

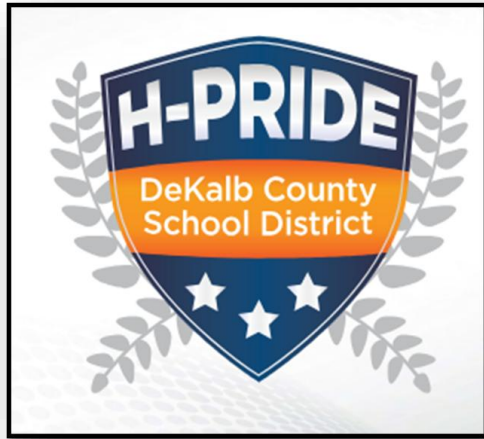
DeKalb County School District English Learners Master Plan

June 2025



Location:
1701 MOUNTAIN INDUSTRIAL BLVD.
STONE MOUNTAIN, GEORGIA 30083





DeKalb County School District Six Core Values:

- H** **Humanization**- Before we can address the critical work that has to be accomplished collectively in the DeKalb County School District, we must connect as human beings first. Recognizing value and worth and not viewing others solely as resources and a means to an end.
- P** **Professionalism**- should be exhibited in all phases of our professional and personal life. Our dress code, the manner in which we communicate, accountability, and punctuality are some traits that represent professionalism.
- R** **Respect**- A professional work environment is built on mutual respect. We treat each other with courtesy, we value diversity, and appreciate different perspectives.
- I** **Integrity**- is closely related to professionalism but it involves honesty, truthfulness, and ethical conduct. Taking responsibility for their actions and maintaining confidentiality when required.
- D** **Dignity**- Fair treatment of individuals. Not discriminating against individuals because of race, gender, age, or sexual orientation. Open and honest communication regardless of the position or title is imperative.
- E** **Empathy**- Understand and share the feelings, perspectives, and experiences of others. It involves recognizing and acknowledging the emotions and concerns of others, as well as responding in a compassionate and supportive manner.

