



STRATEGIC PLAN



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Strategic Plan Implementation

Board Update
January 12, 2026

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Today's Focus

- Strategic Plan Overview
- Progress on Year 2 Goals
- Data Highlights
- Next Steps



STRATEGIC PLAN 2024-2029

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

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

<p>GOAL AREA 1 Student Academic Success with Equity and Access</p> <p>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.</p>	<p>GOAL AREA 2 School, Family, and Community Engagement</p> <p>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.</p>
<p>GOAL AREA 3 Recruit, Develop, and Retain Talent</p>	<p>GOAL AREA 4 Culture and Climate</p>
<p>GOAL AREA 5 Mental Health and Wellness</p> <p>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.</p>	<p>GOAL AREA 6 Organizational Excellence</p> <p>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.</p>

Strategic Plan Overview



Strategic Plan 2024-2029

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

Key: Not Started NS Planning P Initial Implementation I Continuous Refinement R



Goal Area 1: Student Academic Success with Equity and Access			
Performance Objective and Strategies	KPI	Goals for Year 2 (2025-2026)	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>By June 2026, at least 90% of K–12 teachers will receive professional learning on the new Georgia ELA standards, with at least 90% demonstrating alignment of instructional practices to the new standards during classroom learning walks, PLC observations, and curriculum implementation reviews. Evidence will include artifacts from standards training sessions, curriculum planning documents, and schoolwide monitoring tools.</p> <p>By May 2026, Amira universal screening and fluency assessment will be administered three times (Fall, Winter, Spring) with at least 95% participation. Following each window, at least 90% of elementary principals, assistant principals, MTSS specialists, and classroom teachers will engage in Amira data review protocols to inform instruction and intervention. By June 2026, at least 75% of targeted K–3 students receiving Amira tutoring will demonstrate measurable gains in decoding and fluency.</p>	<ul style="list-style-type: none"> • June - August 2025 – Facilitated professional learning for teachers, MTSS specialists, academic coaches, school-level leaders, and district leaders on connecting new GA ELA standards to instruction. • August 2025 – Facilitated professional learning for 150 LTSEs on connecting new K-12 English Language Arts standards, curriculum, and exceptional education resources. • On-going training and support for principals, assistant principals, coaches, and teachers conducted by ELA content coordinators and professional learning facilitators. • July 2025 – Board approved purchase of AMIRA Tutor (high-dosage, 1:1 tutoring); training for 80 MTSS and area ELA coordinators. Asynchronous training for K-3 teachers. • August 25 – September 12 – Fall AMIRA assessment window • September 2025 – AMIRA data review training for elementary principals, assistant principals, MTSS specialists, and teachers. • Monthly Amira Champion meetings with identified teacher leaders.

Goal Area 1: Student Academic Success with Equity and Access			
Performance Objective and Strategies	KPI	Goals for Year 2 (2025-2026)	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>By June 2026, all elementary schools will implement a consistent 120-minute literacy block that includes explicit foundational skills instruction using the 95 Phonics Core Program. At least 90% of K-5 classrooms will demonstrate fidelity of implementation as measured by district walkthrough tools, ongoing September-June professional learning participation, and coaching feedback cycles.</p> <p>By June 2026, 75% of teachers in grades 6-12 will complete the GaDOE Adolescent Literacy modules with school-based support, with at least 80% demonstrating application of evidence-based adolescent literacy practices—including vocabulary, morphology, complex text analysis, and writing routines—during instructional learning walks.</p>	<ul style="list-style-type: none"> July 2025 – Board approved purchase of 95 Phonics Core Program (PCP), supplemental resource to support explicit phonics instruction July 2025 – Held 49 grade-specific 95 PCP sessions for all K-5 teachers and standards training for all K-12 teachers September 2025 – Scheduled recurring 95 PCP professional learning for district staff, principals and APs, and academic coaches (September 2025 – June 2026) October-December 2025 Completed 178 95 PCP literacy learning walks and established a baseline of 64% effective or exemplary October – May 2025 – Adolescent literacy module completion with school-based support

Goal Area 1: Student Academic Success with Equity and Access			
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<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>By December 2026, students with disabilities receiving instruction through the Wilson Reading System (WRS) will demonstrate an average reading growth of at least 1.5 years, as measured by WADE and MAP assessments.</p>	<ul style="list-style-type: none"> All teachers in ATSI schools received enhanced WRS training. TSI schools were provided professional learning during the first semester to ensure fidelity of implementation. WADE and MAP assessments were administered to identified students with disabilities participating in the program. Data was compiled to establish starting points for growth tracking.

Literacy Improvement Blueprint: 2025–2026

Strategic Goals & Targets

47%

ELA Proficiency by 2029
Target proficiency rate for the End-of-Grade (EOG) assessment.

90%

Teachers Trained by June 2026
Training will focus on new Georgia ELA standards and instructional practices.

75%

K-3 Students Show Gains
Targeted students receiving Amira tutoring will demonstrate measurable growth by June 2026.

Implementation Plan: The Amira Initiative



Three Annual Assessment Windows
Assessments will run with 95% participation goal.



New Tool: Amira High-Dosage Tutoring
A 1:1 tutoring and screening tool will be deployed for K-3 students.



Data-Driven Instruction
Staff will use Amira data to inform classroom instruction and intervention strategies.

2025 Implementation Timeline



June - Aug 2025

Professional learning on new GA ELA standards for all staff.



July 2025

Board approval and initial training for Amira Tutor tool.



Aug - Sept 2025

First assessment window for Amira opens for K-3 students.

BLUEPRINT FOR LITERACY: OUR DISTRICT'S PLAN FOR STUDENT SUCCESS

A strategic approach to boost literacy proficiency for all students through evidence-based instruction, new resources, and targeted professional learning.

BUILDING A STRONG FOUNDATION (GRADES K-5)

ROLLING OUT THE "95 PHONICS CORE PROGRAM"



120-MINUTE LITERACY BLOCK

For foundational skills.



NEW SCREENING & TUTORING TOOL FOR K-3



Using "Amira" for universal screening and high-dosage, 1:1 student tutoring.



EFFECTIVE IMPLEMENTATION BASELINE

Established after 178 classroom learning walks for the new phonics program.

ADVANCING LITERACY (GRADES 6-12 & ALL TEACHERS)

UPSKILLING TEACHERS FOR ADOLESCENT LITERACY



BY 2026,
75%
OF 6-12 TEACHERS
WILL COMPLETE
ADVANCED LITERACY
TRAINING MODULES.

ALIGNING INSTRUCTION TO NEW STATE STANDARDS



90%
OF K-12 TEACHERS
WILL RECEIVE
PROFESSIONAL
LEARNING ON NEW
GEORGIA ELA
STANDARDS.

