

Disrupting

for Excellence



Strategic Plan Implementation

Board Update

March 10, 2025

Today's Focus

- Strategic Plan Overview
(Entire Plan, Performance Objectives, Share KPI)
- Areas of Focus for Year 1
- Progress on Areas of Focus Thus far
- Next Steps

Strategic Plan Update

DISRUPTING FOR EXCELLENCE
NEW LEVELS HEIGHTS

2024-2029
STRATEGIC PLAN

DeKalb County
School District

dekalbschoolsga.org

STRATEGIC PLAN 2024-2029 SUMMARY

GOAL AREA 1



Student Academic Success with Equity and Access

- 1.1 Increase proficiency rates in literacy on district and state assessments for all students.
- 1.2 Increase proficiency rates in numeracy on district and state assessments for all students.
- 1.3 Increase the 4- and 5-year cohort graduation rates.
- 1.4 Ensure all students have equitable access to and support for academic programs and career pathways.
- 1.5 Improve student academic growth as measured by the College and Career Readiness Performance Index (CCRPI).
- 1.6 Enhance student proficiency in digital literacy skills using innovative technology.

GOAL AREA 2



School, Family, and Community Engagement

- 2.1 Strengthen family, school, and community engagement to establish clear, accessible, and relevant communication tailored to meet stakeholders' preferences.
- 2.2 Create opportunities for collaboration between the district, families, community partners, and businesses to foster partnerships to support district-wide initiatives.
- 2.3 Improve communication processes for stakeholders to ensure the flow of clear, timely, and relevant information.
- 2.4 Establish clear communication channels to effectively engage with multilingual families and provide equitable access to district and school information.

GOAL AREA 3



Recruit, Develop, and Retain Talent

- 3.1 Recruit and hire a diverse and highly qualified workforce that reflects a world-class, innovative talent pool.
- 3.2 Develop high performing staff to ensure quality teaching and learning outcomes, an innovative workforce, and visionary leaders.
- 3.3 Retain highly effective staff in critical needs positions to ensure the sustainability and efficiency of integral district programs and services.
- 3.4 Develop employee pipelines for key staff positions to ensure the long-term viability of essential programs and services.



Culture and Climate

- 4.1 Ensure all schools provide a safe, orderly, and supportive learning environment for all students and staff.
- 4.2 Implement restorative practice structures in all schools and increase the number of schools using Positive Behavioral Interventions and Supports (PBIS) programs each year.
- 4.3 Improve student attendance by creating a positive and engaging school experience.
- 4.4 Ensure all schools have staff trained in de-escalation techniques and Crisis Prevention Intervention (CPI) strategies.

Mental Health and Wellness

- 5.1 Create safe and supportive environments that promote positive mental health and wellness.
- 5.2 Increase awareness of factors that can impact mental health to foster well-managed learning environments.
- 5.3 Increase mental health support staff to improve classroom behavior and peer relationships.
- 5.4 Expand staff participation in mental health professional learning opportunities.

Organizational Excellence

- 6.1 Provide clean, safe, and efficient school facilities for all students.
- 6.2 Deliver safe and efficient transportation services to all students.
- 6.3 Deliver efficient school nutrition services and healthy meals to all students.
- 6.4 Improve and maintain a secure, accessible, and equitable digital learning environment for all students.
- 6.5 Ensure excellent financial management of district resources.