DCSD Strategic Plan Goal Areas



GOAL AREA 1
Student Academic Success
with Equity and Access



GOAL AREA 2
School, Family, and
Community Engagement



GOAL AREA 3
Recruit, Develop, and Retain Talent



GOAL AREA 4
Culture and Climate

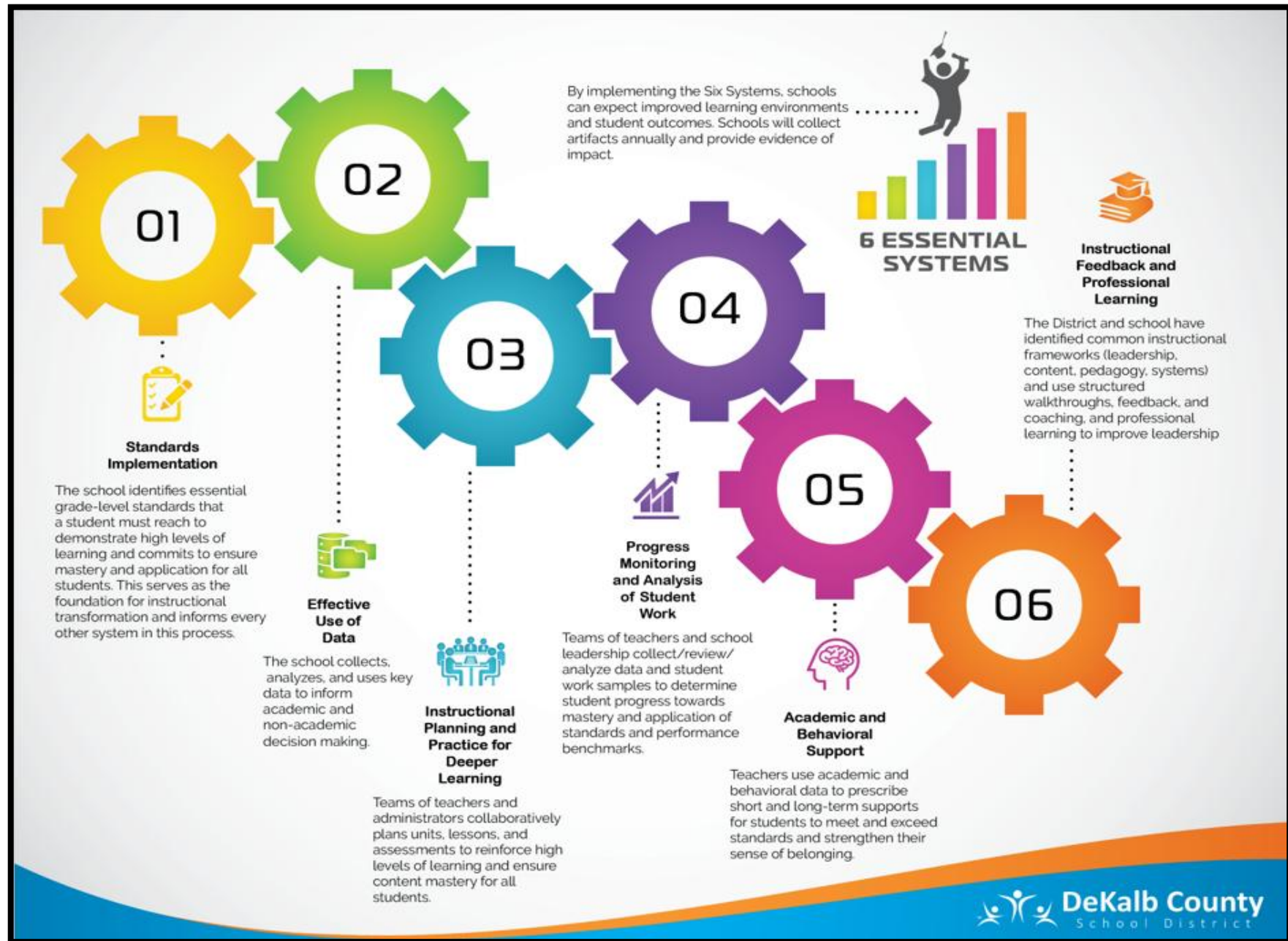


GOAL AREA 5
Mental Health and Wellness



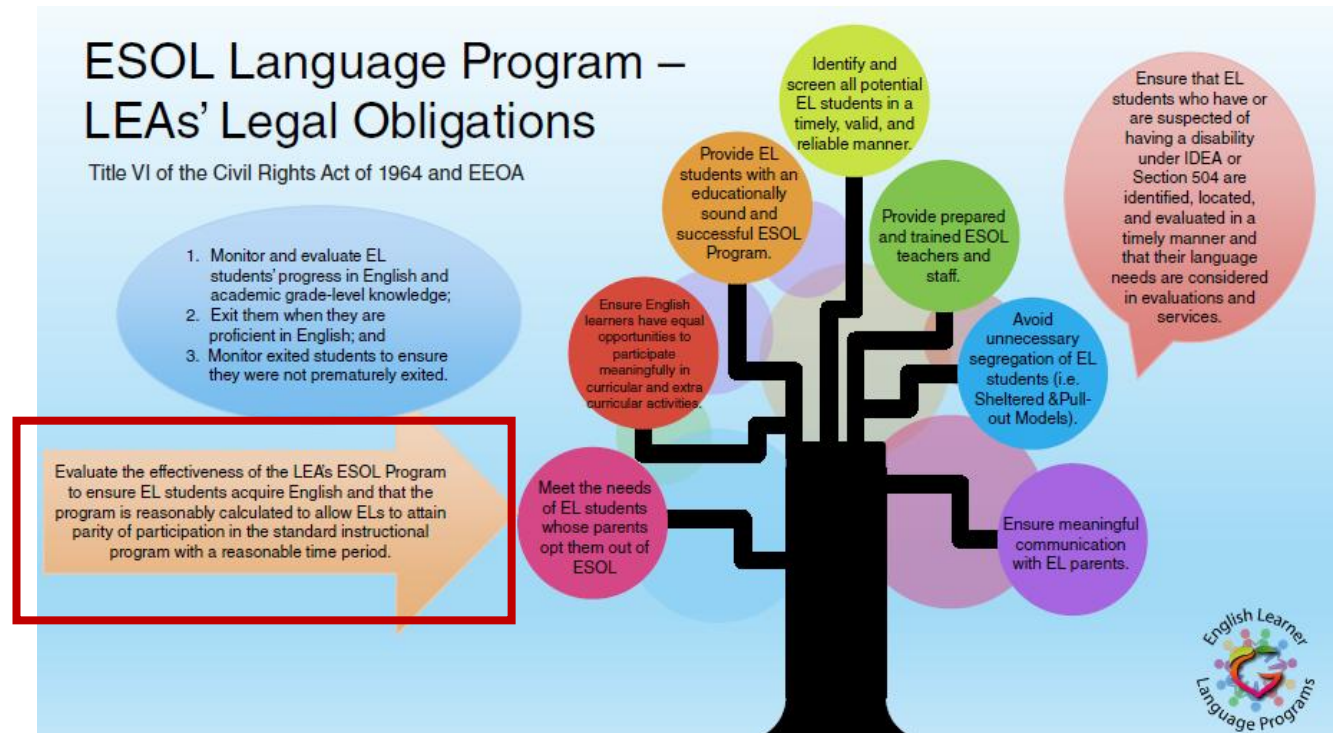
GOAL AREA 6
Organizational Excellence

Six Essential Systems



ALIGNMENT WITH GADOE ESOL PROGRAM REQUIREMENTS

The EL Master Plan aligns with the Georgia Department of Education's LEAs' 10 Legal Obligations for ESOL Programs and related services



DEKALB COUNTY SCHOOL DISTRICT: ENGLISH LEARNERS MASTER PLAN

In 2024-25, DCSD contracted with RMC Research Corporation to:

- Conduct an English learners program evaluation and
- Use findings to collaboratively develop a comprehensive English Learners Master Plan.



DEKALB COUNTY SCHOOL DISTRICT: ENGLISH LEARNERS MASTER PLAN

The **EL Master Plan** was developed to help DCSD marshal its resources and committed staff to fulfill its newly crafted mission and vision statements.

VISION – DCSD EL Department:

English learners (ELs) in DeKalb County School District will be equipped and empowered with the knowledge and communication skills necessary to thrive and positively impact local and global societies.

MISSION – DCSD EL Department:

To support and enhance the English language development, academic success, and social-emotional growth of English learners, while ensuring access to all educational opportunities



DEKALB COUNTY SCHOOL DISTRICT: ENGLISH LEARNERS MASTER PLAN

The **EL Master Plan** also captures the DCSD English Learners Department guiding principles.

