Vision
To inspire our community of learners to achieve educational excellence

Mission
To ensure student success, leading to higher education, work, and life-long learning

Core Beliefs
• Making sure every decision supports quality teaching and learning
• Ensuring we meet every student’s academic, social and emotional needs
• Embracing the cultural diversity of our community as a strength
• Holding everyone accountable for educational excellence

Goals
• Student Success with Equity and Access
• Stakeholder Engagement and Communication
• Staff Effectiveness
• Culture and Climate
• Organizational Excellence
• Facilities
STUDENT SUCCESS WITH EQUITY AND ACCESS

• DCSD Strategic Alignment and District Improvement Framework

• Regional Superintendent’s Framework for Improvement
STUDENT SUCCESS WITH EQUITY AND ACCESS

STRATEGICALLY-ALIGNED SYSTEMS IN SERVICE OF THE DEKALB GRADUATE
STUDENT SUCCESS WITH EQUITY AND ACCESS

2019-2024 Strategic Plan
Divisional, Regional & School Plans

Superintendent’s Goal Setting Framework

COGNIA Performance Standards

Legacy Commitments

CIA²

DCSD EQUITY Standards

Strategic Partnerships

DCSD IMPROVEMENT FRAMEWORK
**STUDENT SUCCESS WITH EQUITY AND ACCESS**

### Extensive District and School Improvement Research
- The Essential Supports for School Improvement, Anthony Bryk
- Effective Schools Framework, The Texas Education Agency (TEA)
- The Seven Essentials of Whole-School Improvement, Boston Public Schools (Case Study)
- School and District Effectiveness, GADOE Model
- Best Practices for School Improvement Planning, Hanover Research

### Superintendent’s Senior Cabinet
- Divisional Chiefs, Deputies and Regional Superintendents

### Cross-Functional Departmental Members
- Accountability, Curriculum & Instruction, Community Empowerment, Innovation and Partnerships, Student Support and Intervention

### 21 Principal Cohort
- Principals across all 7 regions who have demonstrated exemplary practices as identified through subgroup performance data

### Regional Coordinator Ills
- Regional leads that directly support school improvement within each of the 7 regions

### Academic Coach Coordinators
- Office of Federal Programs leaders that provide local school monitoring, development and support structures for instructional school-based coaches who support school improvement and continuous development of teacher capacity – Title Schools

### Curriculum Associates
- District and School Improvement Design Partner

### AASA Superintendent Academy Members
- Cohort Members (Superintendents and Aspiring Superintendents – Multi-states) School Improvement Thought-Partners based on POP

### Superintendent’s Advisory Council Members
- Strategic Community Alliances who are committed to supporting District alignment, improvement and priorities

### University Thought-Partners
- Harvard University HGSE/PELP; GA State University, Mercer University

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**DISTRICT IMPROVEMENT FRAMEWORK**
STUDENT SUCCESS WITH EQUITY AND ACCESS

4 KEY IMPROVEMENT ELEMENTS

- Leadership That Drives Results
- Continuous Professional Improvement
- Aligned Instructional Practices
- Home, School, and Community Partnerships

