLAN

DeKalb County School District

dekalbschoolsiga.org



Making Connections

VISION

To prepare students for success as lifelong learners and responsible global citizens

MISSION

To promote the academic, social, and emotional growth of each student by fostering a safe, supportive, and engaging learning environment

CORE BELIEFS

We believe in

Meeting each student's academic, social, and emotional needs

Supporting quality teaching and learning

Creating equitable educational opportunities for all students

Embracing cultural diversity

Implementation Chart - Goal Area 1

Goal Area 1: Student Academic Success with Equity and Access Performance Objectives	Implementation Years				
	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
1.1: Increase proficiency rates in literacy on district and state assessments for all students.	I	I	R	R	R
1.2: Increase proficiency rates in numeracy on district and state assessments for all students	I	I	R	R	R
1.3: Increase the 4- and 5-year cohort graduation rates.	I	I	R	R	R
1.4: Ensure all students have equitable access to and support for academic programs and career pathways.	P	I	I	R	R
1.5: Improve student academic growth as measured by the College and Career Readiness Performance Index (CCRPI).	I	I	I	R	R
1.6: Enhance student proficiency in digital literacy skills using innovative technology.	P	I	I	I	R

Key:

Not Started	NS	Planning	P	Initial Implementation	I	Continuous Refinement	R
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Implementation Chart - Goal Area 2

Goal Area 2: School, Family, and Community Engagement Performance Objectives	Implementation Years				
	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
2.1: Strengthen family, school, and community engagement to establish clear, accessible, and relevant communication tailored to meet stakeholders' preferences.	I	I	R	R	R
2.2: Create opportunities for collaboration between the district, families, community partners, and businesses to foster partnerships to support district-wide initiatives.	P	I	R	R	R
2.3: Improve communication processes for stakeholders to ensure the flow of clear, timely, and relevant information.	P	I	R	R	R
2.4: Establish clear communication channels to effectively engage with multilingual families and provide equitable access to district and school information.	I	I	R	R	R

Key:

Not Started	NS	Planning	P	Initial Implementation	I	Continuous Refinement	R
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Implementation Chart - Goal Area 3

Goal Area 3: Recruit, Develop, and Retain Talent Performance Objectives	Implementation Years					
	2024	2025	2026	2027	2028	2029
	-	-	-	-	-	-
3.1: Recruit and hire a diverse and highly qualified workforce that reflects a world-class, innovative talent pool.	I	R	R	R	R	R
3.2: Develop high performing staff to ensure quality teaching and learning outcomes, an innovative workforce, and visionary leaders.	P	I	R	R	R	R
3.3: Retain highly effective staff in critical needs positions to ensure the sustainability and efficiency of integral district programs and services.	I	R	R	R	R	R
3.4: Develop employee pipelines for key staff positions to ensure the long-term viability of essential programs and services.	P	I	R	R	R	R

Key:

Not Started	NS	Planning	P	Initial Implementation	I	Continuous Refinement	R
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Making Connections Matter

CORE VALUES



Humanization

Before we can address the critical work that has to be accomplished collectively in the DeKalb County School District, we must connect as

human beings first. Recognizing value and worth and not viewing others solely as resources and a means to an end.

Professionalism

Should be exhibited in all phases of our professional and personal life. Our dress code, the manner in which we communicate, accountability, and punctuality are some traits that represent professionalism.

Respect

A professional work environment is built on mutual respect. We treat each other with courtesy, we value diversity, and appreciate different perspectives.

Integrity

Is closely related to professionalism but it involves honesty, truthfulness, and ethical conduct. Taking responsibility for their actions and maintaining confidentiality when required.

Dignity

Fair treatment of individuals. Not discriminating against individuals because of race, gender, age, or sexual orientation. Open and honest communication regardless of the position or title is imperative.

Empathy

Understand and share the feelings, perspectives, and experiences of others. It involves recognizing and acknowledging the emotions and concerns of others, as well as responding in a compassionate and supportive manner.



