

# Disrupting

for Excellence



## Strategic Plan Implementation

Board Update

June 9, 2025

# Today's Focus

- Strategic Plan Overview
- Progress on Year 1 Goals
- Data Highlights
- Next Steps

# Strategic Plan Overview

DISRUPTING FOR EXCELLENCE  
**NEW LEVELS HEIGHTS**

**2024-2029**  
**STRATEGIC PLAN**

**DeKalb County**  
School District

[dekalbschoolsga.org](http://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<br>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><b>1.1 Increase proficiency rates in literacy on district and state assessments for all students.</b></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>The GLISI Lit Team will revise the ELA block based on research, feedback, and student data.</p> <p>By June 30, 2025, at least 80% of K-3 teachers will meet the requirements of the Georgia Early Literacy Act (HB538) by completing the science of reading training through the Georgia Literacy Academy or other approved method.</p> <p>By May 2025, implement the Wilson Reading System for special education teachers in eight ATSI schools with at least 90% of participating teachers reporting confidence in using the program.</p> <p>By May 2025, leaders, staff, students, and families will increase their awareness of Lexile levels.</p> | <p>DCSD administered the MAP Fluency three times during the 2024-2025 school year to students in grades K-3. The final spring administration occurred March 31 - April 18, 2025.</p> <p>As a result of teacher, academic coach, and district leader feedback, the elementary scheduling guidance for the 2025-2026 school year was revised. Kindergarten through third grade students will have 120 minutes for ELA, and fourth and fifth grade students will have 105-120 minutes for ELA. The guidance positions elementary schools to instruct students in all components of structured literacy as the new Georgia K-12 English Language Arts (ELA) standards are implemented. The ELA block includes: reading, writing, and foundational skills/advanced word study/vocabulary, including time for both whole and small group instruction.</p> <p>Currently, 2065 teachers are engaged in the science of reading training through the Georgia Literacy Academy. Also, 95.8% of PreK3 and PreK4 teachers and paraprofessionals have participated in science of reading training experiences to develop and/or enhance their capacity to utilize the strategies.</p> <p>To improve literacy outcomes for students with disabilities, the Wilson Reading System was implemented in eight ATSI schools with 100% of the participating teachers reporting that they are confident or very confident.</p> <p>The Lifting Lexile Campaign launched this year. During the area learning walks, five randomly selected students were surveyed to determine if they knew their Lexile scores. During the fall, 26% of students knew their lexile scores. During the spring, 67% of students knew their lexile scores.</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><b>1.2 Increase proficiency rates in numeracy on district and state assessments for all students.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul> | <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>The DCSD math team conducted 96 learning walks.</p> <p>We have provided professional learning for K-12 teachers and coaches focusing on navigating the path from curriculum standards to classroom instruction, aligning and using resources to support the teaching of mathematics, and exploring instructional supports for learner variability.</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><b>1.3 Increase the 4- and 5-year cohort graduation rates.</b></p> <p>a. Implement and monitor consistent standard operating procedures (SOPs) across all cohorts.</p> <p>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.</p> <p>c. Increase the number of graduation pathway options by incorporating alternative opportunities.</p> <p>d. Implement strategies to increase the number of students meeting the requirements for ninth-grade promotion.</p> | <p>Smart Goal: By 2029, the district <b>4- and 5-year</b> graduation rate will increase by at least 10%.</p> | <p>By 2025, the district <b>4- and 5-year</b> graduation rate will increase by at least 3%.</p> | <p>Cross Keys HS is implementing AVID. Lithonia HS, Redan HS, Stone Mountain HS, Bethune MS, McNair MS, Salem MS, and Cedar Grove HS are AVID deferred schools this year. This year is designated as a planning year to fully implement during the 2025-2026 school year. Some of these schools elected to allow students to participate in the AVID elective course this year to identify potential barriers that must be addressed prior to full implementation. Tucker HS will be a new AVID school next year.</p> <p>The innovative educational opportunities, ChanceLight and Acceleration Academies, launched this school year to increase the number of graduation pathway options. Currently, there are 17 students enrolled in the ChanceLight program housed at McNair Middle School. The Acceleration Academy at McNair High School is serving 71 graduation candidates. At this time, 107 courses have been completed, and 53.5 Carnegie units have been earned by graduation candidates.</p> <p>FLEX Academy has offered during the day, beyond the day, and credit recovery options to support students with meeting graduation requirements. The student pass rates by model are as follows: 72.5% during the day, 86.1% beyond the day, and 85.4% credit recovery.</p> <p>DCSD launched the SAT Day initiative to ensure all students had access. Highlights from January - March are as follows:</p> <ul style="list-style-type: none"> <li>• 740 students attended the SAT Prep courses</li> <li>• 5133 juniors took the SAT in March</li> <li>• 16 high schools tested over 80% of their juniors</li> <li>• 7 high schools tested over 90% of their juniors</li> <li>• 1 high school tested 100% of their juniors</li> </ul> |

| Goal Area 1: Student Academic Success with Equity and Access   |   |  |  |
|--|---|--|--|
| Performance Objective and Strategies   | KPI   | Goals for Year 1 (2024-2025)   | Progress Update  |
| <p><b>1.5 Improve student academic growth as measured by the College and Career Readiness Performance Index (CCRPI).</b></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, XX% of students will meet greater than 40th percentile annual growth on CCRPI ELA High Progress. (2022, 2023 and 2024 data are not available)- To be determined in 2025</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>Monitor and revise 100% of the Continuous School Improvement Plans (CSIP) throughout the FY25 school year to ensure goals, priority areas, instructional improvement strategies, and action steps are being implemented with fidelity to improve student achievement on formative and summative assessments</p> | <p>Area teams have supported all schools with conducting teacher observations, learning walks, support visits, and CCVs. Feedback has been provided to teachers for growth following a learning walk, CCV, or support visit. There have been 2,559 occurrences recorded in School Mint.</p> <p>Convened the CSIP District team to align with division/department experts (Oct. 2024 - Feb. 2025), scheduled CSIP Training Dates (Feb. 13 - 28, 2025), offered CSIP Technical Support (Mar. 31 - Apr. 4, 2025), conducted reviews and provided feedback (May 6 - 16, 2025), supporting schools in refining their CSIP (Due May 30, 2025), and collaborating until CSIP revisions are completed and submitted (June 13, 2025), collaborating with leaders to support them using session evaluation feedback.</p> <p>There are 23 Academic Skills Centers in the Horizon Area. Students have received math and reading support through Imagine Learning. The tutors have participated in professional development focusing on close reading strategies, face-to-face tutorial strategies, executive functioning skills, and analyzing student data.</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 |
|-------------|----|----------|---|------------------------|---|-----------------------|---|