DISTRICT IMPROVEMENT FRAMEWORK
# Student Success with Equity and Access

## Developing of a Tiered System of Supports Based on School Needs

<table>
<thead>
<tr>
<th>Curriculum &amp; Instruction</th>
<th>Facilities &amp; Operations</th>
<th>Finance</th>
<th>CEIP</th>
<th>Accountability &amp; School Improvement</th>
<th>Human Resources</th>
<th>Information Technology</th>
<th>Student Support &amp; Intervention</th>
<th>Regional Offices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subgroup Academic Performance</td>
<td>Number of Work Orders Unfilled</td>
<td>Staffing Allotments Based on School Need</td>
<td>Parental Engagement Needs</td>
<td>Resource Allocations</td>
<td>Staffing Personnel based on School Need</td>
<td>Technology Resource Allocation Based on Need</td>
<td>Suspension Rate Data</td>
<td>State-Identified/SWSS 48 (Time prioritization and supports)</td>
</tr>
<tr>
<td>Growth Percentiles</td>
<td>Age of Facilities</td>
<td>Differentiated Compensation based on School Need</td>
<td>Schools in Need of Strategic Partnerships</td>
<td>Professional Development Investments</td>
<td>Recruiting, Hiring and Alignment of Teachers based on School Need</td>
<td>Repair/Replenish Data</td>
<td>Trauma, Homelessness, and Social Emotional Data</td>
<td>At-Risk Principals (Time, investments and coaching)</td>
</tr>
<tr>
<td>Content Mastery</td>
<td></td>
<td>Innovation (SWSS allowances) and Grant Investments</td>
<td></td>
<td>Recruiting, Hiring and Alignment of Leaders based on School Need</td>
<td>Underserved Population Access to Technology and Internet</td>
<td>HS Graduation Rate Data (Counselors)</td>
<td>School Improvement Needs</td>
<td></td>
</tr>
</tbody>
</table>

All Based on School Needs (Data) - Examples
## Division and Regional Superintendent Progress Monitoring Protocol

<table>
<thead>
<tr>
<th>Continuous Improvement Step</th>
<th>Progress Monitoring Protocol Questions</th>
<th>Sample of What This May Look Like in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan</strong></td>
<td>Discussion includes a review of the Goal Area, Performance Objective and Initiative(s) that are the focus for this particular area.</td>
<td>In Goal Area I, Student Success with Equity and Access, district leaders discuss the new curriculum. Conversation centers around how teachers receive frequent classroom observations from principals and are given immediate high-quality feedback. Content learning walks to help identify problems of practice are a daily occurrence.</td>
</tr>
<tr>
<td><strong>Do</strong></td>
<td>What will you do to accomplish the next steps?</td>
<td>District leaders discuss how professional learning (PL) needs to be provided to teachers and school leaders. PL on how to improve students’ achievement needs to occur more frequently. Artifact and evidence of professional learning redelivery must be observed and monitored.</td>
</tr>
<tr>
<td><strong>Check</strong></td>
<td>Are you getting the results needed to reach the Performance Targets? What are the challenges you are facing or anticipating?</td>
<td>While progress is occurring, there needs to be better continuity of classroom walkthroughs and more effective feedback for teachers. Some of our schools have inexperienced teachers and they require more support and training.</td>
</tr>
</tbody>
</table>
Regional Superintendent’s Framework for Improvement

ESSENTIAL QUESTIONS

Why do we have Regional Superintendents and what is their role in student success?

How are we strengthening our Regional Superintendents?
Regional Superintendents serve as the critical linchpin between building leaders and the district to ensure that principals are set up for success.

~ The Leadership Academy
STUDENT SUCCESS WITH EQUITY AND ACCESS

Aligning The Work
Our Core Work

Regional Superintendents are responsible to support the development and growth of principals so that...

Principals can support the development and growth of educators and staff so that...

Educators and staff can support the development, growth and improvement of students and their outcomes.
STUDENT SUCCESS WITH EQUITY AND ACCESS

Enhancing The Work

**Defining the Work**
- Share a Professional Identity
- Employ Research-based Promising Practices to Drive and Sustain Strategic Change and Increase Student Achievement

**Aligning the Work**
- Engage in Professional Learning for Effective Practices of Regionals
- Maintain Coherent Practices
- Lead for Equity and Access
- Collaborate with all Divisions

**Leading the Work**
- Provide Targeted Support to Schools and Principals
- Collaborate with Various Divisions on: Tiering of Schools Supporting Classroom Instruction Maintaining Safe and Secure Buildings

**Monitoring the Work**
- Accountability and Follow through
- Observation Cycles
- Data Collection Cycles
- Progress Monitoring Cycles
THANK YOU.