OUR NORTH STAR: 2029 PROFICIENCY GOALS

47%
ELA EOG
PROFICIENCY



46%
ELA EOC
PROFICIENCY

Goal Area 1: Student Academic Success with Equity and Access			
Performance Objective and Strategies	KPI	Goals for Year 2 (2025-2026)	Progress Update
<p>1.2: Increase proficiency rates in numeracy on district and state assessments for all students.</p> <p>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.</p> <p>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.</p> <p>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>	<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 2026, at least 90% of mathematics teachers will participate in grade-band specific professional learning aligned to Georgia K-12 standards, instructional learning plans, mathematical reasoning, academic discourse and problem-solving- tracking participation and evidence of data-informed instructional changes through learning walks/observations and lesson plan reviews.</p> <p>By May 2026, 90% of Academic Coaches and LTSEs will complete district-provided mathematics professional learning, resulting in consistent instructional expectations and feedback across schools, as evidenced through learning walks and coaching documentation.</p> <p>By May 2026, DeKalb County School District will complete 12 professional learning sessions for identified Grade 8 mathematics teachers, building district capacity to offer an accelerated Algebra pathway to 8th-grade students. This preparation will ensure that, beginning in the 2026–2027 school year, every middle school can provide equitable access to rigorous, standards-aligned Algebra instruction.</p>	<ul style="list-style-type: none"> • July 2025 – Conducted asynchronous preplanning session for elementary teachers (1461 teachers submitted artifacts) • July 2025 – Held 2 face-to-face sessions for all middle and high school mathematics serving 424 secondary mathematics teachers • August 2025 – Set expectations for Reimagining Math Tools Pilot at Stone Mountain MS and Tucker MS • August 2025 – Facilitated professional learning for 150 LTSEs on connecting K-12 Mathematics standards, curriculum, and exceptional education resources • August 2025 – Facilitated numeracy development overview serving 210 educators • September 2025 – Scheduled numeracy development training, including targeted school support • September 2025 – Scheduled Accelerate 8 high school mathematics training for middle school educators • September 2025 – Scheduled LTSE training – Thinking Through a Lesson with the ILP and exceptional education • September 2025 – Scheduled Academic Coaches Academy – scheduled to share focus and how to support mathematics teachers

Advancing Student Numeracy: Our Strategic Plan

Our Strategy: Educator Empowerment



90% of Math Teachers in Professional Learning 2026

Focused training on Georgia standards, reasoning, and problem-solving skills.



90% of Academic Coaches Trained by 2026

Ensuring consistent instructional expectations and feedback across all schools.



Implementing Evidence-Based Instruction

Using proven methods like Number Talks, 3-Act Math Tasks, and Newman's Prompt.

Our Vision: Long-Term Numeracy Goals



Equitable Access to Algebra for All 8th Graders

Every middle school will offer this accelerated pathway starting in 2026-2027.



Target: 37% Math EOC Proficiency by 2029

Setting a district-wide proficiency goal for state End-of-Course exams.



Target: 40% Math EOG Proficiency by 2029

A clear, ambitious goal for student performance on state End-of-Grade assessments.

Professional Learning

Goal Area 1: Student Academic Success with Equity and Access			
Performance Objective and Strategies	KPI	Goals for Year 2 (2025-2026)	Progress Update
<p>1.6: Enhance student proficiency in digital literacy skills using innovative technology.</p> <p>a. Increase opportunities for students to engage effectively with technology by providing training and support for teachers to integrate digital tools and technology seamlessly into their lessons.</p> <p>b. Increase students’ exposure to responsible technology practices, including artificial intelligence, cybersecurity, and digital citizenship.</p> <p>c. Expand student learning to include the use of real-world technologies such as artificial intelligence, augmented reality, and virtual reality.</p> <p>d. Create opportunities for students to explore and learn about technology through initiatives like hands-on exploration and mentorship programs.</p>	<p>Smart Goal: By 2029, 95% of all teachers will complete the district-wide technology integration performance objectives (IGNITE U TICs).</p>	<p>By May 2026, 85% of classroom teachers will participate in the IGNITEU district-provided professional learning focused on the effective awareness, integration, and the expansion of digital tools into daily instruction, including lesson design and student engagement, as evidenced by local school monitoring completion records and lesson artifacts.</p> <p>By May 2026, DCSD will establish hands-on technology exploration opportunities (e.g., clubs, showcases, mentorships, industry partnerships, or project-based learning experiences) in at least 15 schools, resulting in increased student interest and engagement in technology-related learning pathways, as measured by participation data and student feedback.</p>	<ul style="list-style-type: none"> The current district completion rate is an overall 83%. Schools with a completion rate less than 80% receive personalized coaching and support from the Instructional Technology Specialist. Data cycles are shared monthly as teachers progress through the learning series. Instructional Technology has developed the Student Technology Engagement Program (STEP). This program allows students to support and develop the identified gaps in tech skills, tech support, and digital literacy competencies in schools through mentoring and partnerships with the division of information and instructional technology.

Goal Area 1: Student Academic Success with Equity and Access			
Performance Objective and Strategies	KPI	Goals for Year 2 (2025-2026)	Progress Update
<p>1.6: Enhance student proficiency in digital literacy skills using innovative technology.</p> <ul style="list-style-type: none"> a. Increase opportunities for students to engage effectively with technology by providing training and support for teachers to integrate digital tools and technology seamlessly into their lessons. b. Increase students' exposure to responsible technology practices, including artificial intelligence, cybersecurity, and digital citizenship. c. Expand student learning to include the use of real-world technologies such as artificial intelligence, augmented reality, and virtual reality. d. Create opportunities for students to explore and learn about technology through initiatives like hands-on exploration and mentorship programs. 	<p>Smart Goal: By 2029, 95% of all teachers will complete the district-wide technology integration performance objectives (IGNITE U TICs).</p>	<p>By May 2026, 70% of schools will utilize the digital literacy portal to provide digital literacy training to students in grades 3–12. This will ensure that all teachers have access to model proficiency in digital literacy skills (e.g., information literacy, technology use, and digital communication) as measured through the engagement and use of the digital resources to support district-aligned performance tasks, classroom assessments, or digital portfolios.</p>	<p>Currently, all classroom teachers and media specialists have access to digital resources. 68 schools have accessed digital resources. Schools will receive an implementation calendar for the Spring 2026 school year.</p>



Powering Up Student Tech Skills: The District's Digital Literacy Plan

Goal Area 1: Enhancing student proficiency in digital literacy and technology through strategic objectives and targeted initiatives for the 2025-2026 school year

EMPOWERING OUR TEACHERS



Targeted Support System in Place

Schools with under 80% completion receive personalized coaching from technology specialists.



68 Schools Are Using the Digital Literacy Portal



Goal: 70% of schools to utilize the portal by May 2026.

83%
of Teachers Have Completed Tech Training

Nearing the goal for IGNITEU professional learning.

ENGAGING OUR STUDENTS



New Program: Student Technology Engagement Program (STEP)

Students mentor peers to help develop tech skills and support school technology needs.



Expanding Hands-On Tech Exploration

Goal: Establish tech clubs or partnerships in at least 15 schools by May 2026.



Focus on Real-World Technologies

The plan includes expanding learning to include AI, augmented reality, and virtual reality.

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 2 (2025-2026)	Progress Update
<p>2.1: Strengthen family, school, and community engagement to establish clear, accessible, and relevant communication tailored to meet stakeholders' preferences.</p>	<p>Increase in two-way engagement metrics, such as feedback submitted, survey responses, or participation in forums/events</p> <p>Number of MOUs established with community or business partners to support GED Program IET certification</p> <p>Number of learners served and who have completed GED and ESL education</p> <p>Number of mission-aligned partnerships established to enhance student opportunities</p> <p>Evidence of partnership outcomes, such as resources, programs, or services provided to students</p> <p>Number of structured engagement events held, including advisory council meetings, superintendent town halls, community meetings, and Learner Profile Academic Walks</p> <p>Launch districtwide calendar for internal and external stakeholders</p>	<p>By June 30, 2026, the district will strengthen family, school, and community engagement by implementing targeted, accessible, and preference-based communication strategies and expanding structured engagement opportunities and partnerships, as demonstrated by:</p> <p>the execution of at least three Memorandums of Understanding (MOUs) with community or business partners to support Workforce Development and Integrated Education and Training (IET) certification pathways within the DCSD GED Program;</p> <p>the establishment of at least 15 mission-aligned partnerships to enhance educational opportunities and resources for students; and</p> <p>the facilitation of regular, districtwide engagement opportunities, including advisory council meetings, superintendent town halls or forums, community meetings, and Learner Profile Academic Walks, resulting in increased participation, improved stakeholder satisfaction, and more consistent two-way communication across district channels.</p>	<p><u>Adult Education</u> F25 met 100% of our State Targets for IET Certifications attained. Currently monitoring 15 Custodial Tech employees continuing their GED pathway, who hired through the District First Choice Program.</p> <p><u>CEIP</u> Ended FY25 with 356 engagements on ThoughtExchange Wit 9,000 participants, an increase from FY24 with 45 engagements and 7,000 participants. Strategic Plan Accountability Framework Workshop (formerly MIRACLES) priority for FY25 - DCSD Align (surveys and calendars)</p> <p><u>COMS</u> Using the data from the NSPRA Communications Audit, we created 2025-29 Strategic Communication Plan with 4 priorities: Internal Standard of Excellence, Strong Partnerships, Multilingual Access, and innovative Campaigns</p>

