



Strategic Plan Goal Area	Student Success with Equity and Access
Strategic Plan Performance Objective	Improve student’s mastery of learning standards

PLAN	
<p>Review the goal area, performance objective, initiative(s), performance measures, and action steps that you are working on for this particular area. What have you completed? What can you celebrate?</p>	
<ul style="list-style-type: none"> • VizIT (Tableau) installation process has been completed. Final stages of the new data warehouse are being tweaked and prepared for launch. Principals, district leaders, teachers, and specific instructional personnel will have full access to VizIT by August 15th. The district is now positioned to implement purposeful data analysis toward enhanced instruction and increased student performance. • The NWEA MAP assessment system has been implemented. Professional development for principals and assistant principals has been completed. The MAP assessment system will launch on August 15, 2016. • The District now has an authentic pool of benchmark assessments for all core-content courses in grade 1-8. Professional development for teachers began this past summer. The benchmarks will be housed in VERGE and the first benchmark assessments will be available for schools on September 8th. • The SY16-17 Math Initiative (Year 3) professional development plan will be implemented beginning August 2016, with a focus on enhancing differentiated math instructional practices, with a special emphasis in implementation at Horizon Schools, OSD-eligible schools, and focus and priority schools. • The SY16-17 Literacy Initiative (Year 2) professional development plan will be implemented beginning August 2016, with a focus on enhancing differentiated math instructional practices, with a special emphasis in implementation at Horizon Schools, OSD-eligible schools, and focus and priority schools. • The District STEM initiative (Year 4) will continue to focus on enhancing problem-based learning at 102 DeKalb schools through focused professional development provided by the Office of Professional Development in conjunction with a number of external partners. Intensive support is provided on an ongoing basis to schools toward being recognized by the Georgia Department of Education and AdvancED as STEM-certified schools. The District leads the nation with highest number of schools STEM-certified by a certifying agency. • The District’s Rtl Initiative (Year 2) provides consistent and research-based practices, including training for SST Chairs on new procedures towards implementation of a multi-tiered system of support. • The Office of Federal Programs (OFP) is 90% complete with staffing, including the recent appointment of an Executive Director of Federal Programs and a Director of Title I. Efforts continue to fill the vacancy of the Title II Director. OFP is working the Offices of Finance and Human Capital Management to develop and implement a process for checks and balances for comparability. OFP has also completed a full program evaluation in collaboration with Research, Assessment, and Grants as well as Hanover Research. 	

- Robust, differentiated implementation plans have been developed for literacy, mathematics, STEM, TKES/LKES, RtI/MTSS, accountability, assessment, restorative practices, exceptional education, and rigor. These plans are primed for implementation at all schools with a special emphasis for implementation at the ten Horizon Schools.
- A focused, intensive Horizon School support plan has been developed to include emphasis of work related to Federal Programs; Instructional Programs; Uniformity and Process; Structure, Culture and Climate; and Exceptional Education.
- Acquisition of a systematic Learning Management System (VERGE) has been completed and implementation of VERGE began summer of 2016.
- Identification and purchase of instructional materials management software (Destiny) has been completed toward enhancing the instructional materials inventory process.

DO

Describe the work of your team in achieving your performance objectives. Specifically address your initiatives and action steps.

The Division of Curriculum and Instruction has taken several steps toward achieving its performance objectives, including targeted practices toward ameliorating staffing inadequacies, resource deficiencies, and development of frequent readiness checks of the Division’s progress with meeting established performance objectives including but not limited to:

- Overhaul and realignment of District assessment and accountability systems, such as implementation of MAP assessments, a data warehouse, and benchmark assessments;
- Continuous implementation of both the math and literacy initiatives in all schools with added efficacy toward raising student performance at the ten Horizon Schools;
- Increased school performance and attainment of coveted STEM school certification by both the Georgia Department of Education and AdvancED;
- Realigned staffing and innovative practices in Title I, including completion of a full program evaluation of Title I to highlight best practices in Title I interventions across the District;
- A focused, intensive Horizon School support plan to address the growing school improvement demands of the District; and
- Deployment of a systematic Learning Management System (VERGE) designed to bolster blending learning efforts; streamlining of professional development (ENGAGE); better access to content curriculum, and access to benchmark assessments.
- Acquisition of Destiny – an instructional materials management system.

CHECK

Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?

Upon initial review of the student achievement data as well as school accountability (CCRPI), the District has noted significant increase in student growth as well as notable outcomes in the mitigation of pervasive student achievement gaps across core-content areas. While student proficiency in the mastery grade-level content standards continues to improve nominally, lower quartile performance has increased year-over-year.

Monitoring of performance goals is ongoing and progressive. Upon the full release and analysis of Georgia Milestones data, a vast majority of the indicators that are attributable to the evaluation of student mastery will be available. However, student achievement outcomes from several other District assessment systems have been utilized to determine student mastery, including Renaissance Learning STAR Reading/Math, CTAE End-of-Pathway assessments, and Student Learning Objectives

(SLO) assessments; SAT, PSAT, AdvancED Placement, and ACT. In addition, students will be assessed through benchmark assessments in grades 1-12 and MAP assessments in K-10 toward developing for attaining more frequent analyses of student achievement data.

ACT

What are the challenges or obstacles you are facing or anticipating? What needs to change and/or improve to reach your performance targets? How will these changes lead to progress?

Rapidly changing student demographics and student performance outcomes in schools across the District has resulted in the need for development of more targeted, dichotomized models for instructional transformation. This proves true in schools with higher poverty rates and low achievement outcomes. As such, the Division of Curriculum and Instruction has been charged with the development and implementation of school improvement processes and practices based on the individual needs of the Horizon Schools. In addition to these focused efforts, data-driven instructional programming is being offered at all schools based on needs.