| Goal Area 2: School, Family, and Community Engagement   |  |   |  |
|---|--|---|--|
| Performance Objective and Strategies  | KPI  | Goals for Year 1 (2024-2025)  | Progress Update  |
| <p><b>2.1 Strengthen family, school, and community engagement to establish clear, accessible, and relevant communication tailored to meet stakeholders’ preferences.</b></p> <ul style="list-style-type: none"> <li>a. Establish partnerships with community organizations to access resources and support for district initiatives.</li> <li>b. Organize activities that encourage community involvement and build connections between stakeholders.</li> <li>c. Expand ThoughExchange ties to include multiple questions for collecting feedback and evaluating the effectiveness of engagement efforts.</li> </ul> | <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 ThoughExchange participation by 20%, using at least three key insights to inform district decisions each year.</p> | <p><u>Adult Education</u><br/>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><u>Grants &amp; Partnerships</u><br/>Establish at least 15 partnerships with organizations that align with our mission to enhance educational opportunities and resources for students.</p> <p><u>Community Engagement</u><br/>Advisory council meetings<br/>Superintendent townhalls<br/>Community meetings (Cross Keys, Druid Hills HS, Sky Haven)<br/>H-Pride Roundtable Visits</p> | <p><u>Adult Education</u><br/>Received Letters of Support (LOS) from 3 external community partners and 5 internal district partners in support of IET Workforce Training and Family Literacy Initiatives.</p> <p><u>Grants &amp; Partnerships</u><br/>Established and nurtured 15 new and existing partnerships.</p> <p><u>Community Engagement</u><br/>Hosted:<br/>-16-Advisory council meetings -8- Superintendent Townhalls<br/>-4 BOE Townhalls<br/>-4 Community Meeting Support<br/>-9 Community meetings (Cross Keys, Druid Hills HS, Sky Haven, Idlewood)<br/>-5 Literacy Campaign Events w/J. Smoke<br/>-10 Atlanta Falcons Events<br/>-40 H-Pride Visits<br/>-1 Mix &amp; Mingle<br/>-1 State of the District</p> |

| Goal Area 2: School, Family, and Community Engagement (CONT.)   |   |   |  |
|---|---|---|--|
| Performance Objective and Strategies  | KPI   | Goals for Year 1 (2024-2025)  | Progress Update  |
| <p><b>2.1 Strengthen family, school, and community engagement to establish clear, accessible, and relevant communication tailored to meet stakeholders’ preferences.</b></p> <ul style="list-style-type: none"> <li>a. Establish partnerships with community organizations to access resources and support for district initiatives.</li> <li>b. Organize activities that encourage community involvement and build connections between stakeholders.</li> <li>c. Expand ThoughtExchange to include multiple questions for collecting feedback and evaluating the effectiveness of engagement efforts.</li> </ul> | <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><u>Adult Education</u><br/>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><u>Grants &amp; Partnerships</u><br/>Establish at least 15 partnerships with organizations that align with our mission to enhance educational opportunities and resources for students.</p> <p><u>Community Engagement</u><br/>Advisory council meetings<br/>Superintendent townhalls<br/>Community meetings (Cross Keys, Druid Hills HS, Sky Haven)<br/>H-Pride Roundtable Visits</p> | <p><b><u>Family Engagement (CONT.)</u></b></p> <p>State Farm: State Farm has generously contributed \$10,000 in funding, bolstering our family engagement initiatives and resource provision efforts.</p> <p>Upcoming Back-to-School Rally: We are excited to announce that the annual Back-to-School Rally is scheduled for July 26, 2025, marking the commencement of the 2025–2026 academic year. This event aims to unite families, educators, and community partners in preparation for a successful school year.</p> |

| Goal Area 2: School, Family, and Community Engagement  |   |  |   |
|--|---|--|---|
| Performance Objective and Strategies   | KPI   | Goals for Year 1 (2024-2025)   | Progress Update   |
| <p><b>2.4 Establish clear communication channels to effectively engage with multilingual families and provide equitable access to district and school information.</b></p> <ul style="list-style-type: none"> <li>a. Provide interpreters for virtual and in-person events.</li> <li>b. Translate all standardized documents into the most common languages.</li> <li>c. Research platforms to assist in multilingual translations.</li> <li>d. Survey stakeholders and community to evaluate the effectiveness of engagement with multilingual-families.</li> </ul> | <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>Every community event had at least two interpreters. This included Town Halls, Advisory Meetings, School Meetings, and Board Members Community Meetings. Some meetings had over 5 different interpreter request to meet the needs of our parents and community members.</p> <p>The English Learners department also had several requests for translation of documents. Many of which are featured on the District website.</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 |
|-------------|----|----------|---|------------------------|---|-----------------------|---|

| Goal Area 3: Recruit, Develop, and Retain Talent   |  |  |   |
|--|--|--|---|
| Performance Objective and Strategies   | KPI  | Goals for Year 1 (2024-2025)   | Progress Update   |
| <p><b>3.1 Recruit and hire a diverse and highly qualified workforce that reflects a world-class, innovative talent pool.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Increase investment in recruiting pipelines by marketing and communicating through all social media platforms.</li> <li>c. Strengthen partnerships with traditional and non-traditional universities.</li> <li>d. Offer a competitive compensation structure and employee incentive program.</li> <li>e. Enhance the diversity, stability, and quality of the teaching workforce through the IGNITE Residency Program.</li> <li>f. Increase the number of bilingual staff members to support student academic success.</li> <li>g. Award one hundred scholarships to high school students or recent graduates pursuing careers in education who commit to returning to the district.</li> <li>h. Develop career pathways for students to transition into district careers in high-demand areas like paraprofessionals, teaching, and nursing.</li> </ul> | <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 continue to streamline HR processes with TAMS now handling roster verifications during their school visits.</p> <p>Talent Acquisition has revamped the hiring process to include a 48 hour hiring timeline once candidates have been referred by the hiring authority.</p> <p>Our presence has been strengthened on key platforms, including LinkedIn Recruiter and Indeed by tailoring messages and refreshing job posts to make visually appealing.</p> <p>HR has partnered with five local colleges to assist current employees with paths to certification.</p> <p>We are evaluating an HRMS system that will expand our job postings to high-traffic education portals,</p> <p>We have partnered with <a href="https://www.salary.com">Salary.com</a> to begin working on compensation structure to aid in attracting candidates and retaining employees.</p> <p>To date, the IGNITE Residency Program has supported two cohorts. Cohort I graduated 43 residents who are now teachers of record, and Cohort II includes 46 residents who are on track to complete the program in June and begin teaching in August 2025. Across both cohorts, the residency retention rate is 89%. Cohort III, consisting of 54 residents, will begin their residency year in June 2025. Our goal is to reach a 100% retention rate by strengthening and differentiating support to meet the diverse needs of our residents. Additionally, we are adding a new layer of support for former residents during their first year as teachers of record, which is expected to positively impact retention beyond the residency year.</p> |