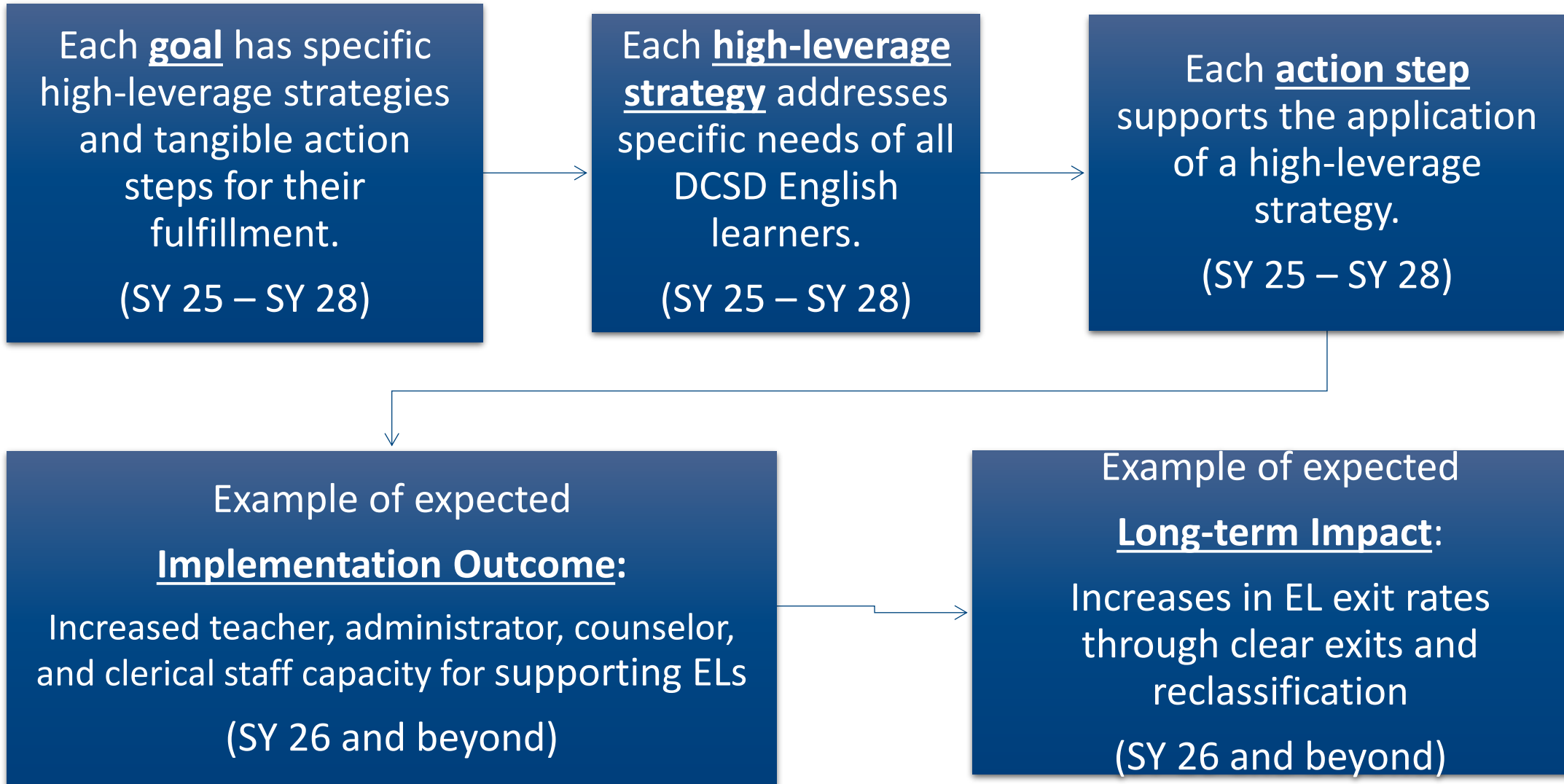
1. **All stakeholders** are engaged through effective and accessible communication.
2. **Families, English learners (ELs), and educators** share the collective responsibility for student success.
3. **Data analysis** is used to continuously monitor, impact, and drive instructional and programmatic decision-making.
4. **High-quality research-based** instruction and assessment implemented to positively impact ELs.
5. **Continuous development** of teachers, leaders, and support staff is prioritized and includes systems for monitoring and accountability.
6. **Equity drives our work** by addressing opportunity gaps and systemic barriers that hinder EL student success.

DCSD ENGLISH LEARNERS DEPARTMENT PROGRAM GOALS

In collaboration with a committee of both internal and external stakeholders, the DCSD English Learners Department identified five goals outlined in the [EL Master Plan](#).