Performance Objective and Strategies	KPI	Goals for Year 2 (2025-2026)	Progress Update
<p>2.2: Create opportunities for collaboration between the district, families, community partners, and businesses to foster partnerships to support district-wide initiatives.</p>	<ul style="list-style-type: none"> • Number of collaboration opportunities created and promoted by the district annually. • Percentage of collaboration efforts resulting in a documented partnership Alignment of partnerships of evaluation to district-wide strategic priorities. 	<p>By June 30, 2026, the district will facilitate and promote at least 12 structured collaboration opportunities that engage families, staff, and community partners in support of district-wide initiatives, resulting in an increase of 15% of new partnerships aligned to district priorities.</p>	<ul style="list-style-type: none"> • FACE: Trained level II and III volunteers – FY25: 2,586’ FY26: 1,441 • Foundation: FY25 Raised \$158,505 in sponsorships and donations and \$24,960 in-kind donations • Foundation: FY26 Awarded \$42,000 for 12 school grants impacting 5,000+ students • Grants and Partnerships: New partner district goal FY24 target 15, actual 36 • Grants and Partnerships: FY25 \$3.29 million in grants and \$1,367,250 in donations grants received thus far \$73,064 • Grants and Partnerships: FY24 held two Mix and Mingles to recruit new partners and recognize 7 existing partners

Performance Objective and Strategies	KPI	Goals for Year 2 (2025-2026)	Progress Update
<p>2.3: Improve communication processes for stakeholders to ensure the flow of clear, timely, and relevant information.</p>	<ul style="list-style-type: none"> Percentage of annual goals completed as outlined in the 2025–2029 Strategic Communication Plan Number of standardized communication protocols developed and implemented Measurement of communication tools utilized under the standardized communication protocols Launch the annual stakeholder communications satisfaction survey for baseline results 	<p>By June 30, 2026, the district will strengthen stakeholder communication processes by completing goals for the year outlined in the 2025-29 Strategic Communication Plan, implementing at least ten standardized communication protocols to ensure the delivery of clear, timely, and relevant information, and create an annual stakeholder communications satisfaction survey to measure district communications.</p>	<p>Communications Audit Results:</p> <ul style="list-style-type: none"> COMS: FY24 to FY 25 Schoolmessenger - Phone: ↑ 701,780 messages (164% increase) People: ↑ 16,000 (14% increase), Email: ↑ 7.4 million messages (93% increase) People: ↑ 31,000 (27 % increase), SMS: ↑ 9 million messages (75% increase) People: ↑ 16,000 (14 % increase) COMS: Social Media (7 accounts) – Likes/Subscribers FY25: 113,547 (↑ 20% from FY24) FY25 Added BlueSky COMS: <i>Hitting the Road with Horton</i> FY25 open rate increased by 13% (launched redesign) COMS: <i>Board Report</i> launched in FY25 with 34% open rate COMS: FY26 Launching DCSD In the Know Podcast, goal two episodes per month COMS and Technology: FY25 Updated website content, launched new redesign in September. Plans for FY26 to redesign school websites, alignment to new district platform

Goal Area 2: School, Family, and Community Engagement			
Performance Objective and Strategies	KPI	Goals for Year 2 (2025-2026)	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> <p>a. Provide interpreters for virtual and in-person events.</p> <p>b. Translate all standardized documents into the most common languages.</p> <p>c. Research platforms to assist in multilingual translations.</p> <p>d. Survey stakeholders and community to evaluate the effectiveness of engagement with multilingual-families.</p>	<ul style="list-style-type: none"> Percentage of all standardized district and school documents translated into the most common languages Number and percentage of virtual and in-person events with interpreters available Status and utilization rate of technology platforms that support multilingual communications <p>Completion percentage of EL Master Plan goals.</p> <p>Launch the annual stakeholder communications satisfaction survey for baseline results.</p>	<p>By June 30, 2026, the district will establish clear communication channels to effectively engage multilingual families and provide equitable access to district and school information by:</p> <ul style="list-style-type: none"> providing interpreters for all virtual and in-person events, translating all standardized documents into the district’s most commonly spoken languages, implementing technology platforms to support multilingual communications, and completing at least 40 of the 45 action steps within the English Learners Master Plan, and creating an annual stakeholder communications satisfaction survey to measure district communications. 	<p>CEIP: Interpreters at 100% of district events</p> <ul style="list-style-type: none"> COMS: Multilingual Access is 1 of 4 priorities in 25-29 Strategic Communications Plan COMS: FY25 WhatsApp Groups: Districtwide 5 with 562 members, Schools 4 with 953 members COMS: FY26 Added new District Spanish FB group; along with FACE, FY26 moving from personal social media to professional accounts and adding languages beyond Spanish COMS: Interpretations FY24: 30, FY25 60; Student Services: FY24 7,158, FY25 8,588 FACE: FY25 - 38 volunteer trainings and 70 programs/events; FY26 monthly programs/events including volunteer training, Adult Ed, ESL – August 16, September 46 FY26: MIRACLES project with International Student Center

Connecting Our Community: A Snapshot of Engagement Success

Expanding Partnerships & Funding



**36 New
Community
Partners**

More than doubled the fiscal year goal of 15 new partners.



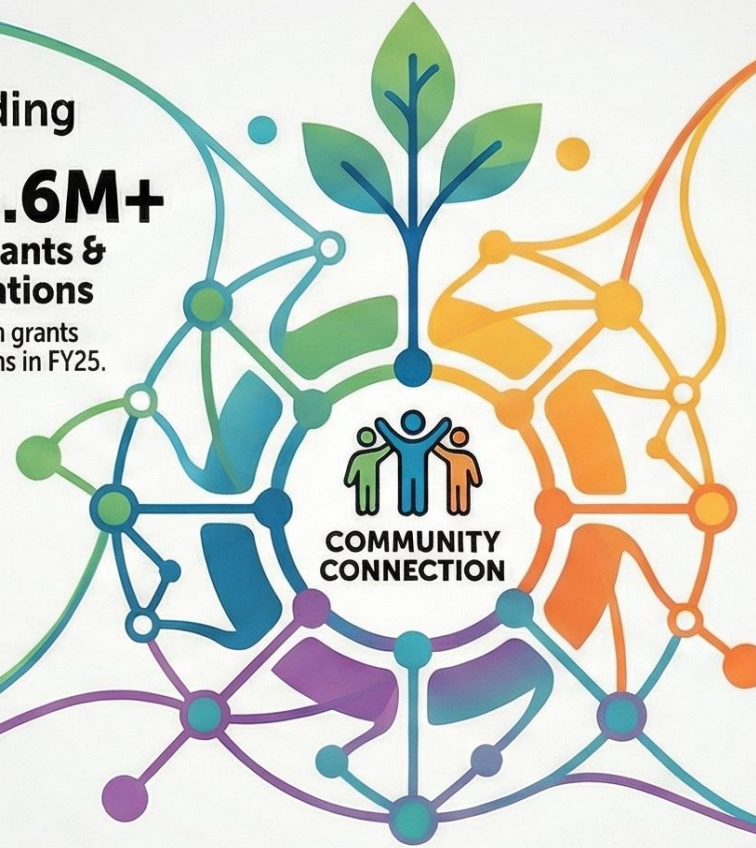
**\$4.6M+
in Grants &
Donations**

Secured over \$3.29M in grants and \$1.36M in donations in FY25.