PORTRAIT OF A GRADUATE

Reflective & Resilient Learner... / I Can

- demonstrate knowledge of content, skills, and standards
- evaluate potential outcomes of my actions by reflecting on successes and challenges and making the appropriate shifts to accomplish personal and academic goals
- hold myself accountable by utilizing organization and project management to achieve growth
- persevere through productive failures and challenges to improve
- demonstrate readiness through active civic engagement, enrollment, employment, entrepreneurship, or enlistment

Globally Engaged Citizen... / I Can

- respect different cultures, perspectives, and beliefs
- exercise compassion and empathy towards others
- explore community and global issues from the perspectives of those most impacted and develop plausible solutions
- employ a neutral and democratic process to arrive at decisions

Creative & Dynamic Learner... / I Can

- demonstrate curiosity, originality, inventiveness, and innovative problem-solving to create new things
- dive deeply into an issue and consider multiple perspectives when addressing problems and developing new processes
- take the appropriate risks and make adjustments based on lessons learned
- evaluate information and challenge both my peers thinking and my own
- generate questions and elaborate on ideas to identify new solutions

Effective Collaborator... / I Can

- work with a diverse group to accomplish a common goal
- give and receive meaningful feedback
- own personal responsibility for team outcomes
- value and appreciate varying opinions and viewpoints of others

Effective Communicator... / I Can

- articulate and share ideas clearly with respect
- utilize different platforms to express ideas and thoughts
- use technology effectively and responsibly
- actively listen with an open mind and respect other ideas





AGENDA

- State Testing
- Strategic Approaches
- Future Plans



Criteria are compliant with federal law and U.S. Department of Education (USED) requirements and were approved by USED in Georgia's 2023 ESEA Consolidated State Plan amendment.

Federal School Identifications



Comprehensive Support and Improvement (CSI)



Targeted Support and Improvement (TSI)



Additional Targeted Support and Improvement (ATSI)

Identification Summary

Category	Frequency	Eligible Schools	Entrance Criteria	Exit Criteria
CSI	Every 3 years	Title I Schools	Performance for all students is in the lowest 5% of schools based on a staged identification approach.	Do not meet the entrance criteria AND demonstrate an improvement in Content Mastery, ELA achievement, mathematics achievement, or science achievement from the year of identification to the current year.
	Every 3 years	All High Schools	Have a four-year adjusted cohort graduation rate less than or equal to 67%.	Attain a four-year adjusted cohort graduation rate greater than 67%. Exit criterion is reviewed annually.
	Every 3 years	Title I Schools	Have the same student group(s) identified for ATSI for six years (two consecutive identification cycles) without exiting ATSI status after the sixth year.	Meet the ATSI exit criteria.
			*CSI schools that do not exit CSI support after three years will be identified for Tier IV support.	
TSI	Annually	All Schools	Performance for one or more student groups is in the lowest 5% of schools based on a staged identification approach.	Do not meet the entrance criteria.
ATSI	Every 3 years	All TSI Schools	Among schools meeting the TSI criteria, have one or more identified student groups whose component scores are at or below the highest component scores of the CSI Lowest Performing schools based on a staged identification approach.	Do not meet the entrance criteria AND demonstrate an improvement in Content Mastery, ELA achievement, mathematics achievement, or science achievement for all identified student groups from the year of identification to the current year.

Schools may have two CSI identifications if they meet both the Lowest Performing and Low Graduation Rate criteria.

Schools may have multiple TSI/ATSI identifications if the criteria are met for more than one student group. To exit TSI/ATSI support, exit requirements must be met for all identified student groups.

Schools may meet the criteria for multiple identifications, but the highest-priority identification will supersede (CSI – ATSI – TSI).

All identifications are run separately for each grade cluster (elementary, middle, high).

CSI schools that do not exit CSI support after three years will be identified for Tier IV support.



State and/or Federally Identified Schools - 2025 Identification Criteria

Comprehensive Support and Improvement (CSI): The lowest Title I schools based on Content Mastery, Progress, Closing Gaps, Readiness, and Graduation Rate- **identified every 3 years**

DeKalb Alternative (now a program) – Lowest 5%	
EAHS – Lowest 5%	
Total	02

CSI Tier IV Support: Continue to meet criteria above for consecutive years- **identified every 3 years**

Flat Shoals ES	
Stone Mt. ES	
TOTAL	02

CSI- Graduation Rate: All high schools with a 4-year adjusted cohort rate less than or equal to 67%- **identified every 3 years**

Cross Keys	
Elizabeth Andrews	
East DeKalb SEC (now a program)	
DeKalb Alternative (now a program)	
Total	04

CSI Progress Designation: CSI schools with a 5% increase in Content Mastery over the prior year and have a score of 80 or higher on one of the other components.