| Goal Area 3: Recruit, Develop, and Retain Talent   |   |   |  |
|--|---|---|--|
| Performance Objective and Strategies   | KPI   | Goals for Year 1 (2024-2025)  | Progress Update  |
| <p><b>3.3 Retain highly effective staff in critical needs positions to ensure the sustainability and efficiency of integral district programs and services.</b></p> <ul style="list-style-type: none"> <li>a. Implement a Comprehensive Employee Retention Plan.</li> <li>b. Develop and Implement Programs that Elevate, Celebrate, and Recognize Employee Experience.</li> <li>c. Develop and Cultivate a Responsive Staff Health and Wellness Program.</li> <li>d. Increase Access to Confidential Mental Health and Counseling Services for all employees.</li> <li>e. Conduct Annual Employee Surveys to gauge employee perceptions of school climate, culture, and job satisfaction within the district.</li> <li>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.</li> </ul> | <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>Employee Experience Manager hired to conduct department leadership trainings and provide ongoing support to employees from onboarding to offboarding. The manager also completed exit interviews and compiles survey data to determine enhancements to be made to the overall employee experience interviews</p> <p>Inaugural year for Difference Maker awards. HR presented 40 well deserving employees with Difference Maker awards.</p> <p>Partnering with Health Advocate Solutions to develop a job description and hire a district level EAP Coordinator.</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 |
|-------------|----|----------|---|------------------------|---|-----------------------|---|

| Goal Area 4: Culture and Climate  |   |   |  |
|---|---|---|--|
| Performance Objective and Strategies  | KPI   | Goals for Year 1 (2024-2025)  | Progress Update  |
| <p><b>4.1 Ensure all schools provide a safe, orderly, and supportive learning environment for all students and staff.</b></p> <ul style="list-style-type: none"> <li>a. Provide school level training to support consistent discipline practices.</li> <li>b. Provide school level training on de-escalation practices using Crisis Prevention Intervention (CPI) and Mindset Training.</li> <li>c. Provide school level training to implement restorative practices districtwide.</li> <li>d. Implement a “Train the Trainer” model for district personnel on restorative practice.</li> <li>e. Provide Tier 1 PBIS implementation training for new school cohorts and PBIS overview interest sessions for school leadership.</li> </ul> | <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>All Assistant Principals (All Schools) have been invited the Department of Student Relations monthly virtual Due Process Lounge to receive ongoing training and support on consistent discipline practices.</p> <p>All Assistant Principals (All schools) are scheduled to attend Mindset de-escalation train to trainer training on June 23 - 24 and June 25 - 26, 2025.</p> <p>All Principals (all schools) are scheduled to attend a Restorative Practices training on June 26, July 15, and July 25.</p> <p>An additional cohort of district staff to be trained as trainers in Restorative Practices - Conferences on June 16, June 17, and June 18. .</p> <p>For the 2024-2025 school year, ten Cohort 9 Positive Behavioral Interventions and Supports (PBIS) schools, (70) completed the new MTSS Tier I Readiness Training, Principal’s Overview Training, and PBIS Day 1 &amp; 2 Training Sessions. 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 wellbeing outcomes in support of the whole child.</p> <p>Bullying incidents are at 386 year-to-date, which represents a 7.8% decrease from the 23-24 school year at 419.</p> |

| Goal Area 4: Culture and Climate  |  |  |   |
|---|--|--|---|
| Performance Objective and Strategies  | KPI  | Goals for Year 1 (2024-2025)   | Progress Update   |
| <p><b>4.3 Improve student attendance by creating a positive and engaging school experience.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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).</li> <li>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.</li> </ul> | <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>Since September 2024, there have been 37 Parent Attendance Cafes and 485 parent contacts made across the various schools.</p> <p>A second-semester Attendance Campaign/Contest is completed. Trophies will be awarded to winners to the following schools: Cross Keys HS, Champion TS, Southwest DeKalb HS, Chapel Hill MS, Miller Grove MS, Hawthorne ES, and Cary Reynolds ES.</p> <p>Since August 2024, a total of 89 EveryDay Lab trainings have been conducted for school staff, school leadership, and Multi-Tiered System of Supports staff. Currently, there are 750 sign-ups and 784 active users.</p> <p>Attendance Specialists have conducted 1,788 attendance interventions, including parent phone calls, trainings, targeted student and parent meetings, and school attendance team meetings.</p> |

# Implementation Chart - Goal Area 5

| Goal Area 5: Mental Health and Wellness<br>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 |
|-------------|----|----------|---|------------------------|---|-----------------------|---|

| Goal Area 5: Mental Health and Wellness   |   |  |   |
|---|---|--|---|
| Performance Objective and Strategies  | KPI   | Goals for Year 1 (2024-2025)   | Progress Update   |
| <p><b>5.1 Create safe and supportive environments that promote positive mental health and wellness.</b></p> <ul style="list-style-type: none"> <li>a. Implement a standardized needs assessment for staff and students to determine the level of support needed and general awareness.</li> <li>b. Provide social emotional learning (SEL) training to create safe, inclusive, and supportive spaces for students.</li> <li>c. Implement the SEL curriculum to help students manage emotions, problem solve, and create positive relationships with others.</li> <li>d. Increase mental health awareness by offering annual training for staff and students.</li> <li>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.</li> <li>f. Develop clear and accessible channels for students to report mental health concerns.</li> <li>g. Provide resources and opportunities for mindfulness practices for students and staff.</li> </ul> | <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>District is considering the purchase of a universal screener to gather baseline data regarding student wellbeing.</p> <p>There are 6 Student and Family Engagement (SAFE) Centers and nine Safe Spaces. Centers provide mental health support.</p> <p>69% of all 2nd to 8th graders received SEL lessons. 200 high school students attended Teen Summit.</p> <p>9,215 staff members trained in signs, symptoms and identification of mental health concerns 67 trained in Youth Mental Health First Aid, 690 trained in Connections Matter; 1982 employees trained in SEL.</p> <p>Students will report mental health concerns to an adult in the building. Adult refers student to counselor/soc worker.</p> |