**9,000+
Participants in
Online Feedback**

Increased from 7,000 participants on the ThoughtExchange platform in the previous year.



Boosting Digital Communication



**164% Increase in
Phone Message Volume**

Part of a massive increase across all messaging platforms in FY25.



**20% Growth in
Social Media Following**

Reached a combined audience of over 113,500 followers and subscribers.



**Launched New
Digital Platforms**

Includes a redesigned district website, a new Board Report, and upcoming podcast.

**Enhancing
Multilingual
Access**



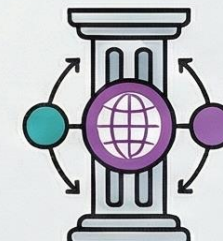
**100%
Growth in
Interpretation Services**

District communications team doubled the number of interpretations provided from FY24 to FY25.



**New Channels for
Multilingual Families**

Launched district-wide WhatsApp groups and a dedicated Spanish Facebook page.



**A Core Strategic
Priority**

Multilingual Access is one of four main priorities in the 2025-29 communications plan.

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.	I	R	R	R	R
3.3: Retain highly effective staff in critical needs positions to ensure the sustainability and efficiency of integral district programs and services.	I	R	R	R	R
3.4: Develop employee pipelines for key staff positions to ensure the long-term viability of essential programs and services.	I	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 2 (2025-2026)	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. 	<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>	<ul style="list-style-type: none"> • Partnership developed with Teach for America, where 54 teachers were hired across the district in multiple content areas and grade bands. • Visiting Colleges of Education at multiple universities to recruit and forge partnerships. • LinkedIn Recruiter and Indeed recruitment platforms to enhance the digital footprint of job postings within the district. • Developed detailed job descriptions that speak directly to the work to be performed to ensure that we hire qualified people for the right roles. • Revisiting job description requirements for staff in the Operations Division to create a pipeline for growth within the organization. • Maintain market competitiveness with the compensation structure to aid in attracting candidates.

Goal Area 3: Recruit, Develop, and Retain Talent

Performance Objective and Strategies	KPI	Goals for Year 2 (2025-2026)	Progress Update
<p>3.2: Develop high performing staff to ensure quality teaching and learning outcomes, an innovative workforce, and visionary leaders</p> <p>a. Ensure all newly hired leaders receive mandatory training in engagement and performance management practices.</p>	<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>	<ul style="list-style-type: none"> • Provide SuperEval training to district-level leaders. • Provide Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES) training and credentialing to newly appointed principals and assistant principals. • Provide training to all leaders in implementing the DeKalb Keys Effectiveness System(DKES)

Goal Area 3: Recruit, Develop, and Retain Talent			
Performance Objective and Strategies	KPI	Goals for Year 2 (2025-2026)	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> <p>a. Implement a Comprehensive Employee Retention Plan.</p> <p>b. Develop and Implement Programs that Elevate, Celebrate, and Recognize Employee Experience.</p>	<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>	<ul style="list-style-type: none"> • Honor 40 employees across the district through the Difference Maker Campaign by recognizing 10 employees per quarter. • Sponsor a Provider Fair for all teachers on waivers and provisional certificates to provide information on teacher education programs and GACE preparation. This will aid in retaining staff and assist in determining next steps/ employability for the 2026-2027 school year. • Ensure that we are compensating our employees through an effective and efficient compensation structure.

Goal Area 3: Recruit, Develop, and Retain Talent			
Performance Objective and Strategies	KPI	Goals for Year 2 (2025-2026)	Progress Update
<p>3.4: Develop employee pipelines for key staff positions to ensure the long-term viability of essential programs and services.</p> <p>a. Empower current and future high-quality employees to design their professional learning aligned with their career aspirations.</p>	<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>	<ul style="list-style-type: none"> • Para-to-Teacher Apprenticeship Program - Two-year program that supports paraprofessionals in earning their bachelor's degrees in Elementary Education or Mild to Moderate Special Education while continuing in their current roles. • IGNITE Teacher Residency Program - One-year program that supports individuals with a Bachelor's in noneducation fields to obtain a Master's of Arts in Teaching. • ASPIRE Program – Teacher pipeline focused on graduating seniors interested in education.

Building a World-Class Team: A Recruitment Strategy Snapshot

Goal Area 3, Performance Objective 3.1: Outlining 2025-2026 goals and key progress to build an innovative, diverse, and world-class talent pool.

STRATEGIC GOALS FOR 2025-2026



Boost Qualified Teaching Candidates by 25%

While also reducing the average time to fill positions by 15%.



Forge 5 New University Partnerships

To expand recruitment pipelines from both traditional and non-traditional universities.



Achieve 100% Retention in IGNITE Residency Program

While increasing the diversity of the new teacher cohort by 30%.

KEY PROGRESS & ACTIONS TAKEN



Hired 54 Teachers via Teach for America Partnership

Placed new talent across multiple subjects and grade levels district-wide.



Expanded Digital Recruitment Footprint

Utilizing LinkedIn Recruiter and Indeed to enhance job posting visibility.



Ensured Market-Competitive Compensation

Maintaining a competitive pay structure is a key strategy to attract candidates.



Building Our Future: A Talent Strategy Roadmap

Attracting & Recruiting Top Talent

Developing & Retaining Our People



Boost Qualified Teacher Candidates by 25%

Also, reduce the average time-to-fill for teaching positions by 15%.



Forge 5 New University Partnerships

Finalize agreements with 3 traditional and 2 non-traditional universities within 12 months.



Mandatory Training for All New Leaders

Includes training in performance management and key effectiveness systems (TRES/LKES).

Expand the IGNITE Residency Program

Aim for a 30% increase in diversity and a 100% retention rate for residents.



Increase Employee Satisfaction by 20%

Target satisfaction with compensation and incentives in the next engagement survey.