Clarkston	McNair HS
Cross Keys	Stone Mountain ES
Flat Shoals	
TOTAL	05

Additional Targeted Support and Improvement (ATSI): TSI eligible schools that transition to ATSI based on subgroup scores falling below CSI school's highest component scores in Content Mastery, Progress, Closing Gaps, Readiness, and Graduation Rate- **identified every 3 years**

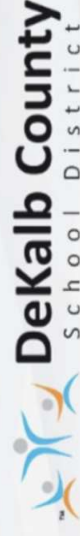
Browns Mill - SWD	Murphey Candler - SWD
Hightower - SWD	Rock Chapel - SWD
Lithonia HS - SWD	Snarfinger - SWD
ML King HS - SWD	Stoneview - SWD
TOTAL	08

Exited Schools: Earned a 4-year graduation rate higher than 67%.

Clarkston – CSI Graduation Rate	
McNair HS – CSI Graduation rate	
Total	02

Targeted Support and Improvement (TSI): The lowest 5% schools based on subgroup performance in Content Mastery, Progress, Closing Gaps, Readiness, and Graduation Rate- **identified annually**

Chapel Hill ES – SWD	Rowland - SWD
Indian Creek – SWD	Stone Mill - SWD
Oak View - SWD	Toney ES - SWD
McNair ES - SWD	Towers HS - SWD
Woodridge - SWD	
TOTAL	09





Celebration – Horizon Plus Schools Exited 2024

School Name	2022-2023	2023-2024	2024-2025
Chapel Hill Elementary			TSI-SWD
Dresden Elementary	CSI- PROMISE		
Fairington Elementary	CSI- LOWEST 5%		
Flat Rock Elementary	CSI- PROMISE		
Indian Creek Elementary			TSI-SWD
Mary McLeod Bethune Middle	CSI- PROMISE		
McNair Middle	CSI- PROMISE		
Montclair Elementary	CSI- PROMISE		
Oak View Elementary	CSI- PROMISE		TSI-SWD
Panola Way Elementary	CSI –LOWEST 5%		
Peachcrest Elementary	CSI- PROMISE		
Pine Ridge Elementary	TSI -SWD		
Ronald McNair Discover Learning Academy	CSI –LOWEST 5%		TSI-SWD
Rowland Elementary			TSI- SWD
Salem Middle School	TSI -SWD		
Shadow Rock Elementary	TSI -SWD		
Stone Mill Elementary	CSI- Promise		TSI- SWD
Toney Elementary			TSI- SWD
Towers High School	CSI- Promise		TSI- SWD
Woodridge Elementary	TSI -SWD		TSI- SWD
Grand Total		20/20 or 100%	11/20 or 55%

	Horizon Plus – Exited Federally Identified List (DCSD CIT and Area Horizon Team continues to provide support)
	TSI – Newly Federally Identified Schools – January 2025

Celebrations - Literacy

Area	School Name	The Literacy Leader Awards honor schools that demonstrate exceptional achievement or growth in reading proficiency or mastery in 2023-24. In Dekalb County, 16 schools met the qualifications to be recognized as Literacy Leaders. The criteria focus is on students reading at or above grade level on the Georgia Milestones Assessments in elementary and middle schools. High school awards are based on results from the American Literature End-of-Course assessments.
1	AUSTIN ELEMENTARY SCHOOL	3rd Grade Gateway Achievement; 5th Grade Achievement
1	CARY REYNOLDS ELEMENTARY SCHOOL	3rd Grade Gateway Growth; 4th Grade Growth
2	BRIARLAKE ELEMENTARY SCHOOL	3rd Grade Gateway Growth; 5th Grade Growth
2	LAUREL RIDGE ELEMENTARY SCHOOL	3rd Grade Gateway Growth; 5th Grade Growth
3	BARACK H OBAMA ELEMENTARY MAGNET	3rd Grade Gateway Growth
3	PRINCETON ELEMENTARY SCHOOL	3rd Grade Gateway Growth
High	DEKALB EARLY COLLEGE ACADEMY	HS Achievement
Horizon	BROWNS MILL ELEMENTARY SCHOOL	3rd Grade Gateway Growth
Horizon	SHADOW ROCK ELEMENTARY SCHOOL	3rd Grade Gateway Growth
Specialty	DEKALB ELEMENTARY SCHOOL OF THE ART	3rd Grade Gateway Achievement; 3rd Grade Gateway Growth; 4th Grade Growth; 6th Grade Gateway Growth; 7th Grade Achievement; 8th Grade Achievement
Specialty	DEKALB SCHOOL OF THE ARTS	HS Achievement
Specialty	INTERNATIONAL COMMUNITY SCHOOL	3rd Grade Gateway Growth; 5th Grade Growth
Specialty	KITTREDGE MAGNET SCHOOL	4th Grade Outstanding Achievement; 5th Grade Outstanding Achievement; 6th Grade Gateway Outstanding Achievement
Specialty	LEADERSHIP PREPARATORY ACADEMY	6th Grade Gateway Achievement; 6th Grade Gateway Growth; 7th Grade Growth; 8th Grade Growth
Specialty	ROBERT SHAW THEME SCHOOL	3rd Grade Gateway Achievement; 3rd Grade Gateway Growth; 4th Grade Growth
Specialty	WADSWORTH MAGNET SCHOOL	4th Grade Outstanding Achievement; 5th Grade Outstanding Achievement; 6th Grade Gateway Outstanding Achievement; 7th Grade Outstanding Achievement; 8th Grade Outstanding Achievement

