

Strategic Plan Goal Area	Stakeholder Engagement and Communication
Strategic Plan Performance Objective	Improve and ensure effective district internal and external communication

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?	
<ul style="list-style-type: none"> • Positive news on district website and social media: We projected a 10% growth rate for social media, which is standard across the industry. In September 2019, DCSD was the first in the state of Georgia to surpass 10k followers on Instagram. We are also the 6th school district to reach this milestone nationally. • We designed, printed, and distributed the first-ever Communications Toolkit to all DSCD schoolhouses and district offices. Internal stakeholders are more informed about the services Communications offers, contact information, how schools can share their positive news, and where to go for district news on our platforms. • DSTV continues to cover good news throughout the district and capture Board meetings. The station is also producing original programming such as The Magical Library. The show Alumni Today features successful products of DCSD. • The Creative Services department has begun designing logos consistent with our style standards and mission/vision of DCSD. These designs will also inspire the school community. • The media relations team pitches positive news stories weekly to outlets. On average 5-7 stories are pitched and 75% are picked up. 	
DO	
Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.	
<ul style="list-style-type: none"> • We are creating content that resonates with our audiences. Each platform has a unique content strategy that impacts engagement amongst stakeholders. We measure and track trending topics and use SEO strategies to amplify positive stories. • Communications Toolkit: The team continues to answer questions that pertain to the toolkit and provide updates on the Employee Portal. • DSTV is in the process of prepping for another season of The Bridge and The Magical Library. The Bridge also mentors students in scriptwriting, television production, and acting. • The Creative Services department has begun designing logos consistent with our style standards. These designs will also inspire the school community. • Media Relations counters negative coverage by specifically finding positive news in a particular region and pitching media outlets-regional and/or overall district. 	
CHECK	
Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?	
<ul style="list-style-type: none"> • Yes, we are getting the results and have surpassed our target by 3.3% at the mid-year review. We 	

monitor the data via our social platforms, Bitly and Google Analytics.

- Yes, we consistently pitch positive news to all local channels. We monitor Google alerts and social media to ensure results.

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?

- Social: The challenges are being short-staffed and not being able to truly engage in two-way communication with stakeholders. The department experienced a leadership transition and the Online Content Coordinator is now pulled to cover other departments in Communications.
- The Media Relations challenge has been the flow of communication and responding to inquiries. But, we have improved over the last six months with having more direct channels of communication with leadership, particularly during crisis. It is critical to have autonomy to respond to media quickly with the support of content experts.
- DSTV needs a new server. Audiovisual needs continue to be a challenge due to budget. A collaboration with IT and Operations is needed.

Strategic Plan Goal Area	Student Success with Equity and Access
Strategic Plan Performance Objective	Improve student 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?	
We are making great progress completing all of our actions steps as it pertains to providing support to administrators, teachers, and district personnel in preparation of monitoring instructional and collaborative planning through the district initiative, various learning walks, and data digs. We are able to celebrate the gains that are made as measured by student progress through CCRPI, benchmarks, Lexile bands, etc. We are able to celebrate the completion status of the district initiative online modules by teachers and administrators.	
DO	
Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.	
The work of the team in achieving the performance objectives has been to create the online district modules, facilitate professional learning sessions (administrators and teachers), conduct learning walks (district, regional, content, and instructional rounds), and model the rituals and routines of instructional and collaborative planning. With the additional support of the professional learning facilitators and regional coordinators, wrap-around support has been maximized to support administrators at the school level with the implementation of the four formative assessment practices embedded in the district initiative. The four formative assessment practices are: clarify intended learning, elicit evidence, interpret evidence, and act on evidence.	
CHECK	
Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?	
We are making progress with getting the results to reach the performance targets. Through examining classroom instruction, analyzing student performance data, reviewing learning walk data, and monitoring the Comprehensive School Improvement Plan (CSIP), we are able to convene as a district team to measure the results and determine next steps at the school, regional and district levels. As we work with the Georgia Department of Education Division of School Effectiveness, we are able to have a tiered monitoring system for our Comprehensive Support and Improvement (CSI) schools through the Short Term Action Plan (STAP).	
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?	
Some of the challenges involve full implementation of the district initiative across all schools, master schedules, teacher pedagogical and content knowledge, and aligned systems. We will need to analyze not only the quantitative but qualitative data to plan for results and address some soft skills that are impacting our progress with the district initiative. The changes to ponder are possible disconnects	

across various departments and content areas to the district initiative along with alignment to individual school CSIPs.

Strategic Plan Goal Area	Student Success with Equity and Access
Strategic Plan Performance Objective	Provide academically rigorous courses and/or pathways

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?	
<ul style="list-style-type: none"> • The District's goal is to increase the number of instructors who have attended Advanced Placement (AP) and/or International Baccalaureate (IB) training institutes within the last 3 years. • All high schools identified critical areas and selected staff to attend the AP Summer Institutes. • The District has partnered with the Center for the Advancement and Study of International Education (CASIE) to offer local IB training. 	
DO	
Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.	
<ul style="list-style-type: none"> • All high schools are using student achievement data, PSAT, and outreach/advocacy strategies to identify and enroll underrepresented students in Advanced Placement (AP) and International Baccalaureate (IB) programs. • The District continues an automatic referral process through NWEA MAP for all K-10 students because of disproportionalities in the identification of economically disadvantaged students and students of color to ensure all students have an opportunity to be considered for gifted. • Our new IB Coordinator is collaborating with all IB schools to identify critical training needs to develop a 2020-2021 training plan. • The Division of Curriculum and Instruction is presently working in collaboration with the Department of Research, Assessments and Grants to conduct program evaluations of the Dual Language Immersion Program, Montessori Program, Advanced Placement (AP) Program and International Baccalaureate (IB) Program. The program evaluation will provide data on the implementation of evidence-based practices in the classroom and student achievement. The program evaluation will utilize qualitative and quantitative data to learn more about the effectiveness of each program. 	
CHECK	
Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?	
<ul style="list-style-type: none"> • More minority and economically disadvantaged students are taking more rigorous course options through AP, IB, and Dual Enrollment. • The number of AP courses offered and number of teachers completing the AP certification process has increased. • The District continues to monitor subgroup data by region and school to identify disproportionality trends and develop action plans. 	

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?

- The District still faces challenges with identifying and enrolling underrepresented students in Advanced Placement (AP) and International Baccalaureate (IB) courses in some schools.
- The District is actively encouraging teachers and students to use the newly created online resources by College Board to access rigorous curriculum, assignments, and practice AP exam questions.

