

Board Policy IB: Instructional Program Goals and Objectives

Status: DRAFT

Original Adopted Date: Pending

PURPOSE AND SCOPE

This policy sets the vision and expectations for literacy instruction across all schools and grade levels, Pre-Kindergarten through Grade 12. It affirms the District's commitment to high-quality literacy instruction aligned to state standards, applicable law, and evidence-based practices.

BOARD AFFIRMATION

The DeKalb County School District Board of Education affirms that literacy is foundational to academic achievement and postsecondary success. The board establishes this policy to ensure a districtwide, coherent, and evidence-based approach to literacy instruction that promotes access and opportunity for all learners, Pre-Kindergarten through Grade 12. Literacy achievement is a shared responsibility across the District and remains essential to ensuring every student is equipped for meaningful learning, broadened opportunities, and long-term success.

STATEMENT ON LITERACY

Literacy is the ability to make and share meaning by interpreting and constructing texts, including multimodal, through reading, listening, viewing, writing, speaking, and creating for varied purposes, audiences, and contexts. Grounded in evidence-based practices, literacy develops through explicit and systematic instruction in both word recognition and language comprehension, and supports fluent and skilled reading comprehension, critical thinking, and purposeful communication across academic, civic, and real-world contexts.

UNIFIED DISTRICT LITERACY PLAN

The board directs the Superintendent to establish and maintain a Unified District Literacy Plan that will include, but not be limited to, the following components:

PreK–12 Literacy Expectations. Clearly defined grade-level literacy expectations, Pre-Kindergarten through Grade 12, grounded in explicit, systematic, diagnostic and cumulative instruction aligned to evidence-based practices.

Writing. Explicit writing instruction across all disciplines that develops students' ability to communicate clearly and purposefully.

Assessment. Ongoing assessment of student literacy development, including universal literacy screening (K-3), to monitor progress and ensure accountability for student outcomes across all grade levels.

Evidence-Based Instruction. Instructional practices that promote text engagement, comprehension, critical thinking, and affirm students' linguistic and cultural identities.

Targeted Supports. Targeted instructional supports that address identified literacy needs, reduce the risk of students performing below grade-level expectations, and extend learning for students who have met or exceeded standards.

BOARD OVERSIGHT

The board will monitor progress toward district literacy goals and ensure alignment of fiscal, human, and instructional resources with this policy. The board authorizes the superintendent to develop administrative regulations and procedures necessary to implement this policy.