Celebrations - Mathematics

Area	School Name	The Math Leader Awards honor schools for exceptional achievement or growth in mathematics. In DeKalb County, 24 schools were recognized for increasing the percentage of students scoring at the Proficient Learner level or higher in 2023-2024 on the Georgia Milestone Assessments. The criteria focus on the importance of numeracy skills in fifth and eighth grades, requiring higher growth from schools with lower achievement levels. High school awards are based on the Algebra: Concepts and Connections End-of-Course exams.
1	AUSTIN ELEMENTARY SCHOOL	3rd Grade Achievement; 3rd Grade Growth; 4th Grade Achievement; 5th Grade Gateway Growth
1	DUNWOODY ELEMENTARY SCHOOL	5th Grade Gateway Growth
1	WOODWARD ELEMENTARY SCHOOL	5th Grade Gateway Growth
1	JOHN ROBERT LEWIS ELEMENTARY SCHOOL	5th Grade Gateway Growth
1	ASHFORD PARK ELEMENTARY SCHOOL	5th Grade Gateway Growth
1	CHESNUT ELEMENTARY SCHOOL	3rd Grade Growth; 5th Grade Gateway Growth
1	OAK GROVE ELEMENTARY SCHOOL	5th Grade Gateway Growth
1	MONTGOMERY ELEMENTARY SCHOOL	5th Grade Gateway Growth
2	LIVSEY ELEMENTARY SCHOOL	5th Grade Gateway Growth
2	BRIAR VISTA ELEMENTARY SCHOOL	5th Grade Gateway Growth
2	LAUREL RIDGE ELEMENTARY SCHOOL	3rd Grade Growth; 5th Grade Gateway Growth
3	COLUMBIA ELEMENTARY SCHOOL	5th Grade Gateway Growth
3	RAINBOW ELEMENTARY SCHOOL	5th Grade Gateway Growth
High	TAPESTRY PUBLIC CHARTER SCHOOL	8th Grade Gateway Growth
Horizon	MCNAIR MIDDLE SCHOOL	8th Grade Gateway Growth; HS Achievement
Middle	CHAMBLEE MIDDLE SCHOOL	HS Achievement
Middle	TUCKER MIDDLE SCHOOL	HS Achievement
Specialty	WYNBROOKE ELEMENTARY SCHOOL	5th Grade Gateway Growth
Specialty	MUSEUM SCHOOL AVONDALE ESTATES	4th Grade Growth; 5th Grade Gateway Growth
Specialty	KITTREDGE MAGNET SCHOOL	4th Grade Outstanding Achievement; 5th Grade Gateway Outstanding Achievement; 6th Grade Outstanding Achievement
Specialty	WADSWORTH MAGNET SCHOOL	4th Grade Achievement; 4th Grade Growth; 6th Grade Achievement; 7th Grade Achievement; 7th Grade Growth; 8th Grade Gateway Outstanding Achievement; HS Outstanding Achievement
Specialty	GLOBE ACADEMY CHARTER SCHOOL	7th Grade Growth; 8th Grade Gateway Growth
Specialty	ROBERT SHAW THEME SCHOOL	3rd Grade Growth; 4th Grade Growth; 5th Grade Gateway Growth
Specialty	DEKALB ELEMENTARY SCHOOL OF THE ARTS	4th Grade Growth; 8th Grade Gateway Growth

Chief of Schools and Leadership





All Roads lead to Graduation and BEYOND!

