



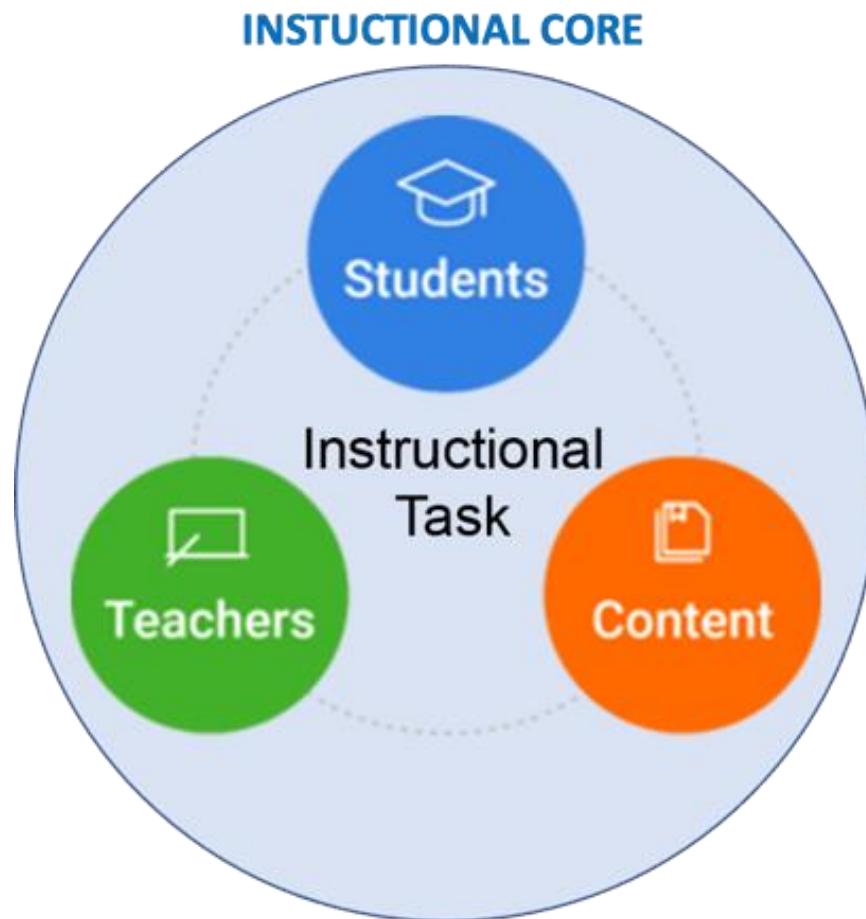
Elevating Leadership through Equity, Excellence and Empowerment

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Superintendent of Schools



Strategy Begins Inside-Out



A district's improvement strategy should be grounded in providing capacity and support to the three components of the instructional core—teachers' knowledge and skill, student engagement, and academically challenging content. (PELP, pg. 4)



VISION FOR THE DCSD GRADUATE

— The North Star —

The vision of the DeKalb County School District (DCSD) is to inspire our community of learners to achieve educational excellence. The essence of who we are and what we do is to ensure student success, leading to higher education, work, and life-long learning. We are committed to our scholars and removing barriers that disrupt their pathway to their preferred future. We are one District, and we want to ensure all students succeed with equity and access.



All DCSD Students Are Gifted

- G** Globally Competitive
- I** Innovators
- F** Focused & Financially Literate
- T** Thinkers
- E** Effective Communicators
- D** Determined

DCSD Empowering Opportunities

DCSD offers world class programs at various grade levels, and prepares students to graduate college, enter family-sustaining careers, serve in the military, or become successful entrepreneurs. The programs range from *ELC/Pre-K, Theme Schools, Montessori, Dual Language Immersion, and *STEM/STEAM at the elementary level, to *International Baccalaureate, CTAE, Advanced Placement and Dual Enrollment at secondary level.

Eliminating Barriers to Success

DCSD provides a continuum of wrap-around supports and strategies to assist students on their journey to graduation. DCSD utilizes the multi-tiered systems of support (MTSS), counseling and advisement, health services, parent and family engagement, nutrition, social work, psychological support, and services to address social/emotional wellness.

*ELC (English Learner Center) | *STEM (Science, Technology, Engineering and Math)
*STEAM (Science, Technology, Engineering, Arts and Math) | *CTAE (Career, Technical, and Agriculture Education)
*STEM/STEAM and International Baccalaureate available at elementary, middle and high school.
*MBK (My Brother's Keeper), and *MSK (My Sister's Keeper).

Vision for the DCSD Graduate: V11.02.2021

SY22-23 Theory of Action

IF WE COMMIT TO...