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	R	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.	R	R	R	R	R
4.4: Ensure all schools have staff trained in de-escalation techniques and Crisis Prevention Intervention (CPI) strategies.	I	R	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 2 (2025-2026)	Progress Update
<p>4.1: Ensure all schools provide a safe, orderly, and supportive learning environment for all students and staff.</p> <p>a. Provide school level training to support consistent discipline practices.</p> <p>b. Provide school level training on de-escalation practices using Crisis Prevention Intervention (CPI) and Mindset Training.</p> <p>c. Provide school level training to implement restorative practices districtwide.</p> <p>d. Implement a “Train the Trainer” model for district personnel on restorative practice.</p> <p>e. Provide Tier 1 PBIS implementation training for new school cohorts and PBIS overview interest sessions for school leadership.</p>	<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>	<ul style="list-style-type: none"> All Assistant Principals receive training twice a year on student discipline related to District Due Process hearings (DDPH), Discipline Team Meeting (DTM), students with Disabilities and Title IX. August 2025 & January 2026 The Division of Wrap Around Support hosts the Due Process Lounge every Friday. This one-hour session provides administrators with guidance on discipline procedure and offers training in effective strategies to support students. Bullying Prevention and Awareness training has been provided for over 8,000 staff members including bus drivers, bus monitors, nurses, and social workers. <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 2 (2025-2026)	Progress Update
<p>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.</p>	<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>As of November 2025, 60 sites have been trained in the PBIS framework.</p> <ul style="list-style-type: none"> • 57 Schools: 38 elementary schools, 15 middle schools, and 4 high schools • 2 Georgia Network for Educational and Therapeutic for Support (GNETS) centers • 1 Alternative Program <p>As of November 2025, over 500 district staff have been trained in the Restorative Practices Foundation Circles.</p> <ul style="list-style-type: none"> • 30 Certified District Restorative Practices Trainers

Goal Area 4: Culture and Climate			
Performance Objective and Strategies	KPI	Goals for Year 2 (2025-2026)	Progress Update
<p>4.3: Improve student attendance by creating a positive and engaging school experience.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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>	<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 78 Parent Attendance Cafes, and 980 parent contacts made across the various schools.</p> <p>The following schools: Cross Keys HS, Cary Reynolds ES, Hawthorne ES, Champion Theme, Miller Grove MS, Chapel Hill ES, and Southwest DeKalb HS, have been recognized for their attendance team participation and strengthening attendance initiatives.</p> <p>Since August 2024, a total of 166 EveryDay Lab trainings have been conducted for school staff, school leadership. The EDL platform has 1,167 registered users and 810 active users. For FU 2025-2026, there have been a total of 6,544 sessions.</p> <p>Attendance Specialists have conducted 5,714 attendance interventions, including parent phone calls, trainings, targeted student and parent meetings, and school attendance team meetings.</p>

Goal Area 4: Culture and Climate

Performance Objective and Strategies	KPI	Goals for Year 2 (2025-2026)	Progress Update
<p>4.4: Ensure all schools have staff trained in De-escalation techniques and Crisis Prevention (CPI) strategies.</p>	<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>As of November 2025, over 2,500 district staff have been trained in de-escalation techniques. In addition, we have trained over 3,500 district in various school-emotional based trainings to support effectively managing school discipline.</p> <ul style="list-style-type: none"> Over 200 Certified District Mindset Verbal De-escalation Trainers – Assistant Principals (Majority)

Safer Schools, Better Attendance: The DCSD Strategic Initiative

Enhancing School Safety & Positive Behavior

Goal: Reduce major disciplinary incidents by 2029.

The district aims to lower incidents to 19,944 as reported by the state.



2,500+ Staff Trained in De-escalation

Equipping staff with Crisis Prevention (CPI) and Mindset strategies to manage discipline effectively.

60 Sites Implementing PBIS

Positive Behavioral Interventions and Supports (PBIS) are active in 57 schools.



500+ Staff Trained in Restorative Practices

Building a foundation for resolving conflicts and strengthening the school community.



Boosting Student Attendance

Goal: Reduce chronic absenteeism to 25.24% by 2029.

Focuses on creating a positive school experience to encourage regular attendance.



5,714 Attendance Interventions Conducted

Includes parent phone calls, targeted meetings, and school attendance team meetings.

980+ Parent Contacts Made

Achieved through 78 "Parent Attendance Cafes" to build strong school-family partnerships.



Tech-Powered Monitoring

Every school will use the EveryDay Labs Pro platform to track data by May 2025.

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	R	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 2 (2025-2026)	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, as well as 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 will have at least 2 staff members that have been trained in restorative practices; MindSet Verbal De-Escalation, Connection Matters and/or Restorative Circles.</p> <p>At the start of 2025-2026 85 principals and 152 assistant principals were trained in restorative practices. With the remaining trainings happening in September & October.</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 now 8 Student and Family Engagement (SAFE) Centers and ten Safe Spaces. Lithonia and Stephenson SAFE Centers will host grand opening in the Spring 2026. All 8 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, 27 trained in Reaching Teens: Strength-Based, Trauma-Sensitive, Resilience-Building Communications, 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 2 (2025-2026)	Progress Update
<p>5.2: Increased awareness of factors that can impact mental health to foster well managed learning environments.</p> <p>a. Youth mental health awareness training</p>	<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 2 (2025-2026)	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>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 2 (2025-2026)	Progress Update
<p>5.4: Expand staff participation in mental health professional learning opportunities.</p> <p>a. Mental First-Aid for adults.</p>	<p>Smart Goal: By 2029, 152 staff will be trained in Mental First Aid for Adults.</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>By end 2026: DCSD staff have wellness ambassadors in each school/division.</p>	<p>At this time, we have had 44 staff members across the district trained in Mental Health First Aid. We are working with Kaiser Permanente to schedule two MHFA Certification classes before 6.30.26. We have meetings scheduled with area leaders in HS, MS, & ES to ensure class attendance.</p>

Building a Healthier Future: Inside DCSD's Mental Health & Wellness Plan

This infographic provides a snapshot of the DeKalb County School District's multi-year strategic plan to enhance mental health support. It highlights key actions being taken to create supportive environments and strengthen the network of care for both students and staff.

Fostering a Supportive Environment

Expanding "SAFE Centers" for Students

The district now has 8 student centers providing direct mental health support.



69%

69% of 2nd-8th Graders Now Receive SEL Lessons

The Social Emotional Learning curriculum helps students manage emotions and build positive relationships.

9,215 Staff Members Trained to Identify Mental Health Concerns

A massive training initiative is equipping staff to recognize signs and symptoms.

Hired 8 New School Psychologists in Under a Year

The district is actively recruiting to increase vital mental health personnel.



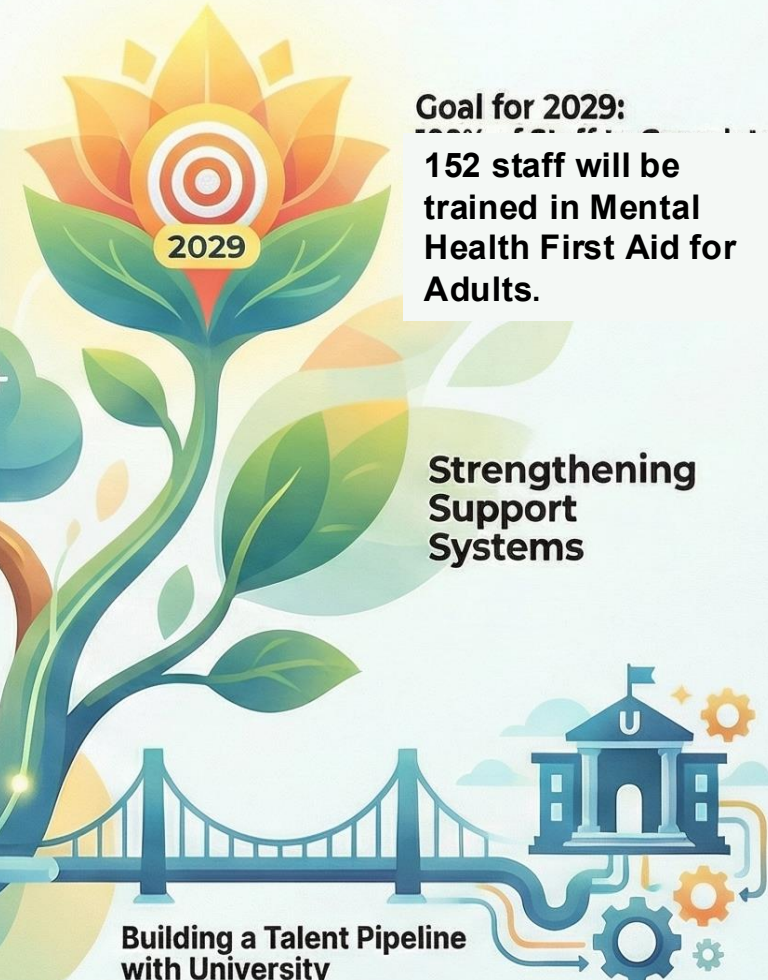
Goal for 2029:

152 staff will be trained in Mental Health First Aid for Adults.