Below 67% = CSI
Grad Rate

Name of School	2023 Fall Projected Graduation Rate	2024 Fall Projected Graduation Rate	2025 Winter Projected Graduation Rate	Fall 24 and Winter 25 Difference	January 2025
Arabia Mountain High	82.73	95.42	89.78	-5.64	93.33
Cedar Grove High	67.74	77.56	74.92	-2.64	82.99
Chamblee High	64.08	60.74	60.49	-0.25	85.80
Clarkston High	42.12	59.76	38.87	-20.89	63.08
Columbia High	62.11	73.48	76.38	2.90	77.24
Cross Keys High	44.6	59.88	49.38	-10.5	70.02
DeKalb Early College	92.65	98.57	100	1.43	100
DeKalb SOTA	100	100	100	0	100
Druid Hills High	68.03	74.94	85.31	10.37	86.50
Dunwoody High	74.9	78.42	77.56	0.86	87.52
Elizabeth Andrews High	24.64	44.29	47.22	2.93	TBA
Lakeside High	60.15	73.89	75.95	2.06	78.01
Lithonia High	48.81	32.27	47.68	15.41	76.76
Martin Luther King, Jr HS	68.08	69.23	77.97	8.74	78.86
McNair High	26.53	49.83	54.04	4.21	64.37
Miller Grove High	36.53	63.64	58.11	-5.53	79.77
Redan High	57.49	87.50	76.30	-11.20	87.27
Southwest DeKalb High	49.07	75.70	83.39	7.69	84.50
Stephenson High	65.99	52.10	52.10	0	85.92
Stone Mountain High	69.12	74.93	69.39	-5.54	79.25
Towers High	41.98	42.51	44.76	2.25	74.12
Tucker High	33.91	49.28	53.58	4.30	64.84



New Project Elevate 2025 Elizabeth Andrews High School!

Below 67% = CSI
Grad Rate

Home School	# of students
Cedar Grove	9
Chamblee High School	16
Clarkston High School	1
Columbia High School	13
Cross Keys High School	19
DeKalb Alternative High School	2
Druid Hills High School	12
Dunwoody High School	13
Lakeside High School	12
Lithonia High School	22
McNair High School	17
Miller Grove High School	18
MLK High School	9
Redan High School	8
Southwest DeKalb High School	7
Stephenson High School	18
Stone Mountain High School	14
Towers High School	15
Tucker High School	28
Total	253



Strategic Approaches and Future Plans

Chief of Schools and Leadership

CSI - Graduation Rate

- Two schools with a 4-year adjusted cohort rate less than or equal to 67%
- Progress monitor monthly through Operation Graduation
- Update student records to ensure proper withdrawal codes
- Provide Innovative Educational Opportunities through Project Elevate, Acceleration Academies, and FLEX
- Provide credit recovery options

TSI Schools

- Nine (9.0) schools with the **Targeted Support and Improvement (TSI)**
- This TSI designation is for 12 months (January 2025 – December 2025)
- Provide targeted tier 1 **(Response to Intervention)** instructional support and high impact, specially designed instructional modifications and accommodations for increased performance of students with disabilities.

Comprehensive Needs Assessment

- Conduct Spring CCVs
- Conduct Reality Checks for the TSI Schools in March
- Align with the risk factors resulting in the schools being designated as TSI
- Collaborate with the District Continuous Improvement Team (CIT) for specific and targeted needs-based support

Consultative & Collaborative Support

- District Content Coordinators (C&I)
- Exceptional Education (Student Services) Coordinators (Accountability and Research)
- Budget Support to align with priorities
- **QUAD team**

Sustainability Support:

- Remain with the Horizon Area using the Comprehensive Needs Assessment process
- Collaborate with external partners to support Horizon GADOE/METRO Resa support
- Short Team Action Plans
- Professional Learning
- System of Supports and Accountability



By implementing the Six Systems, schools can expect improved learning environments and student outcomes. Schools collect artifacts annually and provide evidence of impact.