EQUITY: Eliminate all barriers for student success, inclusive of access to excellent teachers, technology and connectivity, social-emotional supports, research-based and relevant instructional materials, and enriching learning experiences



EXCELLENCE: Create the district-wide conditions for students and schools to be successful, inclusive of seamless district operations, excellent facilities and human resources, and transparent budget and decision making processes



EMPOWERMENT: Empower coalitions of teachers, staff, families, and partners with the consistent communication, transparent access to data, and authentic engagement opportunities to guide our district forward

THEN OUR...

STUDENTS will learn in classrooms that meet their distinct academic and social emotional needs and spark a lifelong love for learning

STAFF will work in environments that support their professional growth, equip them with the resources they need to succeed, and engage in a collaborative and empowering culture

COMMUNITY OF STAKEHOLDERS will have their voices heard in decision making processes and have the information and tools necessary to support student learning

SO THAT WE...

Achieve our birth to postsecondary success milestones

Close access and achievement gaps for our prioritized students

Equip students with DCSD graduate traits to access their preferred future

Our focus for SY22-23: Equity, Excellence, and Empowerment

Pillars

ACADEMIC & PROFESSIONAL GROWTH

STUDENT & STAFF WELLNESS

FAMILY & COMMUNITY ENGAGEMENT

CONDITIONS FOR LEARNING

Vision for Success

Teachers use culturally relevant, research- and evidence-based instructional materials to deliver excellent instruction to all students, every day. Teachers engage in continuous cycles of collaborative, content-specific professional learning to deepen their mastery of standards and practices.

School leadership teams are equipped with the tools and training needed to integrate social emotional learning and equitable behavioral policies and practices. Staff receive the physical, mental health, and financial supports needed to bring their best selves to work each day.

Families and the DCSD community are true partners in addressing the needs of all students. Strategic partnerships provide capacity and support to implement all initiatives.

The comprehensive master plan is implemented to ensure schools have sufficient capacity for students, are safe, well maintained, and support student learning. Excellent human resources practices result filling all vacancies with exceptional staff. Budget and decision making processes are transparent and inclusive.

Initiatives

1. Adopt district-approved K-5 ELA, ESOL (K-12), and Health/PE (K-12) instructional resources with fidelity
2. Launch structured collaborative planning teams and content-specific professional learning
3. Implement K-12 Student Empowerment (Intervention) Blocks
4. Enhance access to technology, connectivity, and excellent digital learning environments

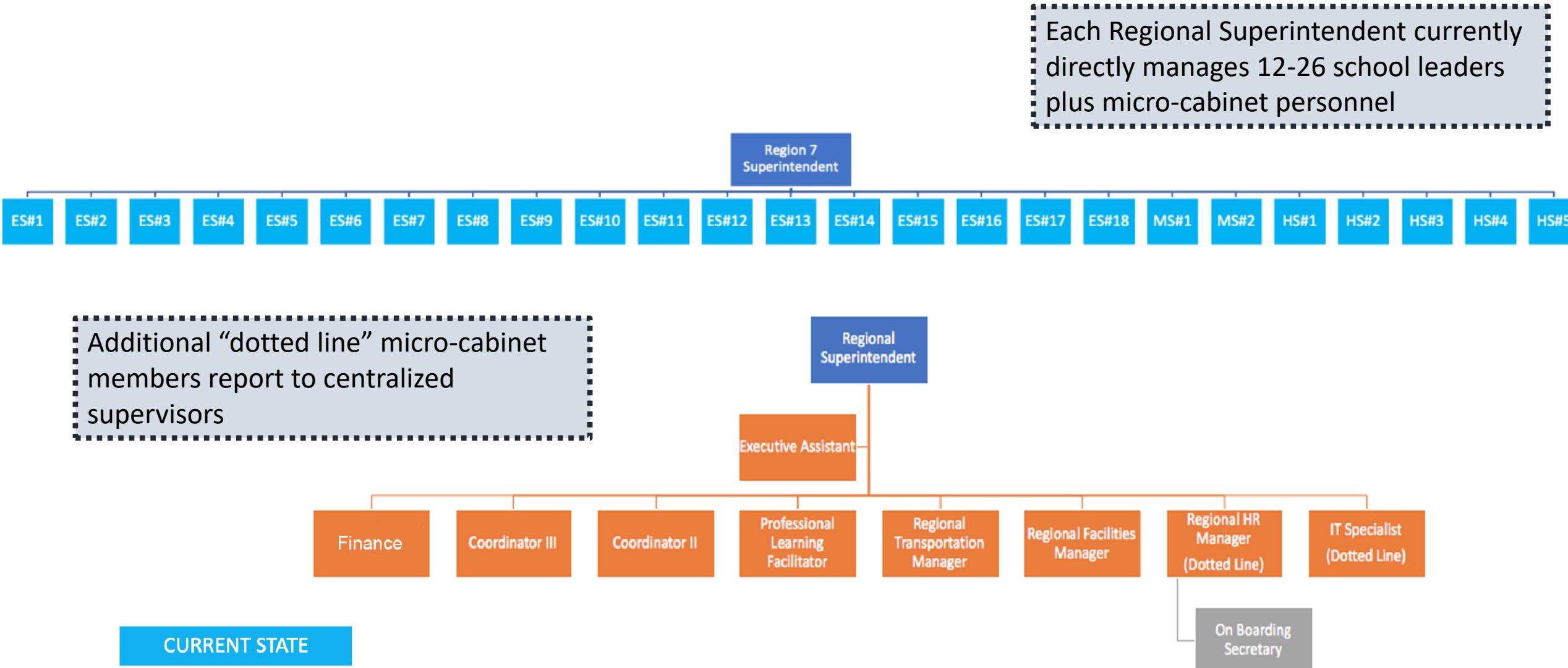
1. Implement district-wide K-12 social-emotional curriculum
2. Launch CARE (MTSS) teams to provide differentiated behavior, SEL, and mental health supports
3. Support adult well-being via implementing living wage compensation, providing adult social-emotional supports, and launching wellbeing resource hubs