Strategic Plan Goal Area	Student Success with Equity and Access
Strategic Plan Performance Objective	Increase graduation rate

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?
In 2018-2019, the graduation rate for SWDs increased by approximately 2.2%. The District maintained its 100% performance in having students with disabilities (SWDs) aged 16 and above that have measurable postsecondary goals included on their Individual Education Plans (IEPs). The District experienced an 8.88% decrease from 2017-2018 (30.54%) to 2018-2019 (21.66%) in the number of students being enrolled in higher education one year after exiting high school. In the competitive employment category, the District experienced a 4.61% increase from 2017-2018 (18.06%) to 2018-2019 (22.67%) in the number of students being employed one year after exiting high school.
DO
Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.
The Department of Exceptional Education continues to address increasing the 4-year cohort graduation rate through the four initiatives of the Statewide Systemic Improvement Plan (SSIP): Improving co-teaching practices, writing and implementing compliant IEPs with fidelity, implementing and monitoring specially designed instruction (SDI), and increasing the use of assistive technology with high incidence populations. To address academic achievement, professional learning courses have been developed and enhanced with a deepened focus on the implementation of SDI in the classroom. Literacy instruction is also being addressed by offering and training teachers in research and evidence-based methodologies. The Department of Exceptional Education is partnering with Georgia Learning Resource System (GLRS) and the Metro Regional Educational Service Agency (RESA) to provide ongoing training for lead teachers for special education (LTSE) on how to develop engaging lesson plans in which SDI is included.
During the 2019-2020 school year, the Department of Exceptional Education has provided training to numerous schools across the District in improving co-teaching practices, writing and implementing compliant IEPs with fidelity, and implementing/monitoring specially designed instruction (SDI).
The Department of Exceptional Education has worked extensively to increase staff and student engagement with the SSIP initiative at the school level. During the 2019-2020 school year, the Department of Exceptional Education has introduced the role of an SSIP facilitator to further support the work of the LTSE. Each targeted school has identified a school level facilitator that supports the initiative by engaging and facilitating school team meetings, implementing the school level action plan and monitoring and sharing student outcomes.
Each target school has identified 50 students using baseline data from the previous year of school engagement in the areas of academic achievement, behavior, and attendance (Early Warning

System). This baseline data allows each school to focus on increasing positive school outcomes for some of our most disengaged students.

Monthly SSIP core team meetings have been held since August 2019. These meetings have had full participation from building level administrators, LTSEs, and SSIP facilitators. In addition, target schools hold biweekly data team meetings to analyze student data and make adjustments to individualized interventions as needed.

CHECK

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

The following steps are being implemented to continue addressing graduation rates for students with disabilities (SWDs):

1. Procedures and practices to address students who withdraw and are assigned an "Unknown" withdrawal code in Infinite Campus - Monthly reports are generated
2. Professional development on updated procedures for schools when considering a change to a student's diploma type (a focus on ensuring students are choosing a general education diploma over a transition diploma is in place)
3. Collaboration with the administrator at Warren Technical School to increase enrollment for SWDs working toward general education diplomas
4. Provision of technical assistance or professional development to schools that require support in the areas of progress monitoring and data collection, increased usage of instructional software, and/or effective co-teaching practices

Supports and accommodations have increased in general education and special education classes, with a focus on providing direct mentoring related to specialized instruction to classroom teachers and staff. Postsecondary data demonstrates an increase in students enrolled in higher education one year after leaving high school. Transition planning is being discussed earlier and is now beginning at the elementary level (creation of career portfolio) in addition to the required middle school transition discussions for students age 14 and older.

The graduation rate has slightly improved from 44.25% (2017-18) to 46.48% (2018-19). Since 2016-17 the graduation rate for students with disabilities has increased by 7.2%.

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?

- The Department of Exceptional Education is monitoring the development and implementation of legally-compliant IEPs to ensure that students with disabilities receive a Free and Appropriate Public Education (FAPE). The Department has an increased focus on SDI. The Department has targeted three (3) areas with regards to SDI: (1) Raising awareness of SDI (2) Professional Development for Special Education staff/service providers and (3) Monitoring of Student Outcomes.
- The Department of Exceptional Education is focusing on the development and implementation of quality IEPs ensuring appropriate eligibility practices and maintaining the procedural safeguards and parental rights. District level coordinators and LTSEs are monitoring student records, IEPs, and classroom instructional planning and implementation.

- The Department of Exceptional Education will provide compliance training to all special education teachers by mid-March 2020. The training will emphasize how to develop, review and revise an IEP, how to implement an IEP with fidelity, and how to avoid procedural and substantive errors.
- Another obstacle that is faced is the lack of appropriately certified content area special education teachers who can provide courses for Carnegie units in small group settings in secondary schools. The District is exploring the option of offering blended learning environments, which utilize technology to provide content certified teachers in classrooms with special education certified teachers as facilitators. A blended learning environment will provide students, who need a small group setting, the opportunity to take the class and earn Carnegie units toward a general education diploma.

Strategic Plan Goal Area	Culture and Climate
Strategic Plan Performance Objective	Cultivate culturally responsive learning environments for all

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> <p>Ongoing professional learning is occurring on Youth Mental Health First Aid, Darkness to Light, MTSS Framework, Social Emotional Learning (SEL) Competencies aligned to MTSS and CASEL frameworks, Primary and Secondary Traumatic Stress, Classroom Management, and MTSS interaction with 504, Special Education, and discipline. Groups reached include administrators, MTSS chairs, teachers, psychologists, LTSE's, ISS, Speech and Language Pathologists. Additionally, strategic school culture and climate training has been allocated for district and school-based leaders through industry leaders, such as Dr. Anthony Muhammad as supported by the GSU Principal Center.</p> <p>We can celebrate that the DCSD MTSS framework has been recognized by GADOE and the District MTSS Coordinators have contributed to the Georgia Professional Standards Commission process for updating the MTSS Coordinator Endorsement. The GADOE MTSS Stakeholder Team will continue development of the Framework for the State and the P20 Collaborative will help inform Colleges what Pre-Service teachers need related to SEL and MTSS. Within the district, we can celebrate the distribution of required professional learning on the Verge platform for 15 modules addressing SEL Competencies & Foundational Skills, a monthly Teacher Toolbox with resources, and a monthly SEL newsletter within the SWAY electronic platform.</p>
DO
<p>Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.</p> <p>Continual progress towards the performance objectives has been documented through the following action steps:</p> <ul style="list-style-type: none"> • Facilitation of climate and culture professional development training • Providing virtual IRIS training related to meeting the needs of diverse student populations • Provide new teacher orientation training on MTSS and SEL • Provide monthly training on MTSS to MTSS chairs • Provide monthly topic-specific training (Youth Mental Health First Aid, 504, Disabilities, Speech & Language, OT/PT, Trauma Informed Care, Darkness to Light, Managing Primary and Secondary Trauma, Classroom Management (CHAMPS), etc...) • Provide training on MTSS and SEL for Parental Engagement (parent empowerment) • Provide site-based professional learning on MTSS and SEL in response to school requests • Provide ongoing training to Administrators through the Administrator Academy on MTSS and SEL • Develop monthly professional learning modules, newsletters, and resource toolboxes on SEL • MTSS processes are reviewed on an ongoing basis to foster efficiency and effectiveness • The DCSD Intervention Bank is updated twice annually

- A bank of Tier 1 strategies was developed and made available district-wide
- News links, articles, videos, and other resources related to MTSS and SEL are published to the district on a weekly basis

CHECK

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

The MTSS framework is active throughout the District. The District is in the early stages of SEL implementation. All students receiving Tier 2 and/or Tier 3 interventions have evidence or research-based interventions. The District monitors the MTSS implementation through interval data monitoring reports every 12 weeks. School and District staff are utilizing the wealth of DCSD-created SWAY modules to build capacity relative to school climate and social emotional learning, which also includes content specific to mental health awareness. Additionally, all school-based principals and assistant principals have completed IRIS training and passed the assessment related to ensuring schools meet the identified needs of diverse populations of students. Large scale parental events providing seminars and classes on parenting literacy at home, social emotional learning, college and career, IDEA, EL studies and technology tools.

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?

The MTSS Chairs within DCSD schools are primarily Instructional Support Specialists (ISSs). Currently, the ISS role may be different based on the individual school, and as such, are utilized differently throughout the District rather than having a defined alignment to MTSS.