Chief of Schools and Leadership

System 3 - Instructional Planning and Practices for Deeper learning

- Supporting weekly functioning PLCs via collaborative planning using DuFour's model
- Working on FY25 CSIPs to incorporate PLCs
- Feedback provided to improve instruction

System 4 – Progress Monitoring

- 100% CCVs complete
- Six Systems used in all schools
- Learning Walk Dates_All Areas - SY24.xlsx
- PL provided at all PLOs
- Support CSIP's Culture and Climate Priority CSIP Planning Folder
- Field renovation are complete for Towers and Clarkston HS

System 5 – MTSS and Behavioral Support

- Reinforce importance of MTSS Fidelity Implementation Slides - February 2024
- Identify and support teachers to reach our MTSS goal of 85% second interval data report
- Principals support Restorative Practice Roll-Out Principal Feedback Form (1-109).xlsx

System 6 - Instructional Feedback and PL

- Admin visit classrooms 1-hr day
- Conduct 1 schoolwide Learning Walk Dates_All Areas - SY24.xlsx per semester
- 100% of school-based and District PLLs trained in Frontline LMS
- 433 leaders attended Legal Symposium and received training

Systems of Support Principals Coaching Cycle



Teachers Receiving Feedback by Area		10/09/24 - 12/06/24	12/13/24 - 01/10/25
Area 1	1565	1097	468
Area 2	1244	1116	128
Area 3	630	500	130
Area Middle	758	533	225
Area High	2153	2108	45
Area Horizon	1569	1267	302
Area Specialty	738	576	162
Year to Date Total	8657	7197	1460

- The quantities above reflect feedback occurrences provided to teachers between December 13, 2024, and January 10, 2025.

Chief of Student Services



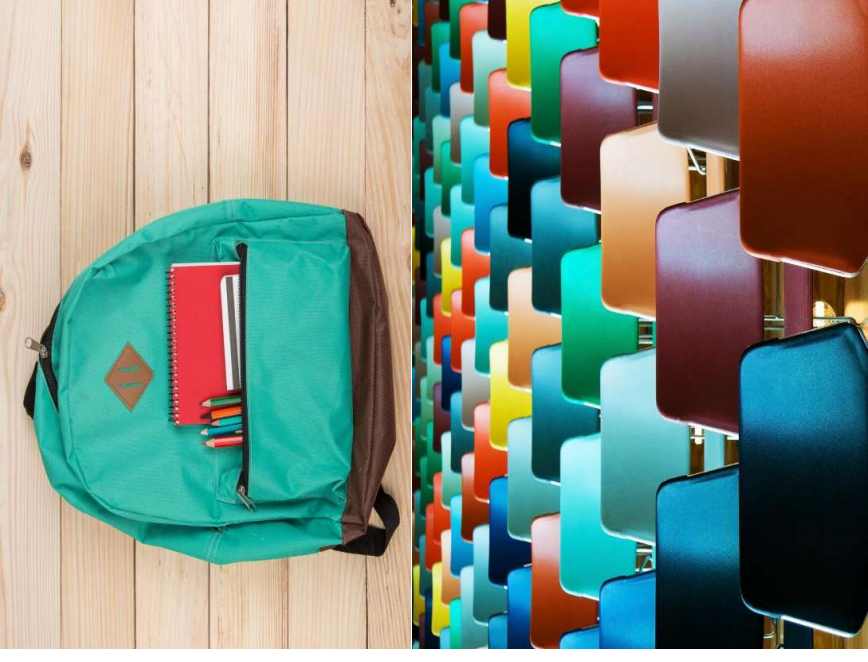
Post-COVID Challenges Impacting Students with Disabilities

Data: 17 of 21 schools are currently state-identified for low growth within the Students with Disabilities (SWD) subgroup (ATSI/TSI)

Probing Question: What are recent obstacles and current efforts to address academic growth and outcomes for students with disabilities?

