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

PLAN
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?

CIA[2] is a task force that was formed by the Superintendent with the purpose of focusing the work of the district on teaching and learning. The journey began July, 2015 and has been growing and evolving since that time.

The first step was to share the message and mission of Curriculum, Instruction, Assessment and Accountability with our stakeholders. Information has been shared in Board meetings, senior cabinet meetings, monthly Administrator Academies, Assistant Principal Academies, Teacher Advisory Council, Regional Superintendent meetings, local school faculty meetings, as well as parent and community meetings.

Curriculum: Curriculum Management Solutions, Inc. (CMSi) conducted a full audit of the DeKalb County School District's curriculum to ensure that the full focus of the District's divisions and resources were aligned to support effective and equitable classroom teaching and learning for the district's diverse student population. This audit provided data that will allow the District to strengthen the core business of teaching and learning.

Instruction: One of the primary instructional goals is to increase rigor in the classroom. However, before the work of increasing rigor could begin, the following questions had to be answered: What is rigor? What does it look like? How is rigor increased in the classroom? Principals engaged in dialogue over a couple of months to come to consistency on the answers to these questions. From there, the framework on rigor (rigor meter) was infused into the discussion on rigor.

Assessment: One of CIA[2] Assessment goals is to provide for the development of a rigorous internal assessment system that is aligned to the written and taught curriculum and mirrors the assessment format that students experience on state and national assessment. Building leaders had multiple sources of data at their fingertips; however, many of them did not know how to organize the data in a useable form to support student learning.   Therefore, professional learning communities were established to support principals in understanding the various data sources to maximize teaching and learning.

Accountability: Although our work started with building leaders, it is critical that it permeates down to the classroom level and into the teaching and learning of students. Over 2,000 unannounced classroom visits were conducted by central office staff. Visits have taken place in every school and every subject area. The data from the walkthroughs were used to develop district-level professional learning to support schools with improving teaching and learning.

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

During the December Administrator Academy, a new approach to working with the principals was implemented. The Research, Assessments, and Grants (RAG) department facilitated the training that focused on Data Literacy and Data Visualization. Up to this point, building leaders and Administrator Academies focused on the Curriculum and Instruction part of CIA^2. During this professional learning, principals took a deeper dive and examined the Assessment and Achievement components as well.

The January Administrator Academy was broken into three separate sessions to allow for smaller groups and more intimate conversations on how principals are to address each student's needs for the remainder of the school year. In addition to group activities, principals were shown the District's new rigor toolbox. This electronic clearinghouse will serve as an easy to access source of information, resources, vignettes, etc… on instructional rigor and maintaining high expectations for students. The Academy also addressed the need to focus not only on the academic needs of each student, but the social/emotional needs of the child as well. Schools should look for strategies and methods to build grit and resilience in students to help them grind through the challenges that many of them face while knowing that their schoolhouse is full of adults that care for them. By focusing on these affective elements, schools can achieve an effective reaction from the student that includes overall improvement in academic areas.

The February Administrator Academy was divided into three sessions to allow for collaboration among the principals, with the focus on one of the Superintendent's key points that he has stressed to building leaders: effective lesson planning. Principals revisited how to evaluate lesson plans, including determining if the objectives link directly to the standards, what language from the standard is being taught, are the learning tasks assigned to the lesson objectives, and will assessments allow students to demonstrate mastery of the content. As a part of the continuing "get, give, and take" directive to principals from the Superintendent, building leaders will return to their buildings to provide the same professional learning and training to their teachers to ensure that what is being provided in the Administrators' Academy is making its way back into the classrooms.

The Rigor Toolkit was launched in February. Since the launch of the toolkit, there have been over 11,800 page loads of the toolkit.

During the March Administrator Academy, the Georgia Center for Assessment partnered with RAG to provide professional learning to school-based teams to build capacity in the use of formative and summative assessment data to plan for instruction. The work will continue on this goal and will include the administration of GCA-developed benchmarks that are aligned to the district's curriculum units for instruction.

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

One of the goals of the CIA^2 task force is to ensure that the current curriculum framework is being accessed and utilized in all classrooms across the District. Phase One (Plan) included training for all building leaders on portal access to the course and grade level curriculum. The Task Force organized classroom visits to gather evidence that teachers were using the curriculum based on the expected unit of instruction for the period observed. At least five classrooms were visited in each school with the exception of the start-up charter schools. Core and non-core classes were visited, as well as every grade level. The data from the walkthroughs were collected, and the results shared with the

building leaders (Act). Once the data was shared, building leaders engaged in conversations during the Administrator Academy to understand the results and determine next steps. At least 90% of teachers were using the curriculum and pacing guide during each data collection period.

In addition to collecting data on the use of curriculum at a glance, data were also collected on Bloom's DOK level of question stems used by teachers during instruction. During the March/April data collection period, the majority of the question stems observed were Levels 1 - 4 on Bloom's Depth of Knowledge.

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?

Although our work started with building leaders, it is critical that it permeates down to the classroom level and into the teaching and learning of students.

Over 2,000 unannounced classroom visits took place during the 2015-2016 school year by central office staff. Visits were conducted in every school and every subject area. The data collected during the walkthroughs were used to develop district-level professional learning to support our schools with improving teaching and learning. There was success in engaging everyone into the discussion about increasing rigor in the classroom. Teachers and even students are familiar with the rigor meter. However, there was only pockets of success in increasing rigor in the classroom. Work will continue to ensure that increasing rigor is systemic in every school and every classroom.