To date, the GADOE has not developed/adopted SEL Standards and, therefore, implementation of SEL within local districts and schools do not have the benefit of specified guidance from the state. Additionally, wrap-around services and mental health services, while definitely connected to SEL, may at times be confused by the practitioner as the same concept.

Greater definition of these different related supports would help with ensuring presence of a robust and inclusive continuum of care. A universal screener for social emotional and behavior would provide a consistent source of data to identify students at risk and alignment to appropriate supports, and to evaluate the effectiveness over time of district initiatives to address mental health, emotional well-being, and social emotional learning implementation.

Strategic Plan Goal Area	Organizational Excellence
Strategic Plan Performance Objective	Ensure efficient use of resources

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?
<ul style="list-style-type: none"> To improve the School Nutrition Services fund balance and meet federal requirements of three-month operating expenses in cash reserves. Implement Reorganization Plan to ensure Federal/State regulatory compliance and productivity of Central Office and School Level personnel.
DO
Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.
<ul style="list-style-type: none"> Develop cost control training and strategies for Central Office and School Level Managers. Establish food, labor, paper benchmarks for School Nutrition Services and ensure School Nutrition Services Managers understand that School Nutrition Services is an enterprise. Establish a budget threshold for each school based on current spending patterns. Revise the District Wellness Policy to clearly outline the competitive foods rule for SY 19-20. Continue to implement Community Outreach Programs such as School Break Meal Service. Monitor school level revenue and expenditures on a monthly basis. Revise the menu cycle to include Chef-inspired menus and student taste-testing activities to increase meal participation for Breakfast and Lunch. Project additional sites for Community Eligibility Schools (CEP) SY 20-21. Review À-La-Carte menu items and add student favorites to improve sales. Ensure schools sell a minimum of \$35.00 per day in À-La-Carte items. Implement High School Coffee Stations and AIC Coffee Bistro to increase À-La-Carte sales at Elizabeth Andrews HS / DECA. Implement Phase I & Phase II of Supper Programs (Currently 8 Supper Programs). Review School Nutrition Services Meals per Labor Hour (MPLH) productivity rate to determine if improvements are needed for budgetary purposes effective SY 20-21. Join the Urban School Food Alliance National Organization to obtain program recommendations of similar Urban School Districts. Implement District-wide Compostable trays for lunch SY 20-21. Increase Summer Meal Service by adding School Nutrition Services delivery. Implement Culinary Training Program at Elizabeth Andrews HS and Tucker HS. Generate additional revenue for annual Kitchen Equipment Replacement.

CHECK

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

School Nutrition Services monitors internal expenditures versus revenue. This data is compared to the District Financial Department.

School Nutrition Managers are provided a spending allocation and food orders are monitored by the assigned Regional Compliance Coordinator/Supervisors.

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?

Challenges:

During SY 18-19 and SY 19-2020, School Nutrition Services (SNS) assigned 3-4 SNS Coordinators to monitor 124 schools. This is not adequate according to State recommendations. Comparable metropolitan districts' Supervisors are assigned 20 schools or less. School Nutrition Services Regional Compliance Supervisors were approved, hired and are scheduled to report on January 27, 2020. School-level supervision and monitoring has been the greatest challenge regarding the implementation of financial management, monitoring the implementation of Federal/State regulations and the need for equipment replacement in all schools.

Changes/Progress:

Supervision and monitoring is a complex process that involves training Regional Compliance Supervisors on the expectations of an efficient school nutrition operation, collaborative relationships to enhance the knowledge of School Nutrition Managers and staff, promote growth, interaction, fault-free problem solving and a commitment to build capacity in the program.

Strategic Plan Goal Area	Organizational Excellence
Strategic Plan Performance Objective	Ensure excellent financial management

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?
Finance will follow board approved budget calendar to seek board approval for the FY2021 Budget
DO
Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.
<p>Team Builds Budget Calendar to consist of the tasks below:</p> <ul style="list-style-type: none"> • Present Draft FY2021 Allotment Guidelines at January Board Meeting • Disseminate RAMP survey (two-week response window); Return by 1/24/20 • Create Preliminary Job File • Compare allotments to Jobs File Budget team perform QC review • Final enrollment projections from Ops (including redistricting/rezoning/closing information) • Allotments and Budget hold Initial Allotment Meetings with All Principals • Create and Disseminate Department Staff Roster Verification (Due on or before 2/7/20) • Budget Forms Revised and Completed (<i>FY2020 Budget Forms contain Midyear FY2020 Adjs. Including ZBB Worksheets and Forms</i>) • Forecast Revenue Projection • Agenda item to adopt budget calendar 2021 • Schedule meeting w/division heads in preparation for presentation to Board for Special Revenue, Debt Service, and School Nutrition (Title I, Title VI, Pre-K Lottery, USDA) • Meet with operations, enrollment, and redistricting regarding Enrollment Forecast • Schedule meeting w/ Superintendent to share presentation developed from above 2/20 • Budget forms distributed along with additional detailed instructions for documenting newly requested positions • Budget Markup #1 • Proposed Tentative Budget Amounts and New Position Listing Review with each Division Chief and Grant Program Manager • Revenue Projections/Forecasts and Budget Appropriations Aligned • Tentative Budget to Superintendent • Markup #2 Presentation of comprehensive General Fund budget • Tentative budget posted to District Website • Tentative Budget Adoption Ad sent to Champion • Board to adopt final budget

CHECK

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

Finance will continue to communicate with all schools, departments, regions and divisions to close financials on a monthly basis. This will allow Finance to meet state/local goal for timely reporting.

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?

The challenges/obstacles in Finance will be GUI/Munis; currently half the division is processing financials in two systems.

Strategic Plan Goal Area	Staff Effectiveness
Strategic Plan Performance Objective	Recruit highly qualified staff Develop high performing staff Retain highly effective staff

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?

- Increased the attrition rate of certified staff- 98%
- Developed Grow Your Own Initiatives (Partnerships with Clayton State and Middle GA)
- Partnered with the district's PRIDE program to support more 1st year teachers
- Implemented a new Compensation and Classification structure
- Implemented Job Share Initiative
- Implemented an Interview Day once a week
- Implemented Troops to Teacher Program

DO

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

- Hosting several job fairs per year
- Developing a Retention Program (Creating a Retention Committee)
- Hiring retired teachers to work part time and job share
- Attending college and university recruitment fairs
- Developed a Strategic Recruitment Team
- Conduct New Teacher Mixers Twice a Year
- Implemented a comprehensive recruitment plan/schedule
- Staff are being trained and provided professional development to increase their individual knowledge and self-efficacy
- Hosting weekly Walk-In Wednesday (Interview Day)
- Building Business Partnership with local businesses
- Implementing Troops and Teacher Program (Hire Veterans)

CHECK

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

- Return on Investment Metric utilized when attending recruitment fairs and hosting job fairs
- Surveying job fair participants on areas of improvement—what went well and using those results to improve
- SMART Goals created by each staff member
- Weekly Report to provide updates on hiring

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?

What are the challenges or obstacles you are facing or anticipating?

- A decrease in the number of candidates applying for certified positions
- Limited number of HCM personnel to manage day-to-day operations

What needs to change?

- More candidates interested in the teaching profession-especially in the critical shortage areas of special education, math, and science
- Teachers moving from district to district when they are not happy/satisfied—the cyclic effect of retention

How will these changes lead to progress?