Historical District Obstacles:

- Previously disjointed organizational structure
- Staffing shortages and leadership transition delays (including certified special education teachers, paraprofessionals, LTSEs, school psychologists, special education administrators and related service providers)
- Number of schools assigned to each Lead Teachers for Special Education (LTSE)
- Compliance challenges with plan implementation (IEP and Section 504)
- Challenges with Timely Exceptional Education Data – The District’s previous limitations to access special ed-specific MAP results hampered efforts to respond and improve. Limitations in accessing MAP program data limited our ability to track student progress, assess program effectiveness, or identify areas for improvement ultimately contributing to school designations on State Identified list (MAP data not provided by special program until SY25)



Current Supports for Horizon Area Schools

- 747 instances of **direct support** for Horizon Area in SY25 (as of 2/3/25) by Excep. Ed. Dept.

- Implementation, professional learning, monitoring of the Wilson Reading System, a specialized reading instruction methodology, is being implemented to help improve literacy in all ATSI schools (8)

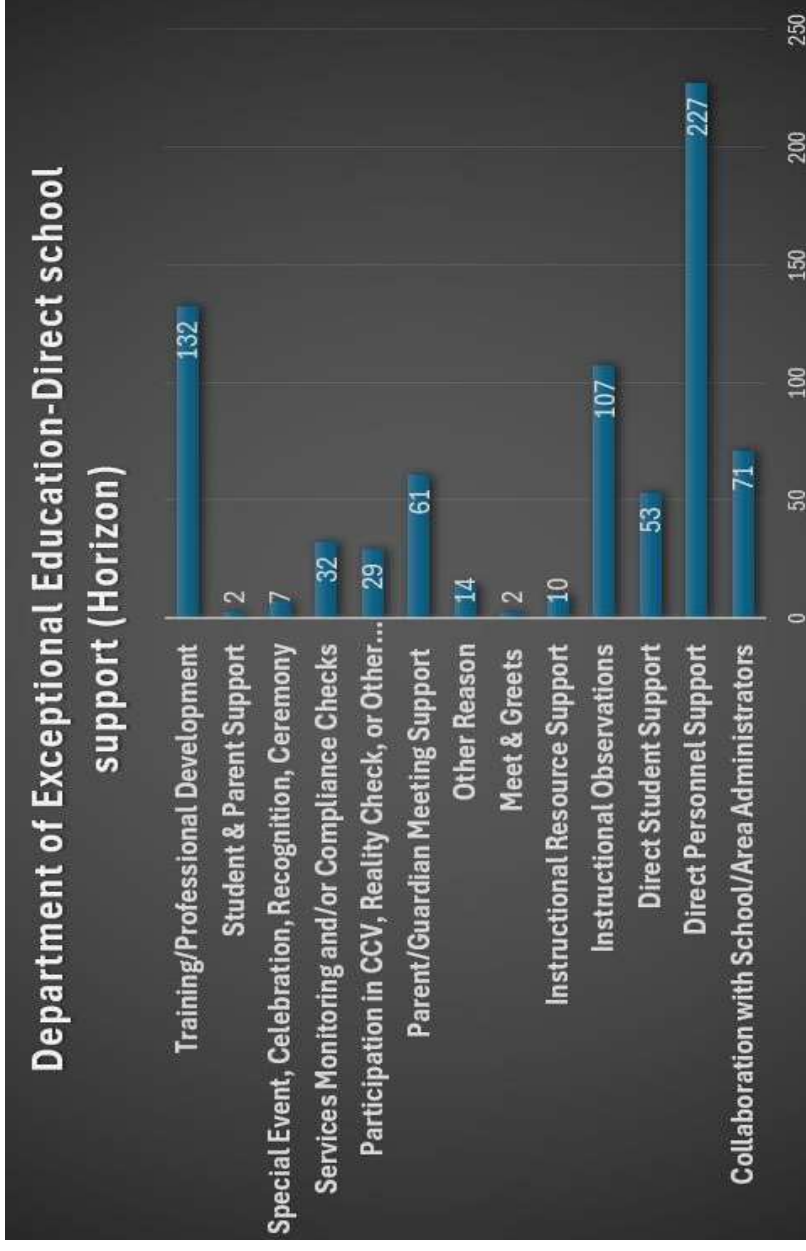
- Consistent Professional Learning Community (PLC) meetings occur monthly between Area and Exceptional Education Coordinator level staff to ensure consistency of practices and supports for schools

- Continual review/analysis of MAP, achievement, and other student/school data and development of school action and support plans

- Intentional professional learning for support staff and teachers (Effective lesson planning, Student grouping and student work, adapting the instructional methodology, high leverage practices, Specially Designed Instruction (SDI), etc.)