GOAL AREA 4



GOAL AREA 5



GOAL AREA 6



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

Goal Area 1: Student Academic Success with Equity and Access			
Performance Objective and Strategies	KPI	Goals for Year 1 (2024-2025)	Progress Update
<p>1.1 Increase proficiency rates in literacy on district and state assessments for all students.</p> <p>a. Implement a progress monitoring tool in grades K-3 focused on increasing early literacy skills and provide professional learning for teachers on how to use the tool.</p> <p>b. Implement district-provided reading interventions for students performing below grade level, using supplemental instruction, small group support, and resources to accelerate student learning.</p> <p>c. Implement evidenced-based instructional strategies that have been shown to improve literacy skills such as structured literacy, academic vocabulary development, and explicit reading and writing instruction across the curriculum.</p>	<p>Smart Goal: By 2029, the ELA EOG proficiency rate will be 47%.</p> <p>Smart Goal: By 2029, the ELA EOC proficiency rate will be 46%.</p>	<p>MAP Fluency for literacy will be administered three times to students in grades K-3.</p>	<p>DCSD has administered the MAP Fluency twice. The fall administration occurred August 26-September 6, 2024. The winter administration occurred December 2-13, 2024.</p> <p>The elementary schools received three model schedules to incorporate designated intervention blocks to support students.</p> <p>We have provided professional learning for elementary academic coaches on new ELA standards in partnership with Metro Regional Educational Service Agency (MRESA), professional learning for elementary literacy leads on new ELA standards in partnership with MRESA, and coaching support for new ELA standards redelivery. Also, we have facilitated "Plan with Me" & Georgia Milestones Assessment System (GMAS) Writing sessions for teachers by grade band.</p>

Goal Area 1: Student Academic Success with Equity and Access			
Performance Objective and Strategies	KPI	Goals for Year 1 (2024-2025)	Progress Update
<p>1.2 Increase proficiency rates in numeracy on district and state assessments for all students.</p> <ul style="list-style-type: none"> a. Implement evidenced-based instructional strategies that have been shown to improve numeracy and problem-solving skills such as number talks, math talks, three-read protocol, Polya’s problem solving process, 3 Act Math Task, and Newman’s Prompt. b. Teach a comprehensive math curriculum aligned to Georgia Standards of Excellence. Ensure the curriculum includes clear learning targets, success criteria, a coherent sequence of instruction, and a variety of instructional materials and resources. c. Provide ongoing professional development opportunities for teachers focused on effective math instruction strategies, pedagogy, and content knowledge. Offer training on problem-solving and conceptual understanding approaches to meet the diverse needs of students. 	<p>Smart Goal: 2029 - By 2029, the Math EOG proficiency rate will be 40%.</p> <p>Smart Goal: By 2029, the Math EOC proficiency rate will be 37%.</p>	<p>By May 2025, the DCSD math team will conduct quarterly mathematics content learning walks (minimum of 14 per quarter).</p> <p>By May 2025, student proficiency in mathematics will improve by 3% across the district as measured by state standardized tests.</p> <p>Students will build a strong foundation in numeracy by gaining a greater understanding of mathematical problems using logical reasoning and critical thinking.</p> <p>Teachers will participate in professional learning on instructional resources, mathematical modeling, and evidence based instructional strategies such as number talks, math talks, three-read protocol, Polya's problem solving process, 3 Act Math Task, and Newman's Prompts.</p>	<p>Conducted 14 trainings and support sessions for elementary school teachers and administrators.</p> <p>Conducted 7 trainings and support sessions for secondary school teachers and administrators.</p>

Goal Area 1: Student Academic Success with Equity and Access			
Performance Objective and Strategies	KPI	Goals for Year 1 (2024-2025)	Progress Update
<p>1.3 Increase the 4- and 5-year cohort graduation rates.</p> <ul style="list-style-type: none"> a. Implement and monitor consistent standard operating procedures (SOPs) across all cohorts. b. Offer a variety of targeted academic support programs to students, such as tutoring, mentoring, academic intervention classes, credit recovery opportunities, and after-school programs. c. Increase the number of graduation pathway options by incorporating alternative opportunities. d. Implement strategies to increase the number of students meeting the requirements for ninth-grade promotion. 	<p>Smart Goal: By 2029, the district 4- and 5-year graduation rate will increase by at least 10%.</p>	<p>By 2025, the district 4- and 5-year graduation rate will increase by at least 3%.</p>	<p>DCSD is partnering with ChanceLight and Acceleration Academies. ChanceLight opened in October 2024 and Acceleration Academies opened in December 2024.</p>