1. Enhance stakeholder engagement via re-aligning resources, improving communication, and expanding learning hubs
2. Enhance and increase transparency of procedures for clean audits, budget development, procurement, E-SPLOST expenditures, and project completion rates
3. Engage families in increasing portfolio of innovative schools

1. Implement the comprehensive master plan to improve facilities and HVACs, ESPLOST 6 expenditures, and use of CARES funding
2. Strengthen HR practices by expanding the recruitment of diverse educators, implementing streamlined centralized hiring pools, and expanding retention practices
3. Execute the effective schools framework

CURRENT STATE

Regional Structure Overview: Principal Management & Micro-cabinet



Assessment and Challenges

- **The size of regions** (11-26 principals per RS) limits RSs' ability to consistently spend time with each principal in their network.
- **The wide range of grade bands** within a region does not allow RSs to focus on targeted content standards, assessment data, and curriculum implementation.
- **The scope of responsibility for RSs** does not allow for protected time to focus on growing principals' Instructional Leadership through frequent coaching.

Impact of Current State

Principals report not feeling clear on instructional priorities or supported in their instructional leadership.

Structures for principal professional learning do not prioritize grade-level specialization

Principals report that communication from administration is unclear and lack of principal voice/input



The current design of the system is not set up to provide principals with the support necessary to drive system-wide improvements in student achievement.

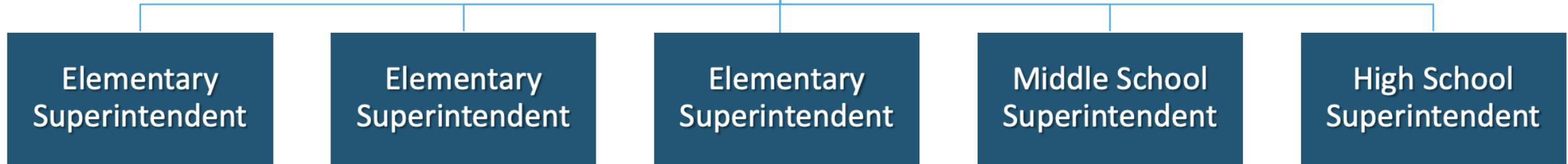
Student achievement at scale, as measured through student content mastery on standards-based assessments, has not demonstrated evidence of improvement within the current structure. Any effort to improve teaching and learning system-wide must take these challenges into account.



FUTURE STATE



Superintendent



Reorganize the current Regional Superintendent structure by grade level:

- Shift from 7 Regional Superintendents to 5 Grade Level Superintendents

Introduce Principal Supervisor of Instruction (PSI) as direct reports to each Grade Level Superintendent:

- Instructional personnel responsible for driving student learning outcomes
- Narrows span of control/decreases RS's direct reports.

Realign current Micro-Cabinet and Central Office Support Personnel



MARCH

- Realignment released
- Interview process kick-off for Grade Band Superintendents and Principal Supervisors of Instruction

APRIL

- Make personnel recommendations for Grade Band Superintendents

JUNE

- Make personnel recommendations for Principals Supervisors of Instruction