Strengthening Support Systems

Building a Talent Pipeline with University Partnerships

A "Recruit, Train, and Retain" program is in place with the University of Georgia:



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	R	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 2 (2025-2026)	Progress Update
<p>6.1: Provide clean, safe, and efficient school facilities for all students.</p> <ul style="list-style-type: none"> a. School facilities assessment rating. b. Construction overhead/ administrative cost. c. Work order completion. 	<p>Smart Goal: Baseline collection year is 2025-2026</p> <p>KPI</p> <ul style="list-style-type: none"> • School Facility Assessment Rating. 	<p>The 2025-2026 SMART Goal is: By March 31, 2026, conduct comprehensive facility quality assurance inspections at 100% of school facilities, focusing on safety, cleanliness, and operational efficiency to ensure every building is in a state of good repair and supports access to engaging learning environments.</p>	<p>a. School Facility Assessment Rating During 2024-2025, the team developed the assessment tool and protocol; On July 1, 2025, The assessment tool went into service and data is now being collected;</p> <p>Current progress status:</p> <ul style="list-style-type: none"> a. Total # active DCSD School Facility: 127 b. Total number of Assessments Completed: 86 c. Completion Percentage: 68% <p>Continued Actions:</p> <ul style="list-style-type: none"> a. Continue to assess schools and collect data while also addressing deficiencies in real time. b. Analysis of initial data reports and subsequent workflow including response time.

Goal Area 6: Organizational Excellence			
Performance Objective and Strategies	KPI	Goals for Year 2 (2025-2026)	Progress Update
<p>6.1: Provide clean, safe, and efficient school facilities for all students.</p> <ul style="list-style-type: none"> a. School facilities assessment rating. b. Construction overhead/ administrative cost. c. Work order completion. 	<p>Smart Goal: Baseline collection year is 2025-2026</p> <p>KPI</p> <ul style="list-style-type: none"> • Construction Overhead/ Administrative Cost (Net 30 days) 	<p>The 2025-2026 SMART Goal is: By March 31, 2026, conduct comprehensive facility quality assurance inspections at 100% of school facilities, focusing on safety, cleanliness, and operational efficiency to ensure every building is in a state of good repair and supports access to engaging learning environments.</p>	<p>b. Construction Overhead/Administrative Costs</p> <p>During the 2023-2024 and 2024-2025 school years, the Procurement Department was being organized and developed under the Finance Division. During this time, the Operations Division collaborated with the Finance/Procurement Division developing new workflows to reduce the number of capital solicitations through "bundling" of projects, inclusion of Construction Management at-Risk method contracts, and refined workflows to decrease the time to process pay applications. In March 2023, the baseline NET 30 payment status was ≈ 13%, the current NET 30 payment status is 92%. Operations and Finance continue to refine the workflow by adding additional contract management services provided by the Legal Division Contract Management Department during 2024-2025.</p> <p>On February 1, 2025, the Facilities and Construction Departments were reorganized resulting in the reduction of capital project overhead and administrative costs, separate planning and facility related activity at schools, improved customer service through improved communication, the elimination of duplicative and redundant functions, additional resources applied to major facility service functions with sustainable outcomes, and improvement in financial reporting and transparency</p> <p>On June 1, 2025, HPM became the new Program Manager for capital programming and construction within the Operations Division. HPM and DCSD have been working together since and has made improvements through streamlined project management and cost controls, improved financial transparency and reporting, and configuration and implementation of DCSD Project Management Information System (Kahua) with automated pay application and digitized controls set to begin on January 1, 2026. Baseline data point is to be identified by June 30, 2026.</p> <p>Additional effort is currently focused on developing and organizing the intended separate Division of Capital Improvements by FY26. This will impact overhead and administrative costs encouraging review and potential revision of the associated KPI. With this Objective.</p>

Goal Area 6: Organizational Excellence			
Performance Objective and Strategies	KPI	Goals for Year 2 (2025-2026)	Progress Update
<p>6.1: Provide clean, safe, and efficient school facilities for all students.</p> <ul style="list-style-type: none"> a. School facilities assessment rating. b. Construction overhead/ administrative cost. c. Work order completion. 	<p>Smart Goal: Baseline collection year is 2025-2026</p> <p>KPI</p> <ul style="list-style-type: none"> • Work Order Completion Rate (Days) 	<p>The 2025-2026 SMART Goal is: By March 31, 2026, conduct comprehensive facility quality assurance inspections at 100% of school facilities, focusing on safety, cleanliness, and operational efficiency to ensure every building is in a state of good repair and supports access to engaging learning environments.</p>	<p>c. Work Order Completion Rate</p> <p>The Facilities Maintenance Department was using the MUNIS Work Ticket solution during 2023-2024 and 2024-2025. The FY25 Baseline Work Ticket (Munis) Resolution time (all tickets) was 36 days . During 2024-2025, citing limitations of the MUNIS Work Ticket System, Operations reviewed and procured a deliberate and more robust work ticket system and began configuration and implementation of the product. The new Incident IQ work ticket system was launched on July 1, 2025, with the intent to identify acquire and updated (and revised) data by June 30, 2026. Current preliminary work ticket data in support of the KPI: <i>DCSD will decrease work order completion times (days) by 10%:</i></p> <ul style="list-style-type: none"> • Average Resolution time (All tickets): 16.1 days • Average Resolution Time (Kitchen Equipment): 5.6 days • Average resolution Time (HVAC): 7.8 days

Building a Better DCSD: A Look at Our Facility Improvements

This infographic highlights key achievements from our strategic plan to provide clean, safe, and efficient school facilities. We are successfully implementing new systems and protocols to enhance facility assessments, streamline construction finances, and accelerate maintenance responses across the district.

Comprehensive Facility Assessments



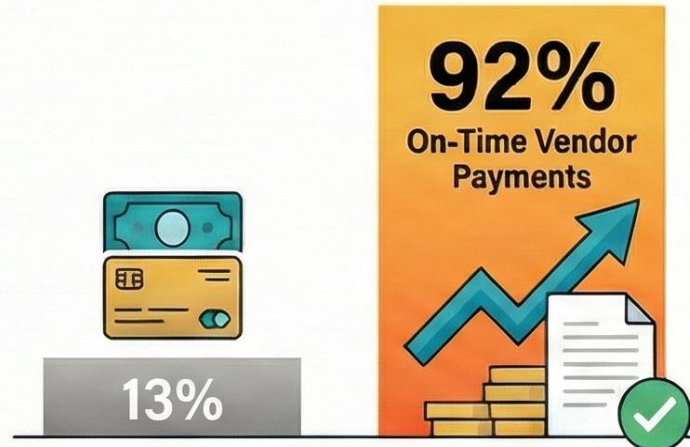
On track to inspect all 127 schools by the March 31, 2026 goal.



New Assessment Tool Launched

A new data collection tool went into service on July 1, 2025.

Smarter Financial & Project Management



New Project Management System Deployed

The Kahua system will automate pay applications and improve transparency starting January 2026.