- More candidates will cause us to have a decrease in vacancies that will lead to an increase in student achievement
- Better collaboration amongst school districts to prevent contract abandonment scenarios

Strategic Plan Goal Area	Student Success with Equity and Access
Strategic Plan Performance Objective	Improve student 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"> • Continuous implementation and monitoring of the district-wide Technology Plan for 2018 – 2021. • Continue to provide equitable access to technology and increase the digital footprint for all students and instructional staff across the district in an effort to bridge the digital divide (Digital Dreamers Technology Program). This program provides equitable and personalized access to devices, digital resources, and blended learning opportunities anytime and anyplace for all students. • Continue management and expansion of the district’s virtual learning academy (FLEX Academy) that provides flexible learning options for students. • Managing and supporting on-going blended learning professional development experiences (IGNITE U) for all staff members with the goals of promoting awareness of effective and engaging uses of technology, facilitating integration into learning experiences, and encouraging expansion of most effective practices through the school district. • Develop a technology integration plan and increase educational technology mentoring capacity for local schools (Digital Learning Teams). • Implement network security tools that provide greater visibility into DCSD’s network activity to promote the accuracy, accessibility, and security of the district’s data as well as robust access to the network, devices, digital resources, and tools.
DO
<p>Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.</p> <ul style="list-style-type: none"> • Technology Plan 2018 – 2021: District-wide Technology Plan for 2018 – 2021 is being implemented. • Digital Dreamers Technology Program: Forty-five high and middle schools have conducted an initial distribution of Chromebook devices to students while ensuring ongoing management/distribution of the local school’s Chromebook fleet. Teachers and elementary schools continue to have access to Chromebook devices. The IT Division has transitioned to self-maintenance model, repairing over 4200 Chromebooks since July 2019. • IGNITE U: Currently, Instructional Technology is providing support for 2019 – 2020 training goals and key performance indicators. In addition, IT was able to kick off a mentoring group called FUSE to encourage expansion of effective uses of technology. Thirteen DCSD educators completed all requirements. Plans for a second cohort of FUSEs is being planned for June 2020. • SecureIT Project: Ensuring connectivity of all devices to digital content, digital tools, and data at anytime and anywhere remains a priority that IT must keep in the forefront. IT, along with

strategic security partners, are currently assessing the district's technology infrastructure and making changes to facilitate security and uptime.

- IT Inventory Management System: Scan all barcoded and asset tagged technology equipment and input data into the district inventory management system, Follett (Resource Management System).
- Comprehensive Infrastructure Strategy and Refresh Plan: Assess current age and establish lifecycle replacement plan for all IT equipment (desktops, mobile devices, network equipment servers, etc.)

CHECK

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

- The Digital Dreamer's Program has a very detailed project plan with milestones, targets, and a deployment schedule. The project team monitors progression to ensure all goals are being met. Key performance indicators not only include readiness to deploy (inventory, school community awareness, essential training), but on-going support and maintenance as well.
- IGNITE U monitors progress via teachers' completion of learning goals.
- The SecureIT Project requires ongoing evaluation and planning for information, cybersecurity, and network security improvements with very detailed project plans with milestones, targets, and installation schedules. The Network Security Department within the IT Division monitors the progression of this project plan to ensure it stays within scope and budget.

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?

- **Challenges that we are currently facing include:**
 - Creating a community of learners prepared to support and champion the success of the districtwide 1-to-1 initiative (Digital Dreamers Technology Program).
 - Preparing large teaching staff to use the LMS and other digital tools to enhance teaching and learning with a small support staff
 - Initiating a virtual and blended learning culture that transforms teaching and learning
- **Changes that need to be made to improve or reach Performance Targets include:**
 - Long-Term: Increasing technology mentoring capacity for local schools to support the teachers (Digital Learning Teams), students (Digital Dreamers Program), and administration (Chromebook Device Management); Create a systemic sustainability plan to ensure ongoing access to devices and digital tools.
 - Short-Term: Each school needs to identify a person(s) responsible for mentoring and monitoring the status of the blended professional learning plan (IGNITE U). This will ensure we meet our targets for schools trained in an effective manner. District leadership needs to provide resources, training, and budget to empower school leadership ability to manage Chromebook devices and technology use.
 - These changes will lead to progress because adequate support systems will be in place to ensure teachers are exposed to effective training, resources, and tools. This exposure is key to leverage the Digital Dreamers Technology Program to develop a connected and engaging learning environment within DCSD.

Strategic Plan Goal Area	Stakeholder Engagement and Communication
Strategic Plan Performance Objective	Improve opportunities for innovative stakeholder collaboration

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?
<ul style="list-style-type: none"> • We can celebrate the fifteen grants that have been attained in the district this school year. Many of those awards were initially identified by staff via the monthly NewsFlash our department sends to all district employees listing potential funding prospects. • We have also met with potential partners (i.e. Arthur Blank Family Foundation and Whitefoord), which should lead to future funding opportunities for departments aligned to DCSD priorities. The Arthur Blank Family Foundation is interested in our Turnaround efforts and Whitefoord is interested in establishing school-based clinics. • We can also celebrate current initiatives with partners such as United Way of Greater Atlanta and TNTP. These relationships have produced initiatives (e.g. AARP Experience Corps and College Bound Events) that are helping several of our schools with the greatest needs. • Our partners have also provided assistance with district-wide initiatives, such as the Back to School Rally, Teacher of the Year program, and Principal Advisory Council meetings. • The department's participation in the Metro Atlanta Collaborative has created opportunities to improve the practices of this department and expand our network of partners. The collaborative is a convening of grants and partnership staff from the metro Atlanta school districts. The group gathers every other month sharing best practices. In December, DCSD hosted the group at AIC.
DO
Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.
<ul style="list-style-type: none"> • To achieve our performance objectives, our department established four initiatives: 1) Cultivate and Connect High Quality Funders, 2) Utilize External Grant Development Resources, 3) Participate in Staff Development, and 4) Provide Technical Assistance to Grant Seekers and Partners. • Our work towards the first initiative centers around implementing grants with high fidelity and offers increased support to internal and external stakeholders. This has resulted in discussions of future funding with United Way, Whitefoord, Woodruff, AARP Foundation, Dobbs Foundation, and TNTP. • Our department has also worked with Hanover Consulting in preparation of external grant opportunities. Additionally, we have spent time training DCSD staff, assisting in grant development, and presenting to various departments. Building capacity and awareness has been a tremendous method of engaging stakeholders, as many were unaware of the department's existence.

CHECK

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

- Yes, we are getting the results needed to reach the performance targets. Along with current relationships, on the horizon we expect our engagement with funders such as Blank, Woodruff, and Whiteford to bring additional resources to the district.
- We also foresee relationships with university partners such as Emory University and Mercer University growing. Along with the recent agreement to establish school-based clinics, Emory is also considering summer transition programs for DCSD middle school students. Mercer is working with other university partners and the federal government to attain funding to renovate the green house on their campus.
- We are measuring our results via spreadsheets and the district reports on grants awarded.

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?

- We have had a strong start to the school year, but several challenges have emerged. We are increasing our internal communication to schools and departments on best practices of how to operate once grants are awarded.
- Staff capacity is a challenge. Providing fund development to the entire district and growing relationships with external partners is a daunting task for two full-time staff and 1/3 of an administrative assistant.
- Finally, ensuring that expectations regarding the goals, roles, processes, and responsibilities of grants are communicated with all stakeholders was a challenge. It has been a learning experience. We now make sure we discuss processes, so we can better position ourselves to be consistently productive collaborators.
- The future is bright. We will continue to build relationships with current and potential partners. At some point in the future, this department will grow and increase the impact of our work.