| Goal Area 5: Mental Health and Wellness  |   |  |   |
|--|---|--|---|
| Performance Objective and Strategies   | KPI   | Goals for Year 1 (2024-2025)   | Progress Update   |
| <p><b>5.3 Increase mental health support staff to improve classroom behavior and peer relationships.</b></p> <ul style="list-style-type: none"> <li>a. Establish partnerships with recruitment agencies to increase mental health support staff.</li> <li>b. Advertise mental health career opportunities in local, state, and national publications.</li> <li>c. Increase partnerships with mental health agencies to recruit potential candidates.</li> <li>d. Collaborate with colleges and universities to create a pipeline of potential mental health candidates.</li> </ul> | <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>Continuing to utilize the Recruit, Train, and Retain Program with University of Georgia to increase the number of psychologists.</p> <p>As of 5/15/25 DCSD employs 53 School Psychologists (+8 from June 2024)</p> |

| Goal Area 5: Mental Health and Wellness  |   |   |  |
|--|---|---|--|
| Performance Objective and Strategies   | KPI   | Goals for Year 1 (2024-2025)  | Progress Update  |
| <p><b>5.4 Expand staff participation in mental health professional learning opportunities.</b></p> <ul style="list-style-type: none"> <li>a. Create a mandatory mental health and wellness supports module for teachers.</li> <li>b. Foster partnerships with external health and wellness agencies to expand staff knowledge of external mental health and wellness providers.</li> <li>c. Incorporate mental health activities during staff meetings and teacher workdays.</li> <li>d. Publish visible signage and electronic information throughout the district to improve staff awareness of mental health services.</li> <li>e. Employee Assistance Programs (EAPs): Expand access to Employee Assistance Programs (EAPs).</li> <li>f. Mindfulness and Self-Care Workshops: Offer workshops and resources on mindfulness practices, stress management techniques, and self-care strategies.</li> </ul> | <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>One HR mental health activity was completed in an HR staff meeting this school year.</p> <p>Approval has been given to have Mental Health First Aid as a Professional Development Day option for HR staff SY 25/26 (November &amp; March).</p> <p>Pending approval to have MFHA in Frontline for district-wide access to all staff.</p> |

# Implementation Chart - Goal Area 6

| Goal Area 6: Organizational Excellence<br>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 |
|-------------|----|----------|---|------------------------|---|-----------------------|---|

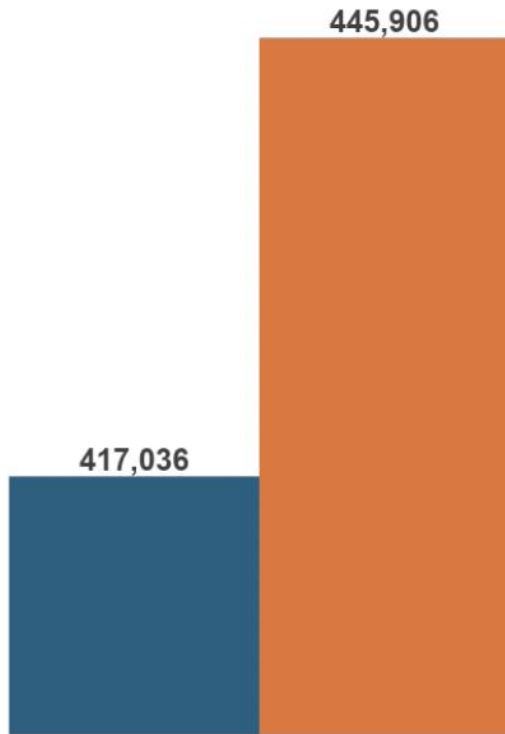
| Goal Area 6: Organizational Excellence   |  |   |   |
|--|--|---|---|
| Performance Objective and Strategies   | KPI  | Goals for Year 1 (2024-2025)  | Progress Update   |
| <p><b>6.2 Deliver safe and efficient transportation services to all students.</b></p> <p>a. Enhance School Bus Transportation Efficiency and Service: Optimize bus routes, improve on-time performance, and potentially reduce costs associated with transportation.</p> <p>b. Promote Safe Bus Ridership Practices: Develop and implement comprehensive bus safety programs for students including boarding/disembarking procedures, behavior expectations, and emergency drills.</p> <p>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> | <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><b><u>Establishing Baseline Metrics</u></b><br/>The Transportation Department has successfully compiled baseline data on on-time performance, number of active bus routes, and associated cost factors. This data will serve as a benchmark to evaluate progress and guide future route optimization efforts. A review of routing software functionality and GPS data has been conducted to improve tracking accuracy and support timely performance reporting.</p> <p><b><u>Enhancing Bus Safety Programs for Students</u></b><br/>In compliance with state requirements, all bus riding students participate in biannual emergency evacuation drills. GDOE has a bus safety education curriculum that should be taught to all students by the physical education/health teacher. We expand this foundation with a districtwide bus safety education program designed for all students, including those not regularly riding a bus. The new curriculum can launch in phases during the 2025-2026 school year, with emphasis on boarding protocols, conduct expectations, and emergency procedures.</p> <p><b><u>Driver Training and Professional Development</u></b><br/>We have a structured professional development framework to ensure that all drivers receive annual training on defensive driving (Skills in Service), student management, and proper use of bus technology (Staff Development/PL). Training is reviewed and updated in alignment with emerging best practices and regulatory changes. All drivers complete the required annual GDOE SREP training which is required for anyone transporting children in Georgia public schools.</p> |

| Goal Area 6: Organizational Excellence   |   |  |   |
|--|---|--|---|
| Performance Objective and Strategies   | KPI   | Goals for Year 1 (2024-2025)   | Progress Update   |
| <p><b>6.3 Deliver efficient school nutrition services and healthy meals to all students.</b></p> <ul style="list-style-type: none"> <li>a. Optimize School Nutrition Services' Efficiency, Cost-Effectiveness, and Customer Satisfaction: Streamline operations, reducing waste, and enhance the dining experience for students.</li> <li>b. Enhance Culinary Experience: Implement taste testing, diverse menu options, and appealing meal presentations to improve overall customer satisfaction.</li> </ul> | <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>Meal Participation SY 24-25<br/>Breakfast - 34% (3.67% increase)<br/>Lunch - 63.26% - (6.02% increase)</p> <p>District-wide Student Taste-testing - scheduled in June 2025. Data available by July 1st.</p> <p>Customer Satisfaction Survey - implementation SY 25-26. Testing student survey link during summer 2025.</p> <p>Customer Satisfaction Survey QR Code will be available on the menus and on the website SY 25-26.</p> |