Goal Area 1: Student Academic Success with Equity and Access			
Performance Objective and Strategies	KPI	Goals for Year 1 (2024-2025)	Progress Update
<p>1.5 Improve student academic growth as measured by the College and Career Readiness Performance Index (CCRPI).</p> <p>a. Conduct districtwide formative assessments to monitor students' academic progress.</p> <p>b. Analyze assessment data to identify trends, patterns, and areas where instruction can be improved.</p> <p>c. Provide teachers with training and tools for data analysis and interpretation to inform instructional planning and student support strategies.</p> <p>d. Provide tutoring and academic support for students before, during, and after the school day.</p>	<p>Smart Goal: By 2029, 75% of students will meet greater than 40th percentile annual growth on CCRPI ELA Elementary Progress.</p> <p>Smart Goal: By 2029, 74% of students will meet greater than 40th percentile annual growth on CCRPI ELA Middle Progress.</p> <p>Smart Goal: By 2029, 66% of students will meet greater than 40th percentile annual growth on CCRPI ELA High Progress. (2022, 2023 and 2024 data are not available)- I used 2019 which is the last year it was reported.</p> <p>Smart Goal: By 2029, 75% of students will meet greater than 40th percentile annual growth on CCRPI Math Elementary Progress.</p> <p>Smart Goal: By 2029, 70% of students will meet greater than 40th percentile annual growth on CCRPI Math Middle Progress.</p> <p>Smart Goal: By 2029, 70% of students will meet greater than 40th percentile annual growth on CCRPI Math High Progress.</p>	<p>Provide additional training for teachers and administrators on data analysis.</p> <p>Expand tutoring and academic support opportunities for students before, during, and after the school day.</p>	<p>Fall and winter Reality Checks have occurred. The purpose of each Reality Check is to monitor the progress of schools on key performance indicators, identify high-level trends and schools that need additional support, and establish next steps needed to improve outcomes.</p> <p>We are implementing Academic Skills, Americorps, and local school tutoring programs during, before, and after school.</p>

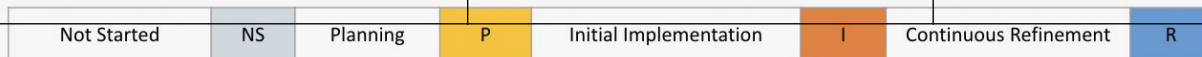
Implementation Chart - Goal Area 2

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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Goal Area 2: School, Family, and Community Engagement			
Performance Objective and Strategies	KPI	Goals for Year 1 (2024-2025)	Progress Update
<p>2.1 Strengthen family, school, and community engagement to establish clear, accessible, and relevant communication tailored to meet stakeholders' preferences.</p> <ul style="list-style-type: none"> a. Establish partnerships with community organizations to access resources and support for district initiatives. b. Organize activities that encourage community involvement and build connections between stakeholders. c. Expand ThoughtExchange ties to include multiple questions for collecting feedback and evaluating the effectiveness of engagement efforts. 	<p>Smart Goal: By 2029, establish at least five new community partnerships annually, host a minimum of four engagement events with 75% stakeholder satisfaction, and increase ThoughtExchange participation by 20%, using at least three key insights to inform district decisions each year.</p>	<p>Establish clear Memorandums of Understanding (MOUs) with at least three community or business partners to support Workforce Development and Integrated Education and Training (IET) programs for certification in the DCSD GED Program.</p> <p>We aim to establish at least 15 partnerships with organizations that align with our mission to enhance educational opportunities and resources for students.</p> <p>Identify and secure partnerships with at least 10 corporations, local businesses, and/or community organizations to support the Foundation's focus areas</p>	<p>Partnerships with GA Power YES, WorkSource DeKalb, and Goodwill Industries have been developed and strengthened to enhance support for the GED IET curriculum. The district has recently established or strengthened partnerships with the following organizations: Extra Yard for Teachers, Stratix, Georgia Power, Georgia Commute Options & PROMOVE, DeKalb Chamber of Commerce, DeKalb Workforce Development, and the Atlanta Falcons. Additionally, ongoing partnerships continue with State Farm, Gas South, Life Beyond the Game, and Spatco Energy Solutions.</p> <p>ThoughtExchange is being used on the district and school level. Currently we have created over 380 different engagements, with 16,000 participants, 11,000 thoughts and over 182,000 different ratings.</p>