Strategic Plan Goal Area	Stakeholder Engagement and Communication
Strategic Plan Performance Objective	Increase the effectiveness of stakeholder engagement experiences

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>
<p><i>Increase the number of charter school governing boards and Principal Advisory Councils meeting the requirements of Georgia's Open Meetings Laws</i></p> <p>For the fourth year, the School Innovation Department and IT have collaborated to design a standard PAC webpage for each school's district website. The page can be found under the "About Us" tab and includes a list of upcoming meeting dates/times/locations, the Council membership roster, meeting agendas/minutes/summary of actions, Council bylaws, a copy of the current CSIP, and a district-provided email address. Charter school governing boards are required to maintain a website but have greater flexibility in determining the format. Open Meetings Law, SBOE rule, charter contracts, and DCSD policy determine what must be posted on Governing Board sites and when it is posted. Many charter schools have contracted with an external vendor who specializes in online governance management platforms. PAC websites are audited quarterly by the School Innovation Department to ensure compliance. Governing Board websites are audited monthly. A mid-year audit was conducted in January 2020. Results of the mid-year audit indicate that 35 out of 114 Councils are in compliance with Georgia's Open Meetings Laws. Seven of 10 charter school Governing Boards are in compliance. The SY19-20 target is for 109 Governing Boards and Councils to be in compliance by June 2020.</p>
DO
<p>Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.</p>
<p><i>Increase the number of charter school governing boards and Principal Advisory Councils meeting the requirements of Georgia's Open Meetings Laws</i></p> <p>Spring 2020 Action Steps</p> <ul style="list-style-type: none"> • Review Open Meetings requirements during School Governance 101 training, Governing Board observation debriefs, and principals' meetings • Provide one-on-one technical support for principals and webmasters at school sites, as needed • Transition from virtual to in-person training of DCSD webmasters • Conduct quarterly website audits for PAC and monthly website audits for charter school Governing Boards; schools that are chronically out-of-compliance will be audited more frequently • Use the February PAC cross-council meeting to gather input on removing barriers to compliance

- Include questions about the support needed to meet compliance requirements in Spring 2020 focus groups with Council members, principals, and other stakeholder groups
- Share a summary report of website audits with Regional Superintendents, IT, and Internal Audits in February and April
- Analyze responses about Open Meetings compliance from the annual council self-assessment; self-assessment results are also shared with Regional Superintendents
- Ensure that completion of next steps from the end-of-year PAC compliance audit is included in the end-of-year principal checkout process (Internal Audits)

CHECK

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

Increase the number of charter school governing boards and Principal Advisory Councils meeting the requirements of Georgia's Open Meetings Laws

Governing Boards and Principal Advisory Councils are subject to Georgia's Open Meetings Act. To ensure compliance with the law, IT created webpages for each PAC under "About Us" on each school's website. Charter Schools have purchased specialized platforms to house rosters, meeting documents, resources, and contact information. The School Innovation Department audits websites regularly. School Innovation and IT provide training and support with completing the next steps necessary to bring websites into legal compliance. Currently, 35 out of 114 Councils and 7 out of 10 Governing Boards are meeting compliance requirements. The SY19-20 target is for 109 Governing Boards and Councils to be in compliance by June 2020. A summary report on progress by Region will be sent to Regional Superintendents the week of January 27th.

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?

Increase the number of charter school governing boards and Principal Advisory Councils meeting the requirements of Georgia's Open Meetings Laws

While both School Innovation and IT will continue to offer virtual and on-site training and support to webmasters, changes to the webmaster training are needed to reach the performance target. Due to significant annual turnover in the webmaster role, additional in-person training for webmasters is required throughout the school year. Better messaging is needed on the role of Open Meetings compliance in increasing transparency and building trust with the community.

Current Practices to Continue/Improve

- A compliance checklist with deadlines and milestones is published each July
- Webmasters were jointly trained on compliance requirements by School Innovation and IT in August. Regional IT Specialists continue to provide technical support to webmasters on maintaining the PAC websites as needed.
- One-on-one meetings with new principals are held to review compliance requirements throughout the Fall and as needed in the Spring.
- Compliance requirements are taught during mandatory School Governance 101 training for principals and Council members; additional resources including a summary of the law, templates, and the audit form are posted on the district's PAC website.

- In the past, the Administrators' Academy, Regional principals' meetings, and mini-cabinet meetings have also been used to train principals and district staff on compliance requirements.
- The results of website audits are shared with IT, Internal Audits, and Regional Superintendents.
- Monthly School Governance newsletters include reminders about compliance requirements.
- The annual Council self-assessment includes questions related to Councils' compliance with Open Meetings requirements.

Differentiating support to principals and Council leaders by enhancing the processes listed above should lead to a reduction in the number of schools out-of-compliance with Open Meetings Laws.

Strategic Plan Goal Area	Student Success with Equity and Access
Strategic Plan Performance Objective	Provide academically rigorous courses and/or pathways

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?	
<p>Increase college awareness and exposure among all high school students.</p> <ul style="list-style-type: none"> Facilitate classroom sessions on how to maximize the Naviance platform to all high school students. Deliver key college knowledge activities such as test prep, financial aid, best-fit match, and grit Create opportunities for students to be exposed to various postsecondary options and/or attend college campus visits. <p>All action steps above are in progress and can be reoccurring. We can celebrate all seniors have been exposed to the Naviance platform, and over 1400 seniors have applied to college using this platform during the first semester.</p>	
DO	
Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.	
<p>The team attended multiple training on the Naviance platform and have been acting as the troubleshooter for school staff. In doing so, they have increased their knowledge base and expertise, allowing the team to provide small group trainings and act as a trainer support alongside Naviance trainers. This collaboration exhibits a strong partnership and confidence to support our school staff. The team also acts as the first group to pilot other service the platform provides such as test prep and best-fit match using the Scattergram feature.</p>	
CHECK	
Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?	
<p>Yes, the Naviance platform tracks all students' assigned tasks, including college transcript requests and applications. It also tracks student usage rate.</p>	
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?	
<p>The challenge with implementing a student-facing platform is educating the students on how to use the platform, and embedding in the school culture how to maximize the frequency and scope of usage. To address this challenge, we have trained internal staff to allow quicker access and troubleshooting solutions for school level staff. Additionally, the team has and will continue to work closely with the counseling team at each school to implement a plan to increase the number of student usage.</p>	

Strategic Plan Goal Area	Student Success with Equity and Access
Strategic Plan Performance Objective	Provide academically rigorous courses and/or pathways

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?	
<p>Increase the percentage of CTAE Pathway Completers who pass the technical skills assessment</p> <ul style="list-style-type: none"> • Determine/confirm pathways and courses taught for each school • Provide professional learning for CTAE teachers to crosswalk technical skills assessment exams to curriculum standards and daily lesson plans • Communication of attainment of technical skills credentialing to students and parents (Course Syllabus, Parent Conferences, Open House, etc.) • Provide support materials such as: Blueprints, Study Guides, Best Practices, other instructional support materials • Establish and confirm testing protocols by: Communicating testing windows, training local school testing coordinators and CTAE department chairs, purchasing and distributing exams, selecting classroom testing locations and exam Ppctors. <p>The CTAE team has completed the first-semester technical skills assessments for all eligible test-takers.</p>	
DO	
Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.	
During this process, the team confirmed pathways, provided technical assistance to teachers, administrators, and senior staff, provided instructional support materials, and communicated test procedures and protocol to all stakeholders.	
CHECK	
Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?	
The CTAE team conducted a detailed analysis of the first-semester technical skills assessment results and found that 306 out of 476 (64.3%) students passed their assessment. These results show CTAE to be below their target pass rate of 74%. Based on past years' results, and given such a small sample size, this is not a surprising result. DCSD will have 3,100 students test within the second-semester window.	
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?	
CTAE will identify pathways that have lower than typical pass rates and provide teachers with professional learning covering best practices. CTAE will offer a retest opportunity for students who do not pass their first attempt — keeping with the GADOE testing protocol.	