| Goal Area 6: Organizational Excellence  |   |   |  |
|---|---|---|--|
| Performance Objective and Strategies  | KPI   | Goals for Year 1 (2024-2025)  | Progress Update  |
| <p><b>6.5 Ensure excellent financial management of district resources.</b></p> <p>d. Implement a robust planning and monitoring process to ensure efficient use of resources and track progress towards district goals.</p> | <p>Percentage of high-investment digital instructional resources (5 of 5 resources identified for ROI review) that have a completed analysis including cost, utilization, and student achievement impact.</p> | <p>SMART Goal:<br/>By June 30, 2025, the district will complete an impact analysis of at least 10 high-investment digital instructional resources, using Level Data's ROI platform, to determine effectiveness based on utilization and student achievement growth in ELA and Math.</p> | <p>Finalized the initial proof of concept evaluating a select group of high-investment digital instructional resources through the Level Data ROI platform. Summary findings—focused on cost, utilization, and impact on student achievement—have been reviewed by district leadership and are informing next steps.</p> <p>Key findings from the initial analysis reveal that digital tools with low usage—where over 70% of students are minimal users—demonstrate low return on investment despite significant funding. In contrast, students who consistently engage with these tools show greater academic growth on NWEA MAP assessments. Notably, engagement levels vary by grade band and subject, indicating a need for more targeted implementation strategies.</p> <p>Building on this foundation, a second round of high-priority digital tools has been identified for expanded analysis. Data collection for this phase began in March 2025, marking a critical next step in our ongoing efforts to enhance data-driven decision-making and ensure strategic, results-focused investments in digital learning resources. This second round of analysis is on track to be completed by June 30, 2025.</p> |