Goal 1	Facilitate comprehensive implementation of high-quality curriculum and supplemental materials aligned with GA Standards that support the academic success of all English learners (ELs).
Goal 2	Provide tailored, high-quality professional learning to meet the needs of teachers, administrators, counselors, and clerical staff for the benefit of all ELs.
Goal 3	Develop and implement effective and timely two-way communication processes for all school and district staff, families, and other stakeholders for the benefit of all ELs.
Goal 4	Develop and implement quality organization systems and collaborative processes that support all ELs.
Goal 5	Increase meaningful collaboration and support active engagement with Primary Home Language Other than English (PHLOTE) families for student success.

DCSD ENGLISH LEARNERS DEPARTMENT PROGRAM GOAL IMPLEMENTATION PLAN SNAPSHOT – SY25 TO SY 28



DCSD ENGLISH LEARNERS DEPARTMENT PROGRAM GOALS

Goal 1 Facilitate comprehensive implementation of high-quality curriculum and supplemental materials aligned with GA Standards that support the academic success of all English learners (ELs).

High-Leverage Strategy 1.1

Develop additional high-quality English language development curriculum that is appropriate for targeted subgroups of ELs (including SLIFE, LTELs, Newcomers, etc.).

High-Leverage Strategy 1.2

Provide initial and ongoing training and support the effective use of the curriculum and resources to support ELs, preparing staff to deliver purposefully scaffolded instruction informed by student needs, and targeted instruction to high expectations aligned with different ESOL delivery models.

High-Leverage Strategy 1.3

Build capacity for staff to deliver instruction that is purposefully scaffolded, informed by student needs and targeted to high expectations.

High-Leverage Strategy 1.4

Collaborate with content area departments to ensure targeted DCSD curricula are aligned to GSE and include instructional materials that support intellectual engagement and language development of all ELs.



DCSD ENGLISH LEARNERS DEPARTMENT PROGRAM ACCESS & OPPORTUNITY ALIGNMENT

GOAL 1 - High-Leverage Strategy	Access & Opportunity Alignment *		
1.1 Develop additional high-quality English language development curriculum that is appropriate for targeted subgroups of ELs (including SLIFE, LTELs, Newcomers, etc.)	1	2	
1.2 Provide initial and ongoing training and support the effective use of the curriculum and resources to support ELs, preparing staff to deliver purposefully scaffolded instruction informed by student needs, and targeted instruction to high expectations aligned with different ESOL delivery models.	1	2	
1.3 Build capacity for staff to deliver instruction that is purposefully scaffolded, informed by student needs and targeted to high-expectations	1	2	
1.4 Collaborate with content area departments to ensure targeted DCSD curricula are aligned to GSE and include instructional materials that support intellectual engagement and language development of all ELs	1	2	

*Access & Opportunity Priority Recommendations:

1. Set and communicate a clear vision for access and opportunity across DCSD.
2. Develop and implement a districtwide access and opportunity accountability framework.
3. Support school-based access and opportunity integration through an Access and Opportunity Liaison (AOL) program.



DCSD ENGLISH LEARNERS DEPARTMENT PROGRAM GOALS

Goal 1 Facilitate comprehensive implementation of high-quality curriculum and supplemental materials aligned with GA Standards that support the academic success of all English learners (ELs).

Implementation Outcomes:

- More standards-aligned classrooms that integrate content and English language development and engage ELs.
- More teachers prepared to support ELs throughout the day using the curriculum and materials.
- More materials and resources that are effective in supporting ELs.

DCSD ENGLISH LEARNERS DEPARTMENT PROGRAM GOALS

Goal 2 Provide tailored, high-quality professional learning to meet the needs of teachers, administrators, counselors, and clerical staff for the benefit of all ELs.

High-Leverage Strategy 2.1

Design and develop training for teachers, administrators, counselors, and clerical staff on research-based practices to support ELs' language development and academic achievement.

High-Leverage Strategy 2.2

Establish a system for implementing and monitor professional learning for teachers, administrators, counselors, and clerical staff supporting ELs.

High-Leverage Strategy 2.3

Build the capacity of teachers and administrators serving ELs on instructional frameworks and delivery models.