Faster Maintenance & Repairs



Work Order Completion Time Cut by 55%



Average resolution time dropped from a 36-day baseline to just 16.1 days.



Modern "Incident IQ" System Implemented

Launched July 1, 2025, to replace the previous, more limited work ticket system.

Average Resolution Times for Critical Systems

HVAC:
7.8 Days

Kitchen Equipment:
5.6 Days

Goal Area 6: Organizational Excellence			
Performance Objective and Strategies	KPI	Goals for Year 2 (2025-2026)	Progress Update
<p>6.2: Deliver safe and efficient transportation services to all students.</p> <p>a. Optimize student transportation routing to improve and sustain on time and safe delivery of students</p>	<p>On time performance as measured within a 10-minute of scheduled delivery</p>	<p>SMART Goal by 2026: All bus routes will average 93% for on time performance</p>	<ul style="list-style-type: none"> • Monthly recording of delivery times through GPS verification. • Consolidated 36 routes to improve resource management • Continuous monitoring and adjustment of routes in response to student ridership

Goal Area 6: Organizational Excellence			
Performance Objective and Strategies	KPI	Goals for Year 2 (2025-2026)	Progress Update
<p>6.3 Deliver efficient school nutrition services and healthy meals to all students</p> <p>a. Conduct a districtwide assessment to identify operational inefficiencies, waste levels, and feasibility for a central warehouse/kitchen.</p>	<ul style="list-style-type: none"> • Increase meal participation rates 	<ul style="list-style-type: none"> • Conduct current-state operational audit • Analyze food procurement, storage, and prep processes • Develop a feasibility study and cost-benefit analysis for a central kitchen • Gather student feedback on dining experience 	<ul style="list-style-type: none"> • In progress • In progress • Not started • Not started

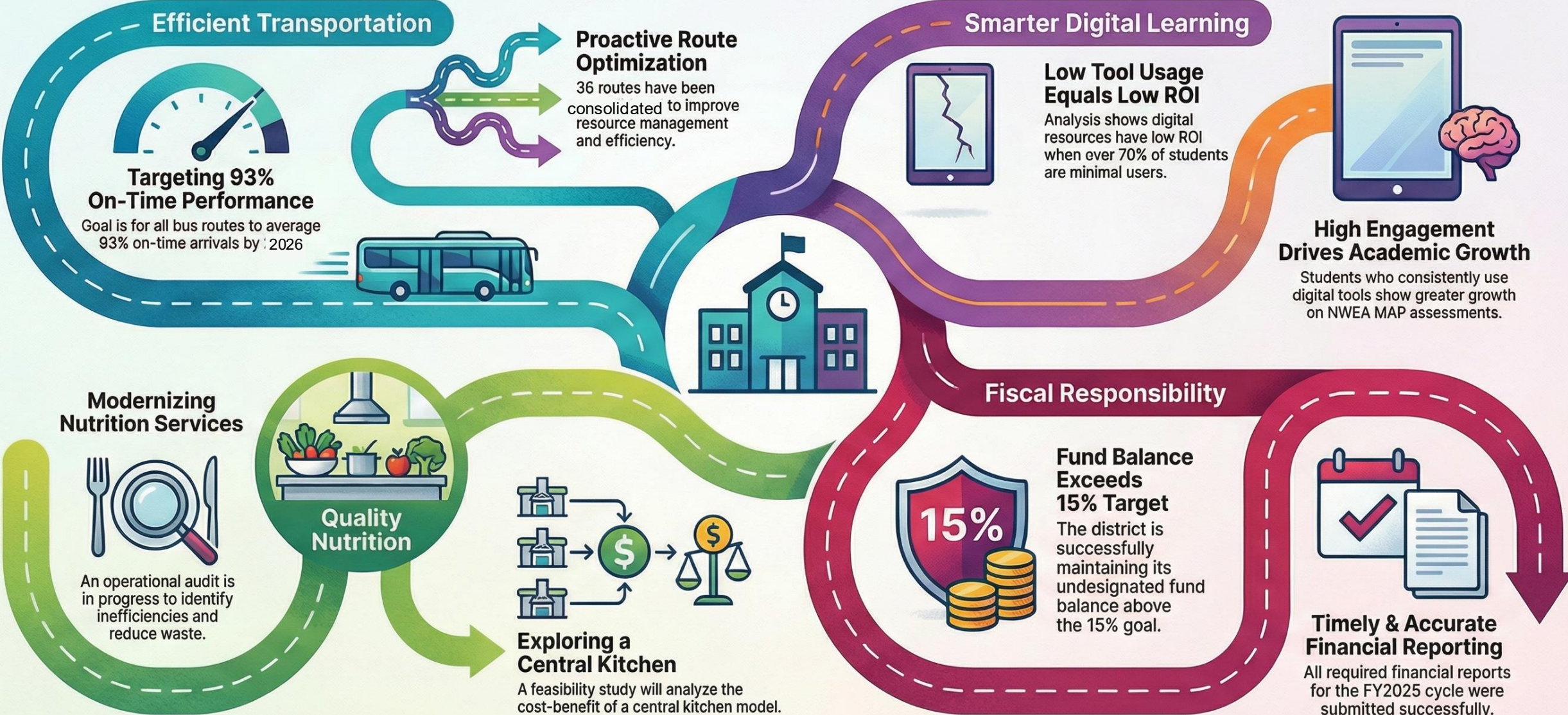
Goal Area 6: Organizational Excellence			
Performance Objective and Strategies	KPI	Goals for Year 2 (2025-2026)	Progress Update
<p>6.4: Improve and maintain a secure, accessible, and equitable digital learning environment for all students.</p> <p>d. Implement a robust planning and monitoring process 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: 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>

Goal Area 6: Organizational Excellence

Performance Objective and Strategies	KPI	Goals for Year 2 (2025-2026)	Progress Update
<p>6.5 Ensure excellent financial management of district resources.</p> <ul style="list-style-type: none"> a. Implement a robust planning and monitoring process to ensure efficient use of resources and track progress towards district goals. b. Undesignated fund balance reserve. 	<ul style="list-style-type: none"> a. Risk designation by the Georgia Department of Audits and Accounts. b. The general fund, fund balance reported within each month's financial report presented to the board for acceptance. 	<p>SMART Goal:</p> <ul style="list-style-type: none"> a. For the FY2025 reporting cycle, Finance will submit all required reports accurately and timely to both Georgia Department of Audits and Accounts as well as Georgia Department of Education. b. The undesignated general fund, fund balance will remain above 15% of the 2026 approved budget for the fiscal year for all reporting periods 	<ul style="list-style-type: none"> a. Met for the FY2025 reporting cycle. b. Met for all periods so far during the 2026 fiscal year.

Driving District Excellence: A Snapshot of Strategic Goals

A high-level overview of the school district's key operational goals and the current progress toward achieving them.



Next Steps

- Update data and goals for 2025-26 as additional data is released for selected performance objectives.
- Refine strategies and adjust as needed.
- Goal Area Sponsors attend Strategic Plan Accountability Framework Workshop meetings monthly to share progress on implementation.
- Progress towards Year 2 goals will be shared with the board and community at the June 2026 board meeting.



2024-2029

STRATEGIC PLAN



dekalbschoolsga.org

Strategic Plan Implementation

Board Update
January 12, 2026

Video Highlights

Dr. Rebecca Braaten

Director of Data, Research, and Evaluation



Welcome to the new Data Dashboards!



Data in the dashboard will be updated annually as prior-year metrics are released.

Strategic Plan Balanced Scorecard 2024-2029

To return to the Home Page, click on the Home icon on the dashboards.