Goal Area 2: School, Family, and Community Engagement			
Performance Objective and Strategies	KPI	Goals for Year 1 (2024-2025)	Progress Update
<p>2.4 Establish clear communication channels to effectively engage with multilingual families and provide equitable access to district and school information.</p> <ul style="list-style-type: none"> a. Provide interpreters for virtual and in-person events. b. Translate all standardized documents into the most common languages. c. Research platforms to assist in multilingual translations. d. Survey stakeholders and community to evaluate the effectiveness of engagement with multilingual-families. 	<p>Smart Goal: By 2029, DCSD will increase communication channels and programs supporting multilingual families by 10%.</p>	<p>Secure at least two interpreters for every event with more than 20% non-native language speakers, and conduct post-event surveys to achieve an 85% attendee satisfaction rate regarding language services.</p> <p>By June 2025, the English Learners Department will increase by 10% the instances of direct translation of documents provided for other Departments for PHLOTE families.</p>	<p>We are providing Information for parents/guardians through web banners, postings, and social media in English and Spanish. .</p> <p>As a new Standard Operating Procedure (SOP), all communication tools specifically with parents as the intended audience are produced in English and Spanish. Other languages available in district drop down or can be preset by parents.</p> <p>A strong relationship has developed between DCSD and Alboum as well as Plunet for translation and localization management to support multilingual communication and accessibility.</p>

Implementation Chart - Goal Area 3

Goal Area 3: Recruit, Develop, and Retain Talent Performance Objectives	Implementation Years				
	2024-2025	2025-2026	2026-2027	2027-2028	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
3.2: Develop high performing staff to ensure quality teaching and learning outcomes, an innovative workforce, and visionary leaders.	P	I	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
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

Key:

Not Started	NS	Planning	P	Initial Implementation	I	Continuous Refinement	R
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Goal Area 3: Recruit, Develop, and Retain Talent			
Performance Objective and Strategies	KPI	Goals for Year 1 (2024-2025)	Progress Update
<p>3.1 Recruit and hire a diverse and highly qualified workforce that reflects a world-class, innovative talent pool.</p> <ul style="list-style-type: none"> a. Implement a comprehensive recruitment plan to secure a pool of qualified candidates. This plan should identify target audiences, utilize various recruitment channels, and streamline the application process. b. Increase investment in recruiting pipelines by marketing and communicating through all social media platforms. c. Strengthen partnerships with traditional and non-traditional universities. d. Offer a competitive compensation structure and employee incentive program. e. Enhance the diversity, stability, and quality of the teaching workforce through the IGNITE Residency Program. f. Increase the number of bilingual staff members to support student academic success. g. Award one hundred scholarships to high school students or recent graduates pursuing careers in education who commit to returning to the district. h. Develop career pathways for students to transition into district careers in high-demand areas like paraprofessionals, teaching, and nursing. 	<p>Smart Goal: By 2029, the fill rate for certified positions will be at 99% by September 1</p> <p>Smart Goal: By 2029, the fill rate for classified positions will be at 90% by September 1</p>	<p>Achieve a 25% increase in the number of qualified candidates for teaching positions and reduce the average time to fill these positions by 15% by the end of the year.</p> <p>Create a 25% baseline in engagement (likes, shares, comments) across all social media platforms and generate at least 100 new leads from these efforts.</p> <p>Establish formal partnerships with at least three traditional and two non-traditional universities, creating agreements that outline collaboration activities, and finalize them within the next 12 months.</p> <p>Increase employee satisfaction scores related to compensation and incentives by at least 20% in the next employee engagement survey.</p> <p>Expand the IGNITE Residency Program to recruit and train a diverse cohort of new teachers, aiming for a 30% increase in diversity and a 100% retention rate of residents.</p>	<p>We have developed a partnership with United Education Institute (UEI) to fill Moderate Intellectual Disability (MOID), Severe and Profound Intellectual Disability (SID/PID) paraprofessional and nursing vacancies by 2/13 (nurses).</p> <p>We have visited Colleges of Education at multiple Universities to recruit and forge partnerships</p> <p>We recently added LinkedIn Recruiter and Indeed recruitment platforms to enhance the digital footprint of job postings within the district.</p> <p>We have developed detailed job descriptions that speak directly to the work to be performed to ensure that we hire the right people for the right roles.</p> <p>We have maintained market competitiveness with the Compensation structure to aid in attracting candidates</p> <p>We are continuing to work with the IGNITE Teacher Residency Program, a one year program that supports individuals with Bachelors in non-education fields to obtain Masters of Arts in Teaching.</p>