DCSD ENGLISH LEARNERS DEPARTMENT PROGRAM ACCESS & OPPORTUNITY ALIGNMENT

GOAL 2 - High-Leverage Strategy	Access & Opportunity Alignment *		
2.1 Design and develop training for teachers, administrators, counselors, and clerical staff on research-based practices to support ELs' language development and academic achievement.	1	2	
2.2 Establish a system for implementing and monitor professional learning for teachers, administrators, counselors, and clerical staff supporting ELs.	1	2	
2.3 Build the capacity of teachers and administrators serving ELs on instructional frameworks and delivery models.	1	2	

*Access & Opportunity Priority Recommendations:

1. Set and communicate a clear vision for access and opportunity across DCSD.
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DCSD ENGLISH LEARNERS DEPARTMENT PROGRAM GOALS

Goal 2 Provide tailored, high-quality professional learning to meet the needs of teachers, administrators, counselors, and clerical staff for the benefit of ELs.

Implementation Outcomes:

- More teachers, administrators, counselors, and clerical staff prepared to provide support to ELs.
- More teachers implementing research-based instructional strategies for supporting ELs.
- Increased teacher, administrator, counselor, and clerical staff capacity for supporting ELs.

DCSD ENGLISH LEARNERS DEPARTMENT PROGRAM ACCESS & OPPORTUNITY ALIGNMENT

GOAL 3 - High-Leverage Strategy	Access & Opportunity Alignment *		
3.1 Provide adequate and consistent training for school leadership regarding communication protocols	1	2	3
3.2 Establish an SOP for two-way communication.	1	2	3
3.3 Monitor the current process in place to support the communication protocol	1	2	3
3.4 Recruit more interpreters to support schools through high-quality translation and interpretation services for all district-wide events, family meetings, etc.	1	2	3

*Access & Opportunity Priority Recommendations:

1. Set and communicate a clear vision for access and opportunity across DCSD.
2. Develop and implement a districtwide access and opportunity accountability framework.
3. Support school-based access and opportunity integration through an Access and Opportunity Liaison (AOL) program.



DCSD ENGLISH LEARNERS DEPARTMENT PROGRAM GOALS

Goal 3 Develop and implement effective and timely two-way communication processes for all school and district staff, families, and other stakeholders for the benefit of ELs.

Implementation Outcomes:

- More effective communication with families, resulting in increased support and achievement of students.
- More parents of ELs are aware of school and district happenings, activities and initiatives.
- Increased family participation in parent-teacher conferences, IEP meetings, and school events.
- Semester audits conducted by the district to evaluate school adherence to communication protocols.
- Improved family participation and engagement in school activities.

DCSD ENGLISH LEARNERS DEPARTMENT PROGRAM GOALS

Goal 4 Develop and implement quality organizational systems and collaborative processes that support all ELs.

High-Leverage Strategy 4.1

Identify a team of district and school-level personnel to create and implement organizational systems and remove barriers that impact ELs.

High-Leverage Strategy 4.2

Prioritize the changes that need to be made and revising the systems and processes to serve ELs better.



DCSD ENGLISH LEARNERS DEPARTMENT PROGRAM ACCESS & OPPORTUNITY ALIGNMENT

GOAL 4 - High-Leverage Strategy	Access & Opportunity Alignment *		
4.1 Identify a team of district and school-level personnel to create and implement organizational systems and remove barriers that impact ELs.		2	3
4.2 Prioritize the changes that need to be made and revising the systems and processes to serve ELs better.		2	3

*Access & Opportunity Priority Recommendations:

1. Set and communicate a clear vision for access and opportunity across DCSD.
2. Develop and implement a districtwide access and opportunity accountability framework.
3. Support school-based access and opportunity integration through an Access and Opportunity Liaison (AOL) program.



DCSD ENGLISH LEARNERS DEPARTMENT PROGRAM GOALS

Goal 4 Develop and implement quality organizational systems and collaborative processes that support all ELs.