- Monthly technical assistance sessions
- Learning Walks
- Collaborative planning support

2024-2025 School Year: Instances of Support - Excep. Ed. Dept



Next Steps for Instructional Support-Horizon Area



- Reimagine the role of Lead Teachers for Special Education (LTSEs) in the Horizon Area to focus on instructional leadership
- Shift the line of supervision for LTSEs from building principals to Horizon Area Senior Coordinators
- Elevate capacity of other support staff to assist with compliance and general supervision tasks required by the GaDOE as LTSEs focus on instructional leadership
- Data-driven targeted personnel supports within Horizon Area schools
- Enhance collaboration between Horizon Area and special education leaders to ensure alignment of resources and support for schools in the form of weekly LTSE-support PLC meetings
- Continue guidance and support between leaders from 4 Divisions (Schools and Leadership, Curriculum and Instruction, Student Services, Accountability)
- Continued professional learning, implementation, monitoring of Wilson Reading System in ATSI schools
- In collab with other Divisions – analysis of Return on Investment (ROI) and guidance for schools on various instructional technology platforms

Chief Academic Officer



Strategic Approach

System of Supports and Accountability:

- Establishment of **Quad Team Leadership**: Chiefs of Divisions of Schools and Leadership, Curriculum and Instruction, Accountability and Research, and Student Services
 - Weekly focused collaboration between 4 Chiefs on multitude of aspects pertaining to written, taught, and assessed curriculum, and data analysis – impacting each student subgroup, school profile, and teacher and school leaders' needs
 - Regular collaboration, action planning, and implementation of schools' supports from all Divisions(4) personnel outpour from Quad Team work – in lock step manner
- Conduct Collaborative Calibration Visits (CCV), Reality Checks, and Learning Walks
- Monitor implementation of structured literacy strategies and tier 1 resources
- Provide unit-by-unit trainings in mathematics to ensure teachers understand the new K-12 Mathematics Standards
- Push-in at Horizon CSI schools (collaborative planning, walkthroughs, modeling)

Strategic Approach

System of Supports and Accountability:

- Improve the implementation of specially designed instruction (SDI) for students with a specific learning disability through abundant PL offerings and data-driven targeted supports within schools
- Development of Instructional Language Plans for 99% (as of 1/31/25) of ELs that did not demonstrate positive ACCESS band growth in SY24
- Ensure teachers are familiar with English Language Learners' accommodations and that teachers are implementing the accommodations consistently in all classes
- Provide academic and behavioral interventions (**MTSS, Academic Skills Centers, FACE Advocates, Behavioral Interventionists, Communities in Schools, Step 2/Naviance, and Student Engagement Coaches**)
- Modify the existing curriculum to include multiple representation, multimodal experiences, differentiated instruction, and language support strategies
- **27% increase** in number of students attending **Horizon Area schools** qualifying for gifted thus far in SY25
- **14% increase** in number of **special education students** qualifying for gifted thus far in SY25
- **7% Increase** in the number of **English Learners** who qualify for gifted services thus far in SY25

Strategic Approach

Planning and Teaching:

Utilize the DCSD curriculum - **(Curriculum Support, Structured Literacy, New Georgia ELA Standards)**
Adhere to the instructional and content area frameworks - **Monthly collaboration with Area ELA Coordinators and Academic Coaches**
Develop lesson plans that consider students' needs

Data Analysis:

Learning environment/Instructional Factors – *What is/was happening or not happening in the classroom?*
Personal/Family Factors – *What is/was happening with the student and/or the family?*
Previous School Factors – *What are students' previous schooling experiences?*
Cross-Cultural Factors – *Are there cultural and linguistic biases, prejudices, stereotypes, and/or other elements that could influence learning/performance?*

Professional Learning (not limited to):

- Sheltered Instruction Observation Protocol (SIOP)
- Specially Designed Instruction (SDI)
- Science of Reading
- Super Saturday Mathematics and English Language Arts Conferences
- 3-Dimensional Science Skills
- Autism in the Classroom
- Gifted instructional strategies for all learners
- Tenants of Professional Learning Communities
- Inquiry-based Instruction through Visual Literacy, Document-based Questioning, and Information Processing Skills
- Leadership Development and Coaching
- Cultural Awareness
- De-escalation and Crisis Prevention

Thank you



2/9/2025