### Total Days Absent March 1 to May 30

■ 2023-2024 ■ 2024-2025



### Attendance Rate March 1 to May 30

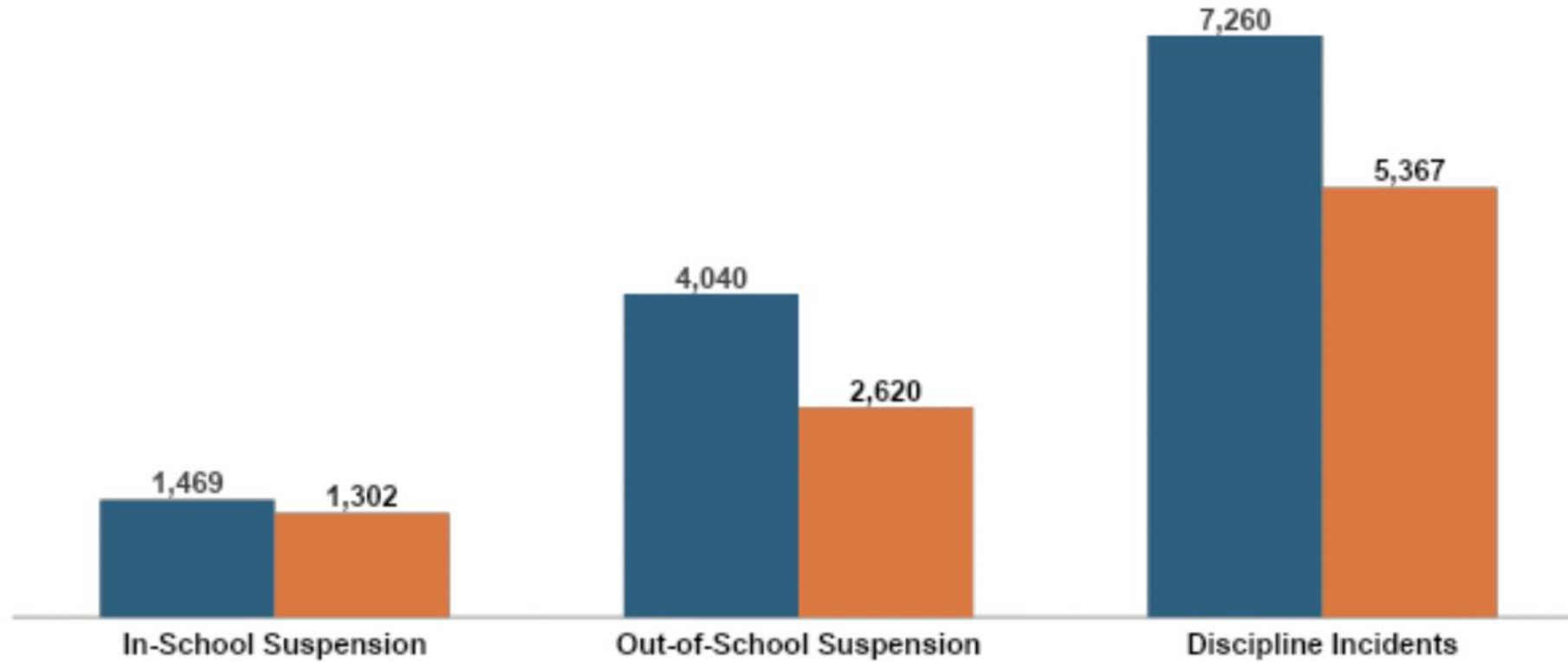
■ 2023-2024 ■ 2024-2025



Source: Infinite Campus

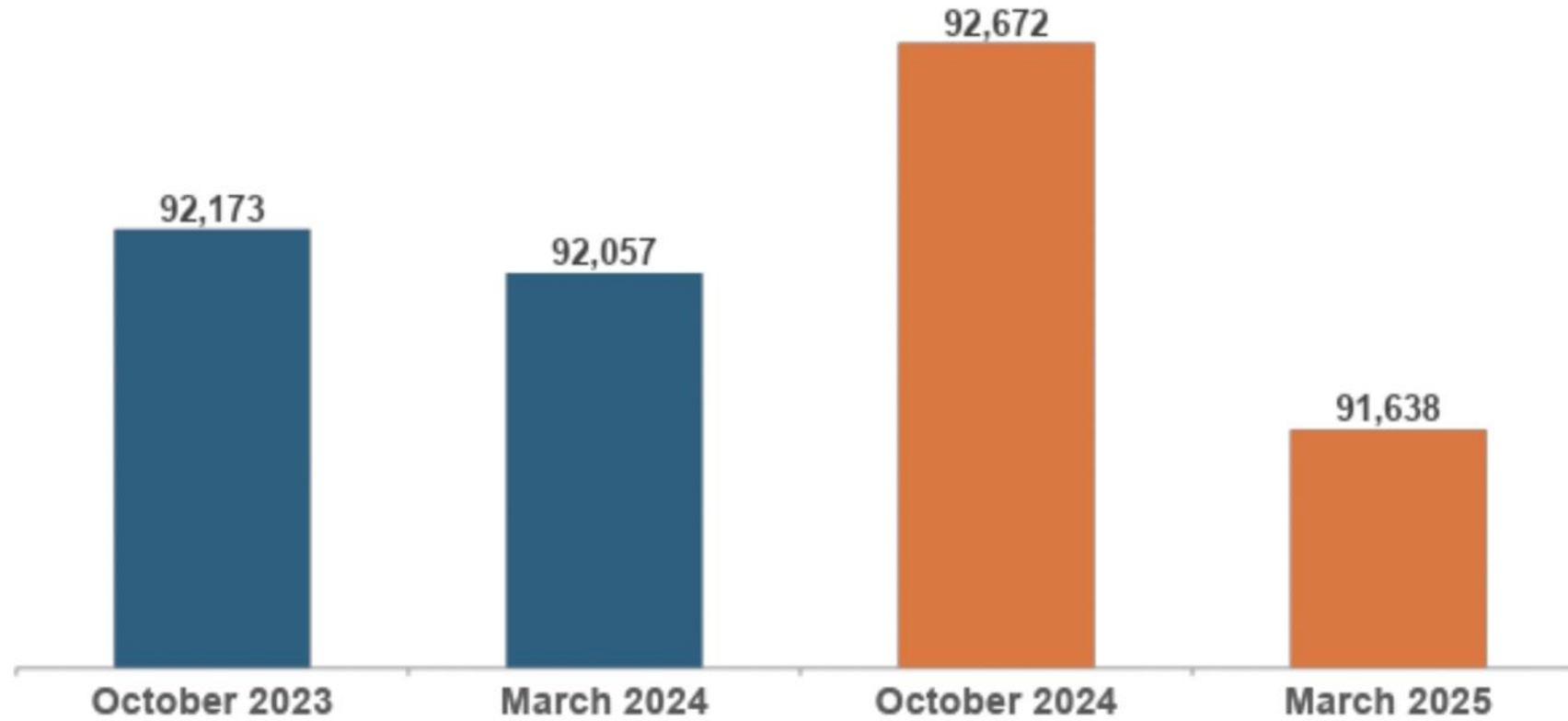
## Discipline Summary

■ 2023-2024 ■ 2024-2025

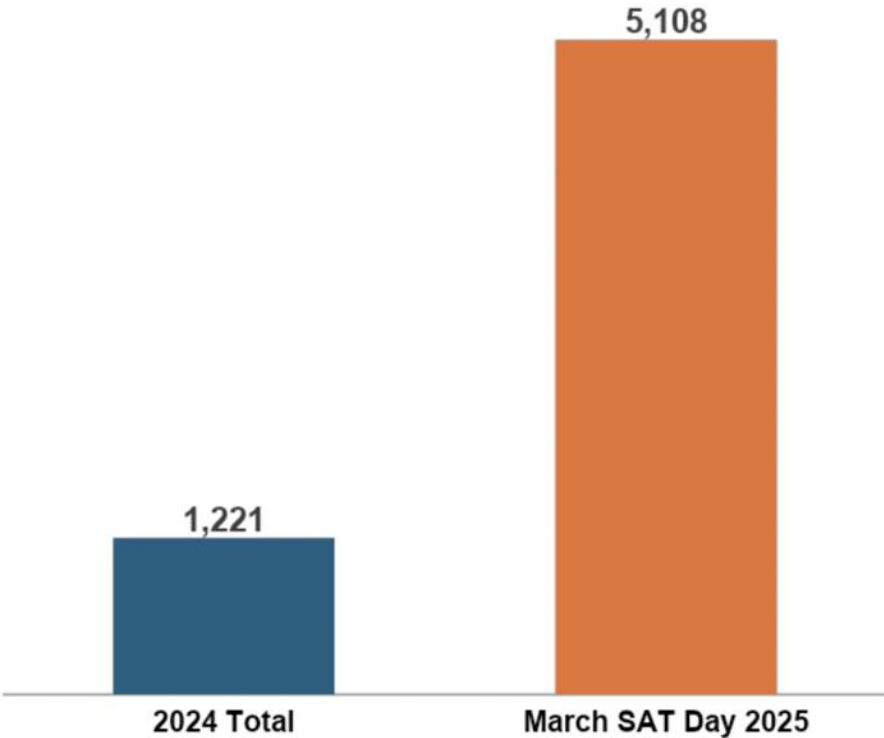


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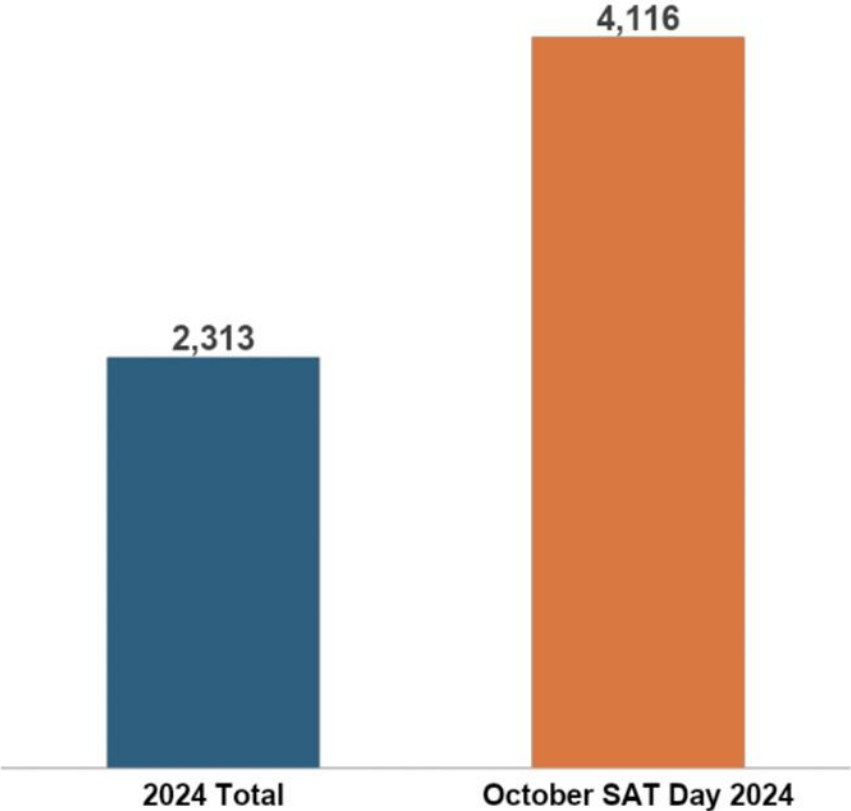
## FTE Enrollment