Strategic Plan Goal Area	Stakeholder Engagement and Communication
Strategic Plan Performance Objective	Increase the effectiveness of stakeholder engagement experiences

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?

- Increase the percentage of satisfactory ratings from all participants who engage in experiences offered through the district parent/family engagement department in the Office of Accountability.
- Create multiple communication channels by securing equipment and software to record and live stream information to achieve maximum number of parent participation.
- Deliver valuable parent programs through strong collaborations, internally and externally, to impact student achievement. Implement feedback surveys to inform satisfaction and impact of parent event/activities.
 - We have achieved success in our first attempt at live streaming our Families Matter Game Night with the help of the GA Department of Education's Family Engagement team. We expect to do more of this moving forward.
 - Snapshots of our Words not Hands Symposium were shared on Instagram and viewed by 5,485 followers.
 - Our Engagement Now episodes were viewed by 1,015 viewers.
 - Our electronic communications to our parents are reaching record numbers of parents. Most noteworthy are the number of parents expressing an interest in getting their GED.

DO

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

- Collaborated with the Curriculum and Instruction Department to deliver Parent Empowerment Conference
- Collaborated with several Community Stakeholders for our Words not Hands domestic violence symposium and Families Matter Game Night
- Implemented feedback surveys to inform satisfaction and impact of parent event/activities
- Notifications for events and activities are accessed by stakeholders via social media and school messenger (no longer relying on flyers and word of mouth)
- Surveys for workshops, conferences and IMPACT huddles are now electronic via Microsoft Forms. Stakeholders have the option of listening or reading information in multiple languages

CHECK

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

We are well on our way. The team is being intentional in ensuring that we are consistent with our feedback from our stakeholders, so that our qualitative and quantitative data collection meets our objective's measures. We are constantly monitoring the results so that we can make adjustments if needed.

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?

We are in need of professional development on how to use the documented information collected to analyze, evaluate and measure our success, so that we can have useful evaluations to inform our growth and sustainability.

Strategic Plan Goal Area	Organizational Excellence
Strategic Plan Performance Objective	Ensure efficient use of resources

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?	
Deliver the ORR final documents by the estimated due date or notify the customer of the delay.	
DO	
Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.	
<ul style="list-style-type: none"> • Copying all potential owners of the data and confirming ownership on day one • Providing a brief summary of the Act's requirements with all new recipients • Reinforcing that even if records are not available by the third business day, a time and cost estimate must be provided; a response is required • Validating the time and cost estimate when necessary • Stressing the importance of realistic estimates based on anticipated demands of the business • Sending a reminder one day before the due date • Promptly notifying the customer when a change occurs 	
CHECK	
Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?	
<ul style="list-style-type: none"> • No, our target for this school year is 87%; our current measurement is 10 points below at 77% • We monitor the production log daily; never the less, our daily intake, review and redaction is delaying our estimated due dates 	
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?	
Our biggest challenge is adequate staffing; Allocate at least one additional person to fulfill the weekly demand for Open Records; this will allow us to process requests more timely.	

Strategic Plan Goal Area	Organizational Excellence
Strategic Plan Performance Objective	Ensure efficient use of resources

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?	
<p>Risk Management's goal is to make contact with all injured workers within 24 hours of their reported work injury. This best practice ensures that the injured worker receives guidance and assistance throughout the workers' compensation process. We are currently at an average of 80% contact rate with injured workers. This is 5% below our target goal; however, we have taken steps to review our use of resources in order to improve our closure rate. The efficient use of resources will allow us to increase our goal of making contact with injured workers.</p>	
DO	
Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.	
<p>Risk management is focused on continued training. We are seeing improvements in making 24-hour contact with injured workers due to this training.</p>	
CHECK	
Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?	
<p>Yes, we are getting the results needed to reach the performance targets now that Risk Management is fully staffed and trained. We are monitoring and measuring to ensure results by reviewing our current tracking system and requesting improvements in that tracking system from our third-party vendor.</p>	
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?	
<p>The challenge is to make timely contact with injured workers. By continuing to focus on training, improvements will be made which will lead to the ultimate goal of reaching the performance targets.</p>	

Strategic Plan Goal Area	Facilities
Strategic Plan Performance Objective	Improve and maintain facility conditions

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?
We have contracted with an outside vendor to assist with the reduction of all work orders. We can celebrate a decrease in the average work order completion by days for the past 5 years (FY14-19 Strategic Plan). Average work order completion by days in FY14 was 74 average days of completion and now we have ended FY19 at 36 days.
DO
Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.
Staffing is the number one initiative needed to achieve our performance objectives. Once positions are filled internally, contracted vendor staffing can be reduced to save additional funds. The additional funds can be used to support deferred maintenance projects. The more personnel hired will help decrease the number of work orders requested and open, which will allow us to begin a preventative maintenance program.
CHECK
Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?
Every year we are meeting or close to meeting set performance targets. Work orders are being monitored through our work order maintenance system (Maintenance Connect).
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?
Funding is the biggest challenge we are facing. We need additional funding to meet staffing needs and for equipment. We had 38 positions approved for FY20; however, the positions are on hold. The more trade technicians hired, the more focus can be placed at each school because the technicians will not be over assigned. We will be able to assign each additional trade technician to each region and distribute schools assigned to each technician evenly.

Strategic Plan Goal Area	Facilities
Strategic Plan Performance Objective	Ensure that educational facilities meet programmatic needs

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?	
The first action step to meet key educational specs is to inventory the current ed specs. Those specs can be found on the District website at https://www.dekalbschoolsga.org/e-splst/standards-guidelines/ . These specs were updated last year by the Design Manager in coordination with C&I staff. However, these specs have not been updated since the Design Manager position became vacant earlier this year.	
DO	
Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.	
The previous Design Manager had developed the current ed specs with the assistance of C&I staff. Those specs have been placed on the District website for use by architects working on DCSD design projects. The next step is to create a focus group to review the current ed specs and determine the key spaces that need to be included for each school type.	
CHECK	
Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?	
Yes, we are getting the results needed to reach the performance targets.	
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?	
The main challenge is the absence of a Design Manager. The position has been re-posted on the District website and we anticipate getting resumes to review and interview candidates in Q1 2020.	

Strategic Plan Goal Area	Facilities
Strategic Plan Performance Objective	Ensure that educational facilities meet programmatic needs

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?	
We will Conduct a Comprehensive Master Planning (CMP) process that will establish targets and timelines for reducing the number of schools under capacity. The CMP process will begin in July of 2020 with a CMP expected to be approved by the Board in July of 2021.	
DO	
Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.	
We are developing an RFI for Comprehensive Master Planning Services which will go out in January of 2020. The RFI will inform an RFP for Comprehensive Master Planning Services which will go out in March of 2020. The CMP process will begin in July of 2020 and will include enrollment forecasting, capacity determination and public engagement.	
CHECK	
Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?	
The CMP process will begin in July of 2020 with a CMP expected to be approved by the Board in July of 2021.	
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?	
The CMP process will begin in July of 2020 with a CMP expected to be approved by the Board in July of 2021.	