Goal Area 3: Recruit, Develop, and Retain Talent			
Performance Objective and Strategies	KPI	Goals for Year 1 (2024-2025)	Progress Update
<p>3.3 Retain highly effective staff in critical needs positions to ensure the sustainability and efficiency of integral district programs and services.</p> <ul style="list-style-type: none"> a. Implement a Comprehensive Employee Retention Plan. b. Develop and Implement Programs that Elevate, Celebrate, and Recognize Employee Experience. c. Develop and Cultivate a Responsive Staff Health and Wellness Program. d. Increase Access to Confidential Mental Health and Counseling Services for all employees. e. Conduct Annual Employee Surveys to gauge employee perceptions of school climate, culture, and job satisfaction within the district. f. Utilize data from exit surveys to inform and develop retention strategies. This data can help identify areas for improvement and enhance systems that impact job satisfaction. 	<p>Smart Goal: By 2029, DCSD will increase the teacher retention rate to 97%.</p> <p>Smart Goal: By 2029, DCSD will increase Paraprofessional, SRO, Nurse, and Bus Driver retention rates to 90%.</p>	<p>Aim to reduce employee turnover by 15% within the next 12 months and increase employee satisfaction scores by 20% in the next engagement survey.</p> <p>Achieve at least 25% employee participation in recognition events and increase employee satisfaction scores related to recognition by 25% in the next engagement survey.</p> <p>Achieve at least 50% employee participation in wellness activities and improve employee satisfaction scores related to health and wellness by 30% in the next engagement survey.</p>	<p>Establish baseline data for retention June 2025</p> <p>We have conducted monthly wellness events.</p> <p>We have partnered with the Clarkston Community to explore employment opportunities within DCSD.</p> <p>Employees will take the Gallup survey starting March 10, 2025</p> <p>We are in the process of hiring an Employee Experience Manager.</p> <p>We are in the process of hiring full time EAP support.</p>

Implementation Chart - Goal Area 4

Goal Area 4: Culture and Climate Performance Objectives	Implementation Years				
	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
4.1: Ensure all schools provide a safe, orderly, and supportive learning environment for all students and staff.	I	I	R	R	R
4.2: Implement restorative practice structures in all schools and increase the number of schools using Positive Behavioral Interventions and Supports (PBIS) programs each year.	R	R	R	R	R
4.3: Improve student attendance by creating a positive and engaging school experience.	I	R	R	R	R
4.4: Ensure all schools have staff trained in de-escalation techniques and Crisis Prevention Intervention (CPI) strategies.	P	I	R	R	R

Key:

Not Started	NS	Planning	P	Initial Implementation	I	Continuous Refinement	R
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Goal Area 4: Culture and Climate			
Performance Objective and Strategies	KPI	Goals for Year 1 (2024-2025)	Progress Update
<p>4.1 Ensure all schools provide a safe, orderly, and supportive learning environment for all students and staff.</p> <ul style="list-style-type: none"> a. Provide school level training to support consistent discipline practices. b. Provide school level training on de-escalation practices using Crisis Prevention Intervention (CPI) and Mindset Training. c. Provide school level training to implement restorative practices districtwide. d. Implement a “Train the Trainer” model for district personnel on restorative practice. e. Provide Tier 1 PBIS implementation training for new school cohorts and PBIS overview interest sessions for school leadership. 	<p>Smart Goal: By 2029, DCSD will show a reduction in bullying and major disciplinary incidents to 19,944 as reported by the GaDOE School Safety Report</p>	<p>By June 2026, each school within the district will have a minimum of three staff members trained in de-escalation strategies, including at least one Assistant Principal and two additional staff members.</p> <p>100% of schools will have a cohort of staff who completed 2 PD sessions by May 31, 2025.</p>	<p>Assistant Principals and other support staff have received initial training in January 2025 (84 participants).</p> <p>The district currently has 70 CPI trained facilitators.</p> <p>The district has trained 314 employees in verbal de-escalation.</p> <p>For the 2024-2025 school year, ten Cohort 9 Positive Behavioral Interventions and Supports (PBIS) schools, (80) completed the new MTSS Tier I Readiness Training and Principal’s Overview Training. This new model is required for newly trained PBIS schools to ensure compliance with Georgia Department of Education guidelines for state recognition. The model emphasizes integrating Tier I initiatives and using data-driven decision-making to address academic, behavioral, and well-being outcomes.</p> <p>Bullying Prevention and Awareness training has been provided for over 1,000 staff members including bus drivers, bus monitors, nurses, psychologists, and social workers.</p> <p>All school-based staff and students receive training on an annual basis.</p>

Goal Area 4: Culture and Climate			
Performance Objective and Strategies	KPI	Goals for Year 1 (2024-2025)	Progress Update
<p>4.3 Improve student attendance by creating a positive and engaging school experience.</p> <ul style="list-style-type: none"> a. Attendance Incentives and Rewards: Implement positive reinforcement strategies to acknowledge good attendance. This could include reward programs, recognition systems, or special privileges for students with consistent attendance records. b. Strong School-Community Partnerships: Build strong relationships with families and community organizations. Offer family engagement workshops, provide resources, and support services, and involve community members in school activities. Strong connections to school and community can increase motivation and attendance. c. Early Intervention and Support: Develop a system for early identification and intervention for students with chronic absenteeism. This could involve home visits, personalized support plans, and addressing underlying causes of absences (like health issues or transportation challenges). d. Attendance Data Analysis and Utilization: Frequently analyze attendance data to identify trends and patterns. Use this data to target interventions and strategies for specific student groups or schools with higher absenteeism rates. 	<p>Smart Goal: By 2029, the chronically absent rate will be reduced to 25.24 as reported by the GOSA Attendance Report</p>	<p>By May 2025, all schools will have a functional attendance team actively utilizing EveryDay Labs Pro to accurately monitor and track student attendance data, ensuring that at least 2% of attendance-related interventions are documented and followed up within the specified time frame.</p>	<p>The Senior Coordinator and Lead Social Worker meet with the Attendance Specialist biweekly to review programming, discuss monthly reports, and plan new attendance initiatives. Each Attendance Specialist is responsible for key areas, including building partnerships with families and community organizations, managing attendance data through technology and the Everyday Lab (EDL) platform, and leading attendance campaigns. They also ensure clear communication with families and staff, collect and analyze attendance data, and work on fostering a positive school culture and climate to promote regular attendance.</p> <p>Additionally, leadership meets biweekly with the EDL Program Manager to discuss platform updates and any necessary improvements. These efforts work together to improve student engagement and attendance outcomes.</p>

Implementation Chart - Goal Area 5

Goal Area 5: Mental Health and Wellness Performance Objectives	Implementation Years				
	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
5.1: Create safe and supportive environments that promote positive mental health and wellness.	I	I	I	R	R
5.2: Increase awareness of factors that can impact mental health to foster well-managed learning environments.	P	I	R	R	R
5.3: Increase mental health support staff to improve classroom behavior and peer relationships	I	I	R	R	R
5.4: Expand staff participation in mental health professional learning opportunities.	I	I	R	R	R

Key:

Not Started	NS	Planning	P	Initial Implementation	I	Continuous Refinement	R
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Goal Area 5: Mental Health and Wellness			
Performance Objective and Strategies	KPI	Goals for Year 1 (2024-2025)	Progress Update
<p>5.1 Create safe and supportive environments that promote positive mental health and wellness.</p> <ul style="list-style-type: none"> a. Implement a standardized needs assessment for staff and students to determine the level of support needed and general awareness. b. Provide social emotional learning (SEL) training to create safe, inclusive, and supportive spaces for students. c. Implement the SEL curriculum to help students manage emotions, problem solve, and create positive relationships with others. d. Increase mental health awareness by offering annual training for staff and students. e. Develop a communication plan for reporting mental health emergencies. This plan will outline how staff will communicate with students, parents, and first responders in the event of an emergency. f. Develop clear and accessible channels for students to report mental health concerns. g. Provide resources and opportunities for mindfulness practices for students and staff. 	<p>Smart Goal: By 2029, DCSD will increase the number of student safe centers to twenty.</p> <p>Smart Goal: By 2029, DCSD will increase the number of staff safe spaces to fifteen.</p>	<p>By the end of Dec 2024, at least 85% of school staff will participate in SEL annual training.</p> <p>By April of 2025, at least 85% of all students grades 2nd - 8th will participate in SEL lessons as a Tier I intervention.</p> <p>By the end of 2026, each school in DeKalb at least 2 staff members that have been trained in MHFA.</p> <p>100% of schools receive the school counselor and social work training which outline the referral process.</p>	<p>As of January 2025, there have been 9,215 staff members trained in signs, symptoms and identification of mental health concerns during local school in-services. Additional mental health related trainings have occurred, which include, Youth Mental Health First Aid, where 67 staff members have been trained and Connections Matter, where 690 staff members have been trained.</p> <p>As of February 2025, six SAFE Centers have established at Cross Keys, Stone Mountain, Towers, Redan, McNair, MLK Jr. High Schools. Another SAFE Center is scheduled to be completed at Lithonia High School by August 2025. Seven schools in the City of Stonecrest are creating safe spaces.</p>

Goal Area 5: Mental Health and Wellness			
Performance Objective and Strategies	KPI	Goals for Year 1 (2024-2025)	Progress Update
<p>5.3 Increase mental health support staff to improve classroom behavior and peer relationships.</p> <ul style="list-style-type: none"> a. Establish partnerships with recruitment agencies to increase mental health support staff. b. Advertise mental health career opportunities in local, state, and national publications. c. Increase partnerships with mental health agencies to recruit potential candidates. d. Collaborate with colleges and universities to create a pipeline of potential mental health candidates. 	<p>Smart Goal: By 2029, DCSD will increase mental health support staff to twenty-three.</p>	<p>Increase efforts to create standard operating procedures for handling staff in acute crises, increase mental health partnerships, recruit mental health personnel to address staffing need.</p>	<p>A 2024-2025 Staffing Incentives and Referral Guidelines Manual has been created.</p> <p>Conducted interviews with potential mental health candidates to address staffing needs.</p> <p>Exploring existing partnerships with Chris180, Pathways, Claretel, Summit, and Positive Growth for the opportunities to engage in serving the mental health needs of staff.</p> <p>Continuing to utilize the Recruit, Train, and Retain Program with University of Georgia to increase the number of psychologists.</p>

Goal Area 5: Mental Health and Wellness			
Performance Objective and Strategies	KPI	Goals for Year 1 (2024-2025)	Progress Update
<p>5.4 Expand staff participation in mental health professional learning opportunities.</p> <ul style="list-style-type: none"> a. Create a mandatory mental health and wellness supports module for teachers. b. Foster partnerships with external health and wellness agencies to expand staff knowledge of external mental health and wellness providers. c. Incorporate mental health activities during staff meetings and teacher workdays. d. Publish visible signage and electronic information throughout the district to improve staff awareness of mental health services. e. Employee Assistance Programs (EAPs): Expand access to Employee Assistance Programs (EAPs). f. Mindfulness and Self-Care Workshops: Offer workshops and resources on mindfulness practices, stress management techniques, and self-care strategies. 	<p>Smart Goal: By 2029, 100% of DCSD staff will complete a mental health and wellness module.</p> <p>By end 2026: DCSD staff have wellness ambassadors in each school/division.</p>	<p>By the end of SY 2026 we will have a minimum of 12 department mental health activities during staff meetings.</p> <p>Continue offering Mental Health First Aid adult classes for the entire department. End goal is that all of HR will have taken the class and we will move towards offering MHFA for adults into our schools for educators and staff.</p>	<p>Created a PowerPoint to include suicide protocol to meet state requirements.</p> <p>Baseline, steering committee approval to hire EAP onsite counselor to support employees across the district.</p> <p>UNUM signage is currently posted in all schools and facilities.</p> <p>The T.H.R.I..V.E. Wellness Department continues to provide “outside” events that foster social, emotional, and physical components to support the wellness program.</p>