Implementation Outcomes:

- Cross-functional planning structures at the district and school levels to support ELs' needs.
- Asset-oriented district-wide system where all educators share responsibilities for supporting and sustaining ELs' academic and linguistic development.

DCSD ENGLISH LEARNERS DEPARTMENT PROGRAM GOALS

Goal 5 Increase meaningful collaboration and support active engagement with Primary Home Language Other than English (PHLOTE) families for student success.

High-Leverage Strategy 5.1

Develop ambassador programs at all local schools.

High-Leverage Strategy 5.2

Invite parents of ELs to school-based organizations and offer language and other support for shared decision making.

High-Leverage Strategy 5.3

Establish satellite locations within the community for school organizations/meetings.

High-Leverage Strategy 5.4

Create/offer family sessions throughout the year providing guidance and support navigating the educational system.



DCSD ENGLISH LEARNERS DEPARTMENT PROGRAM ACCESS & OPPORTUNITY ALIGNMENT

GOAL 5 - High-Leverage Strategy	Access & Opportunity Alignment *		
5.1 Develop ambassador programs at all local schools.	1	2	3
5.2 Invite parents of ELs to school-based organizations and offer language and other support for shared decision making.	1	2	3
5.3 Establish satellite locations within the community for school organizations/meetings.	1	2	3
5.4 Create/offer family sessions throughout the year providing guidance and support navigating the educational system.	1	2	3

***Access & Opportunity Priority Recommendations:**

1. Set and communicate a clear vision for access and opportunity across DCSD.
2. Develop and implement a districtwide access and opportunity accountability framework.
3. Support school-based access and opportunity integration through an Access and Opportunity Liaison (AOL) program.



DCSD ENGLISH LEARNERS DEPARTMENT PROGRAM GOALS

Goal 5 Increase meaningful collaboration and support active engagement with Primary Home Language Other than English (PHLOTE) families for student success.

Implementation Outcomes:

- More families engaged in events, meetings, and shared decision-making.
- More families access resources and school-based systems.
- More two-way communication between families and school to access families' funds of knowledge.

RMC PROGRAM EVALUATION RECOMMENDATIONS

The RMC Research Team identified four specific recommendations for improving DCSD's ESOL program services and practices. These four recommendations are described in detail in the EL Master Plan. These recommendations are aligned with the EL Department's five goals (as shown in the EL Master Plan).

- 1. Update and refine the DCSD ESOL Handbook.**
- 2. Develop and disseminate a communication plan for both internal and external stakeholders.**
- 3. Review resource allocation- including additional EL. Dept. infrastructure.**
- 4. Improve meaningful access to the curriculum.**



NEXT STEPS

During the implementation phase of the DCSD EL Master Plan, the English Learners Department will execute RMC's recommendations with appropriate resources, partners and staffing.

The implementation status of all five goals of the DCSD EL Master Plan will be monitored with consistency. Broad-based communication of the plan with internal and external stakeholders will be strategically maintained.

Action Teams will be developed to implement each EL Master Plan Goal (5). Identified measurements of success will be utilized to gauge the effectiveness of the implementation outcomes and long-term impacts.

MIRACLES Priorities will be developed in association with EL Master Plan implementation. Each action step has a timeline for its implementation through 2027-28.

DCSD ENGLISH LEARNER ENROLLMENT TRENDS

Area	8/13/2024 Identified EL Students	8/27/25 Identified EL Students	Difference in EL Enrollment	Percentage Change in EL Enrollment
Area 1 ES	3,512	3,333	-179	-5%
Area 2 ES	2,343	2,241	-102	-4%
Area 3 ES	503	543	40	+8%
Area MS	3,477	3,025	-452	-13%
Area HS	2,491	2,299	-192	-8%
Area Horizon	4,916	4,594	-322	-7%
Area Specialty	1,314	1,053	-261	-20%
No Area	38	35	-3	-8%
Grand Total	18,594	17,123	-1,471	-8%