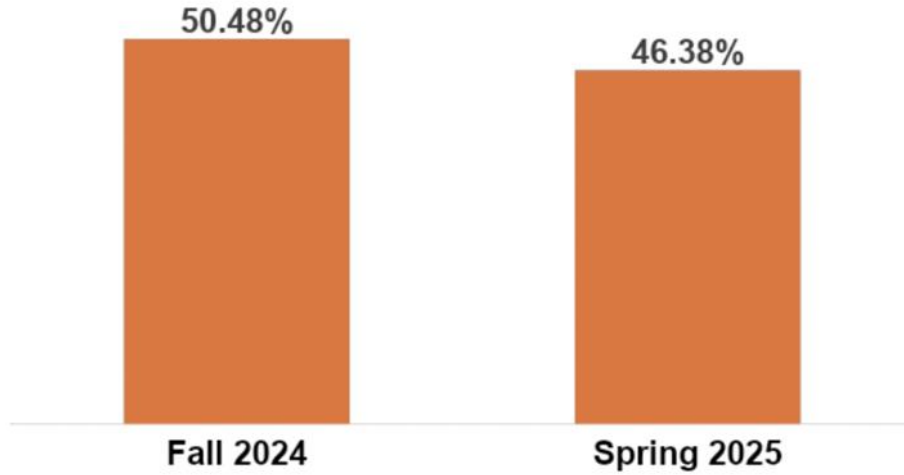
### SAT Participation: 11th Grade



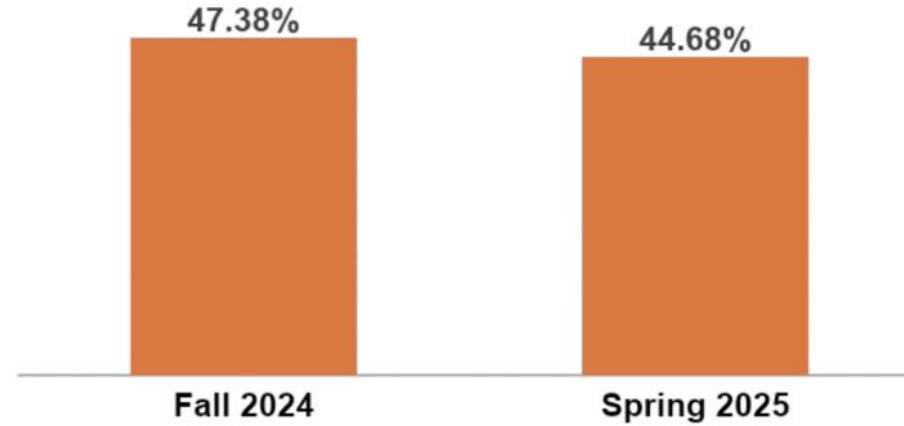
### SAT Participation: 12th Grade



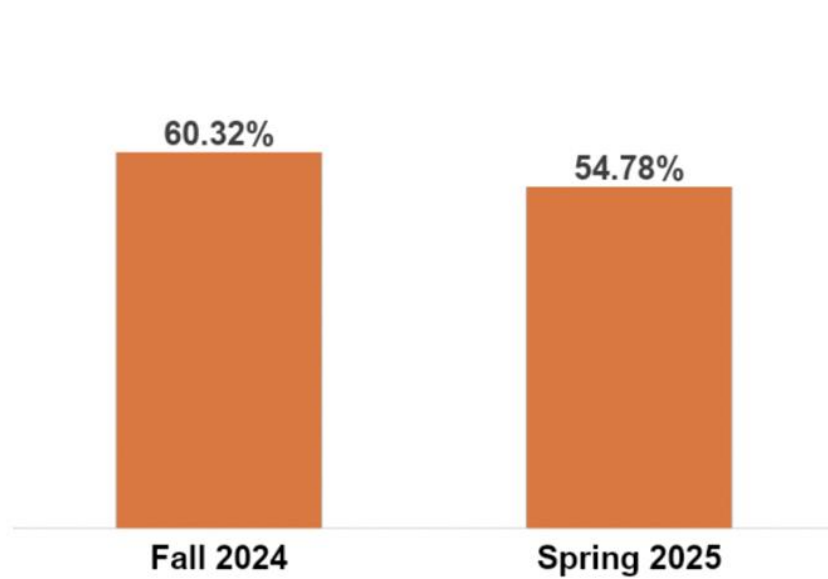
**MAP Reading Achievement  
Quintiles:  
Average and Above  
Grades K-10**



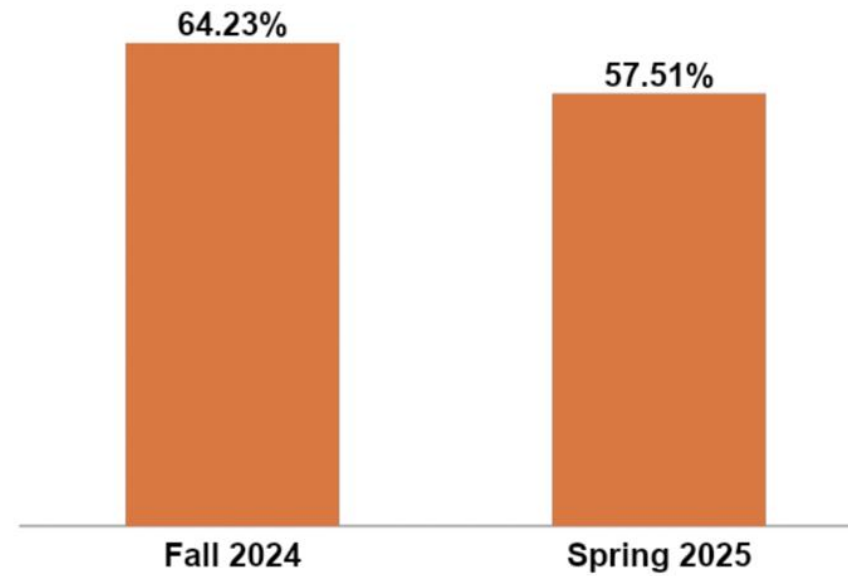
**MAP Math Achievement Quintiles:  
Average and Above  
Grades K-10**