Use the icons below to navigate to the Goal Area landing pages.



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



Goal Area 1: Student Academic Success with Equity and Access

Click on the icons below to navigate to the dashboards.

Georgia Milestones Proficiency Rates



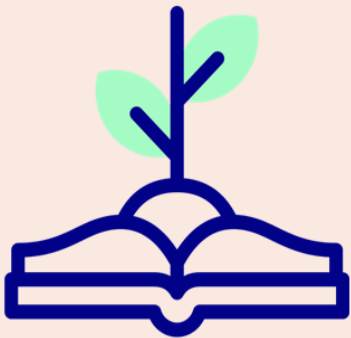
- 1.1 Increase proficiency rates in literacy on state assessments for all students.
- 1.2 Increase proficiency rates in numeracy on state assessments for all students.

Graduation and Pathway Completion Rates



- 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.

English Language Arts Student Growth Percentiles



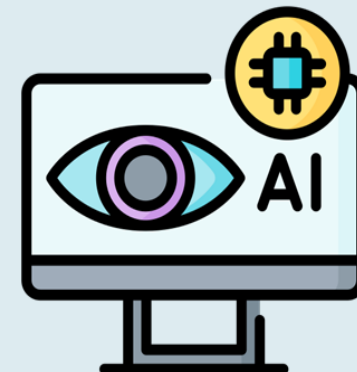
- 1.5 Improve student academic growth as measured by the College and Career Readiness Performance Index (CCRPI).

Mathematics Student Growth Percentiles



- 1.5 Improve student academic growth as measured by the College and Career Readiness Performance Index (CCRPI).

Digital Literacy Proficiency Rates



- 1.6 Enhance student proficiency in digital literacy skills using innovative technology.

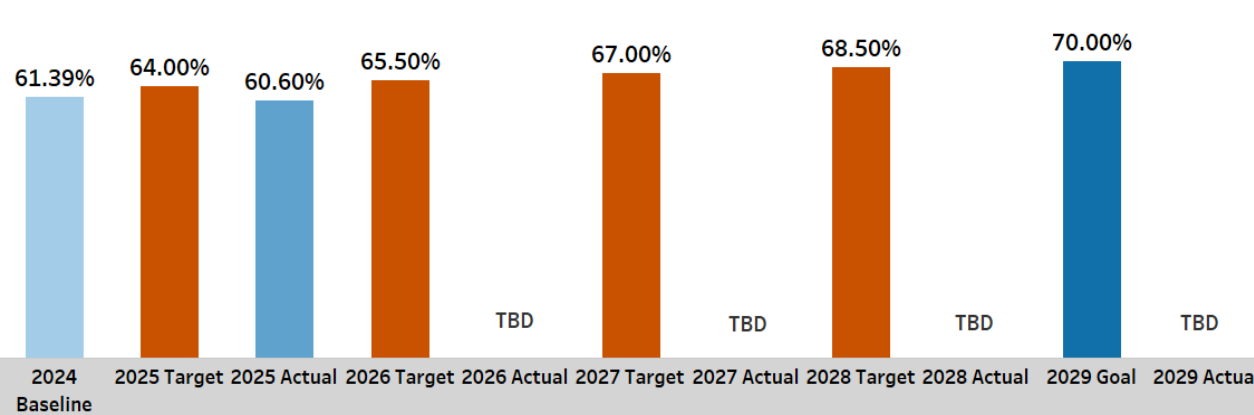
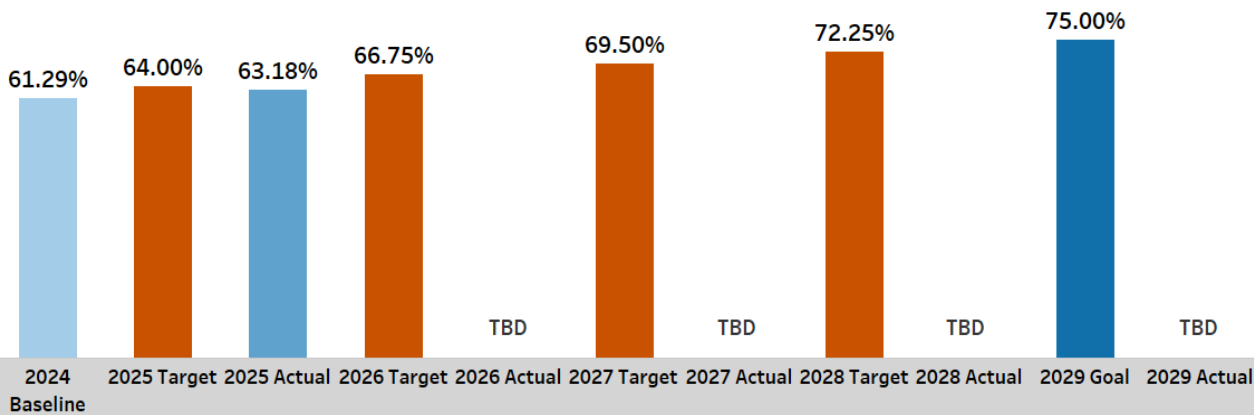


Student Success with Equity and Access

Mathematics (ELA) Student Growth Percentiles (SGP)

Math SGP Elementary School

Math SGP Middle School



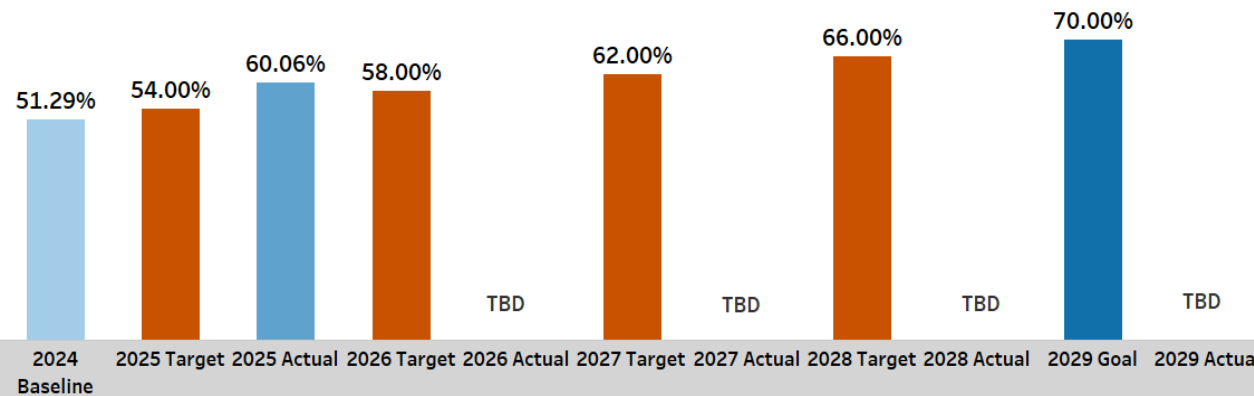
Current Status

Improvement but Target Not Met

Current Status

Target Not Met

Math SGP High School



Current Status

Target Met

Progress Component: Student Growth Percentiles

SGPs measure the amount of growth a student has demonstrated relative to academically similar students. SGPs take into consideration a student's starting point when determining their growth. With SGPs, all students, low and high achieving, can demonstrate all levels of growth. The progress scores utilize weights based on growth level. SGPs of 1-29 earn 0 points, 30-40 earn 0.5 points, 41-65 earn 1.0 point, and 66+ earn 1.5 points.

The data in this dashboard includes the percentage of students who earned a 41 or higher SGP, which would equal a level 3 or higher (typical or high growth in Mathematics).

Q & A