Strategic Plan Goal Area	Facilities
Strategic Plan Performance Objective	Develop and increase sustainable funding for facilities

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?	
<p>The District has more than \$2 billion in facilities maintenance needs (replacement of HVAC, lighting, electrical, plumbing, roofing, pavement, etc.). E-SPLOST has and will fund a small portion of these needs. The Board has also allocated increasing amounts of deferred maintenance funds (general fund) to address these needs.</p>	
DO	
Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.	
<p>For FY2019-2020, the Board of Education approved 38 budgeted personnel allotments. So far, Facilities has filled 13 positions including: 3 glaziers, 3 HVAC technicians, 1 electrician, 2 custodians, 1 skill trade supervisor, and 3 light equipment operators.</p> <p>We initiated work on the initiative of plant engineers in the Fall 2019. All plant engineers have been trained to complete minor maintenance repairs at their middle or high schools for plumbing, electrical, and heating/air. The Operations Divisions has fully equipped these plant engineers with the necessary tools (yes, literally, tools) they will need to complete these minor maintenance repairs. Starting February 3, 2020, plant engineers will be assigned minor repair work orders for their expected completion.</p>	
CHECK	
Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?	
<p>Within this fiscal year (FY20), the Board allocated \$6 million to deferred maintenance and has added another \$1.x million in January 2020. Over the years, these funds have allowed us to pave parking lots and install LED outdoor lights in parking lots for the safety of bus drivers. Facilities has started to change indoor ceiling lights to LED at school facilities to increase productivity and lower maintenance cost. We also have been able to replace of HVAC rooftop units that have surpassed their life cycle.</p> <p>We will be paving the Druid Hills MS lower parking lot as well as replacing the track with a new rubber track. Additionally, McNair HS gym ceiling replacement will be addressed. We are finalizing the priorities of the deferred maintenance funds for this spring and summer, including possibly repaving a portion of Champion Theme School's parking lot.</p>	
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?	
<p>Facilities will continue to work with the Board of Education on outlining deferred maintenance projects that are needed throughout the District. With Board of Education approval and allocated</p>	

funding, Facilities will continue to complete deferred maintenance throughout the District. Facilities is facing the challenge of hiring qualified facility maintenance staff.

The new initiative of training and equipping plant engineers will help transition the middle and high school facilities from the current corrective maintenance stance to a more preventative maintenance approach.

Strategic Plan Goal Area	Facilities
Strategic Plan Performance Objective	Develop and increase sustainable funding for facilities

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?	
<p>The Facilities department is diligently working with the Board on developing programs focusing on deferred maintenance projects. Facilities has hired several skill trades employees that have been assigned to a specific region or will be utilized systemwide. Since the beginning of FY19-20, Facilities Maintenance has paved 18 lots and installed LED lights on these lots for bus drivers. Facilities has started to change lights to LED at school facilities to increase productivity and lower maintenance cost. Replacement of old HVAC rooftop units that have surpassed their life cycle has been changed as well.</p>	
DO	
Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.	
<p>Facilities will continue to work with the Board to prioritize deferred maintenance that is needed at facilities throughout the District. The team is working on developing a paving program, landscaping program, marquee sign program, and painting and pressure washing program (inside/outside).</p>	
CHECK	
Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?	
<p>Since the beginning of FY19-20, Facilities has completed several deferred maintenance projects and received additional funding with Board approval to complete track replacement at Druid Hills MS and ceiling replacement at McNair HS. Through visual evaluations of facilities, we are monitoring and determining a high priority list of needs.</p>	
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?	
<p>Facilities will continue to work with the Board on outlining deferred maintenance projects that are needed. With Board approval and allocated funding, Facilities will continue to complete deferred maintenance throughout the District. Facilities is facing a challenge of hiring qualified skill trades staff. As more applications are received, we will continue to select best candidates and assign them either systemwide or to a specific region.</p>	

Strategic Plan Goal Area	Organizational Excellence
Strategic Plan Performance Objective	Ensure efficient use of resources

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?	
The Transportation Department consistently reviews route data to improve and develop more efficient routes. Additionally, Regional Transportation Managers and Regional Transportation Supervisors work with school administrators, parents and other stakeholders. This school year has an overall decrease in complaint calls from parents, stakeholders and school administrators.	
DO	
Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.	
The Transportation Department is focusing its efforts on improving response times to parents, school administrators and stakeholders' complaints and inquiries. Transportation Managers, Transportation Supervisors and Field Support Supervisors, in conjunction with Transportation Customer Service Representatives, Dispatchers and Routers collaboratively work together to solve these complaints by providing accurate and relative information.	
CHECK	
Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?	
We are getting great results. We are using our Field Support Supervisor positions to provide one-to-one contact with drivers. These positions are critical to the success of the Transportation Department. The Field Support positions, along with our Customer Service positions, are our front line in getting a quick feel for how well we are doing. When we receive negative feedback, we "tweak" our actions to and continue moving forward.	
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?	
The challenges and obstacles facing transportation are two-fold. First, we need Transportation Parking Centers. Second, we need approximately nine (9) additional Field Support Supervisors, six (6) additional bus mechanics, and one (1) additional Lead (Supervisor) Mechanic. <ul style="list-style-type: none"> • Transportation Parking Centers – Parking Centers will allow management, supervision and drivers to all operate from the same location. This will increase M&S to immediately address any concerns with drivers. • Additional Staffing- While DCSD is the fourth largest district in the state, the Transportation Department staffing is the lowest in supervisors and mechanics. 	

Strategic Plan Goal Area	Stakeholder Engagement and Communication
Strategic Plan Performance Objective	Increase the effectiveness of stakeholder engagement experiences

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?	
We continue to serve families of ELs through three (3) Family Outreach Program sites. The current sites are Tucker High School, Indian Creek Elementary School, and John R. Lewis Elementary School. The program meets twice per week at each site and runs through May 13, 2020.	
DO	
Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.	
Participants in the Family Outreach Program receive the following training: <ul style="list-style-type: none"> • Literacy classes • Access to Rosetta Stone language learning software • Cultural acclimation • English language instruction • Homework help for children by certified teachers • Introduction to US school culture • Basic computer classes 	
CHECK	
Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?	
Participants are given a pre- and post- literacy test at the beginning and end of the program. The pre-test has been given in September, and the post-test will be given in May.	
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?	
Enrollment fluctuates due to the current national immigration climate. In addition, many parents have small children or multiple jobs which limits their full participation in the program. We are standardizing the assessments among the 3 Parent Outreach sites, and a uniform curriculum is being provided to all three sites.	