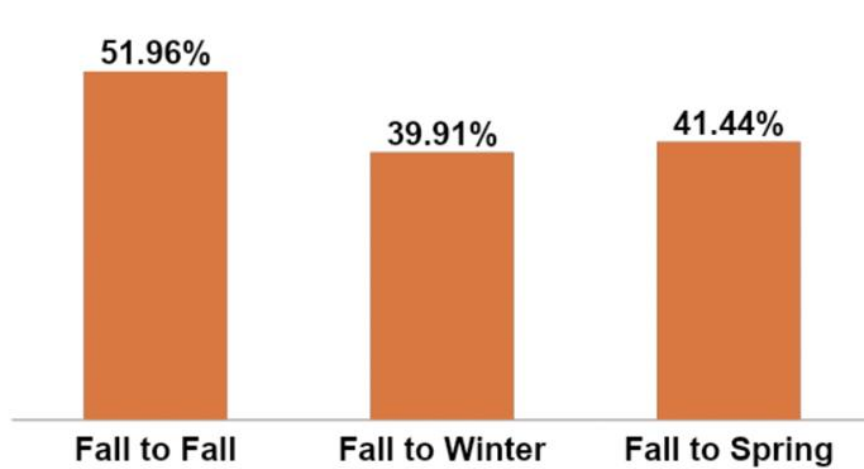
**MAP Reading Projected Proficiency:  
Developing and Above  
Grades 3-8**



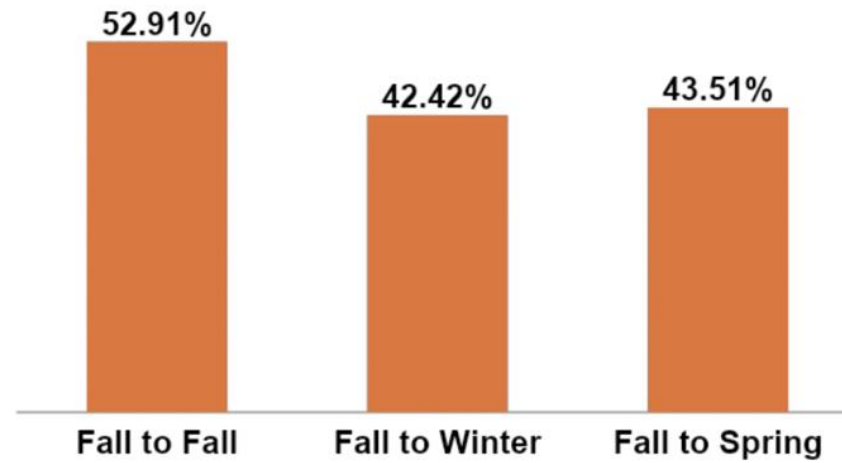
**MAP Math Projected Proficiency:  
Developing and Above  
Grades 3-8**

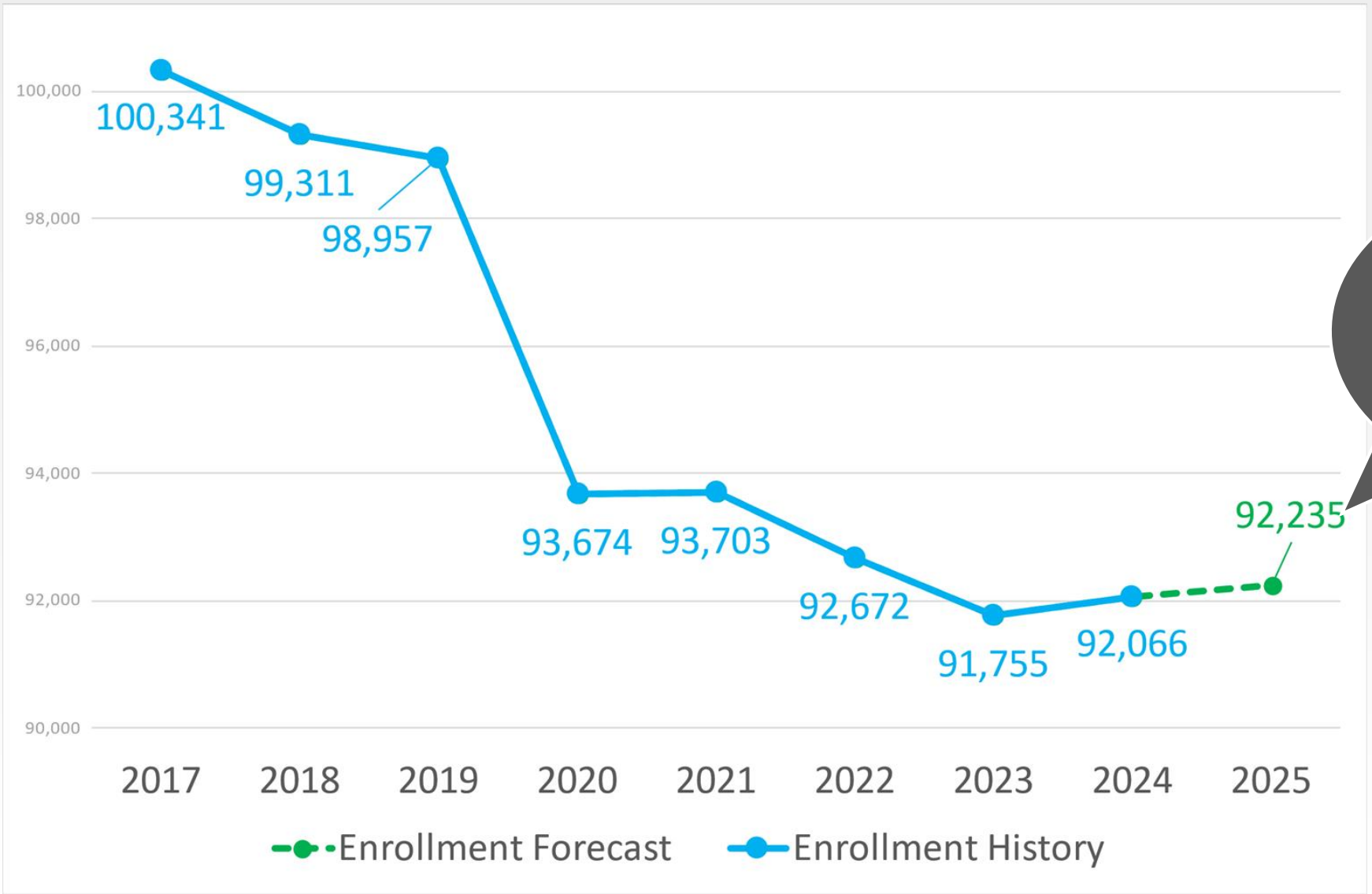


### MAP Reading Met Growth Targets: Grades K-10



### MAP Math Met Growth Targets: Grades K-10





Fall 2025 total enrollment is expected to increase by about +169 students

# Next Steps

- Update data and goals for 2025-26 as additional data is released over the summer
- Refine strategies from 2024-25 and make adjustments as needed
- Kickoff the implementation of new strategies for 2025-26

# Q & A