Implementation Chart - Goal Area 6

Goal Area 6: Organizational Excellence Performance Objectives	Implementation Years				
	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
6.1: Provide clean, safe, and efficient school facilities for all students	P	I	R	R	R
6.2: Deliver safe and efficient transportation services to all students.	R	R	R	R	R
6.3: Deliver efficient school nutrition services and healthy meals to all students	R	R	R	R	R
6.4: Improve and maintain a secure, accessible, and equitable digital learning environment for all students.	P	I	R	R	R
6.5: Ensure excellent financial management of district resources.	P	I	I	R	R

Key:

Not Started	NS	Planning	P	Initial Implementation	I	Continuous Refinement	R
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Goal Area 6: Organizational Excellence			
Performance Objective and Strategies	KPI	Goals for Year 1 (2024-2025)	Progress Update
<p>6.2 Deliver safe and efficient transportation services to all students.</p> <ul style="list-style-type: none"> a. Enhance School Bus Transportation Efficiency and Service: Optimize bus routes, improve on-time performance, and potentially reduce costs associated with transportation. b. Promote Safe Bus Ridership Practices: Develop and implement comprehensive bus safety programs for students including boarding/disembarking procedures, behavior expectations, and emergency drills. c. Implement bus driver training programs: provide ongoing training for bus drivers to ensure they are current on safe driving practices, use of recent technologies, and student management strategies. 	<p>Smart Goal: By 2029, all routes will average 95% for on time performance.</p>	<p>Establish a baseline metric for on-time performance, number of bus routes, and cost factors to be measured.</p> <p>Develop and implement process to ensure all students receive bus safety programs.</p> <p>Develop and implement process and metric to ensure all bus drivers are current on safe driving practices and receive related training.</p>	<p>We are holding monthly routing evaluation meetings, continuing to attract and retain qualified bus drivers, and raining staff on essential factors of Transportation funding. We are also developing leadership through deliberate professional learning sessions and conducting monthly sessions to evaluate factors associated with on time performance.</p> <p>Create and develop a collaborative training regimen and schedule with report.</p>

Goal Area 6: Organizational Excellence			
Performance Objective and Strategies	KPI	Goals for Year 1 (2024-2025)	Progress Update
<p>6.3 Deliver efficient school nutrition services and healthy meals to all students.</p> <p>a. Optimize School Nutrition Services' Efficiency, Cost-Effectiveness, and Customer Satisfaction: Streamline operations, reducing waste, and enhance the dining experience for students.</p> <p>b. Enhance Culinary Experience: Implement taste testing, diverse menu options, and appealing meal presentations to improve overall customer satisfaction.</p>	<p>Smart Goal: By 2029, DCSD will increase the overall rate of school lunch participation by 10%.</p>	<p>Develop key performance indicators to measure current practices and revise as needed.</p> <p>Develop a schedule for ongoing customer satisfaction feedback and data collection.</p>	<p>Develop and a define an operational KPI with rationale and field test for data validity.</p> <p>Develop and a define a customer service KPI with rationale and field test for data validity.</p>

Next Steps

- Goal area teams continue to work on implementing strategies to meet the Year 1 goals for the selected performance objectives.
- Goal area sponsors attend MIRACLES Meetings monthly to share progress on implementation.
- Progress towards Year 1 goals will be shared with the board and community at the June board meeting.

Q & A