Strategic Plan Goal Area	Student Success with Equity and Access
Strategic Plan Performance Objective	Increase graduation rate

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>	
<p>In order to increase the percentage of ELs who graduate from high school, it is recommended to increase the number of EL success facilitators to serve the ten high schools with a high number of ELs. The English Learner Success Facilitators will provide the following services:</p> <ul style="list-style-type: none"> • Interpret ELs' data at designated high schools. The respective school data will be used to design, plan, and implement instructional support and supplemental activities to assist with language development and promote ELs' college and career readiness. • Provide supplemental professional learning opportunities for school personnel to more effectively interact with parents and families to promote student success, promote ELs' success towards college and career readiness, and implement programs that promote ELs' school success and college and career readiness. • Collaborate with various community organizations and partners outside DCSD to support ELs' school success. • Arrange parent meetings or conduct in-home conference between school personnel and parents to maximize parental involvement and participation. • Ensure that ELs and their families understand the necessary information about school success, financial aid, and college and career readiness. • In the 2018-2019 school year, an EL facilitator was assigned to an additional school, Stone Mountain High School. Four schools are currently being served by Success Facilitators: Clarkston High School, Cross Keys High School, Tucker High School, and Stone Mountain High School. • In the 2019-2020 school year, two additional English Learner Success Facilitators were hired. • Chamblee Charter High School, Lakeside High School, and the International Student Center received EL Facilitators <p>We can celebrate the previous success of the existing success facilitators:</p> <ul style="list-style-type: none"> • Chamblee HS and Lakeside HS received additional support from an EL Success Facilitator because of the growing number of English Learners. • The 2019 five-year graduation target rate for ELs at Stone Mountain HS was 63.92% and the ELs improved with a score of 67.86%. • The Tucker HS ELs 2019 four-year graduation cohort target rate was 58.19% and the ELs improved with a percentage of 62.93% <p>In addition, our counseling department provides transcript evaluation services so that high school ELs may receive credit for courses taken in their country.</p>	

DO

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

The following action steps will assist the team in increasing the number of ELs who graduate:

- Recommend schools to increase the number of sheltered content courses offered in the high-impact EL high schools.
- Recommend to implement specialized scheduling for English Learners in close collaboration with the counseling offices at schools who have not yet implemented it.
- EL Facilitators conduct graduation pathways workshops for the English Learners.
- Recommend schools to increase the number of content teachers with ESOL Endorsement and SLOP training in order to offer more sheltered courses.
- Increase EL Learning Walks in sheltered classrooms to provide recommendations for improved instruction.

CHECK

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

The team of EL Success Facilitators regularly monitor the success of the students by analyzing progress reports, transcripts, arranging meeting between parents, students, and teachers.

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?

Based on the success of the EL Success Facilitators, more Success Facilitators may be needed in order to be able to expand the program to additional high-impact EL high schools to increase their graduation rates and the success of English Learners. Inconsistencies in scheduling type between high schools (block vs. 7-period) poses challenges when students move from school to school.

Strategic Plan Goal Area	Student Success with Equity and Access
Strategic Plan Performance Objective	Improve student 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?

In order to increase the percentage of English Learners making positive band movement, the EL Studies Program implements the following action steps:

- Provided EL Instructional Language Plan (ILP) training to all DCSD ESOL teachers.
- The purpose of this PL is to train teachers on how to analyze band-to-band ACCESS data for students, and develop an instructional language plan for those who did not show positive band growth on ACCESS 2.0.
- Teachers submitted sample ILPs for a mid-year checkpoint review in December 2018 and March 2019.
- For 2019-2020, teachers were recommended to create ILPs for all student who did not make positive band movement.
- Provided Sheltered Instruction (SIOP) professional learning to ESOL and content area teachers, academic coaches, and administrators throughout the district (ongoing).
- Provided technical support to ESOL teachers and administration throughout the district on an on-going basis.
- Provided Infinite Campus EL Panels Training to all DCSD ESOL teachers during pre-planning.
- Provided EL Accommodations training to ESOL teachers throughout the district.
- Planned and implemented the Title III Conference on September 14, 2019 for ESOL teachers.
- Provided Lexia training to select schools in 2018-2019.
- Provided Newsela training to ESOL teacher at select turnaround schools.
- Provided training on the newly adopted Ellevation platform to the Ellevation pilot cohort.
- Developed a new ESOL curriculum for middle schools using the rigorous curriculum design.
- Celebration: The percentage of ELs who met the criteria to exit the ESOL program increased from 3.8% in 2018 to 4.8% in 2019.
- Celebration: The 2019 elementary school target for progress toward English language proficiency (90.0) was met with a score of 100.0+.
- Provided school-based training at targeted schools.

DO

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

- Continue to provide Sheltered Instruction (SIOP) professional learning to ESOL and content area teachers, academic coaches, and administrators throughout the district in school year 2019-2020.
- Offer Cultural Awareness training for teachers, administrators, and other support staff.
- Offer technical support to schools and teachers of ELs throughout the school year.

- Ongoing professional learning opportunities (Kindergarten W-APT, WIDA Screener, ACCESS 2.0 Speaking test, Infinite Campus EL Panels, CHAMPS, Instructional Language Plans, new ESOL teacher training, Testing Accommodations, Newsela).
- Conduct EL learning walks per principal request to determine needs and next steps for instructional improvement and accuracy of record-keeping. Identify model teachers for ESOL and sheltered content courses for peer observations.
- Provided WIDA Performance Indicators training to ESOL teachers for differentiated instruction.
- Developing a new ESOL Curriculum for all elementary grades.
- Offering the ESOL Endorsement program. One of the cohorts is using the hybrid format.

CHECK

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

- Elementary school band-to-band movement has decreased over the past three years, but the 2018 target for progress toward English language proficiency was attained. The 2019 elementary school target for progress toward English language proficiency (90.0) was met with a score of 100.0+.
- Middle school band-to-band movement increased from 2015-2016 to 2016-2017, then decreased from 2017-2018, but the 2018 target for progress toward English language proficiency was attained. The 2019 middle school target for progress toward English language proficiency (69.06) was not met with a score of 53.02.
- 2018 CCRPI calculations have changed to include high schools in this category and to give partial credit for ACCESS growth within the same band, and additional credit for multiple-band growth. Based on these changes, DCSD did not meet the state target for the 2018 CCRPI – ACCESS for ELLs Progress towards English Language Proficiency for high school. The 2019 high school target (70.55) for progress toward English language proficiency was not met, with a score of 67.95.
- The percentage of ELs who met the criteria to exit the ESOL program increased from 3.8% in 2018 to 4.8% in 2019.
- We will continue to analyze ACCESS data, share it with school administrators and ESOL and general education teachers, and provide training to teachers on the expected growth for students, along with best instructional practices for English Learners.
- We are continuing to recommend the implementation of Instructional Language Plans (ILPs) for students who have not moved positively from band-to-band on the ACCESS. As part of the monitoring process, we are requiring teachers to complete ILPs for those students by the end of September, and it is included on the ESOL teachers' Beginning-of-Year Checklist.

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?

- Need for more ESOL and sheltered content teachers who are highly effective at serving the needs of English Learners.
- We have 5 EL and Title III Coordinators serving the district. More coordinators are needed to meet the technical support and training demands of the schools.
- Site visits are often limited due to district mandates.

Strategic Plan Goal Area	Culture and Climate
Strategic Plan Performance Objective	Create and maintain a safe, orderly, positive learning environment for all

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?
<p>The following are the FY20 performance measures for the Department of Student Relations:</p> <ol style="list-style-type: none"> 1. Decrease the number of K-12 discipline incidents 2. Decrease the number of K-12 out-of-school suspensions 3. Decrease the number of K-12 in-school suspensions 4. Increase the percentage of schools receiving four (4) stars or higher on the CCRPI School Climate Star rating <p>During the 18-19 SY, The Department of Student Relations successfully met the performance goals for discipline incidents, out-of-school suspensions, and CCRPI. The District failed to meet the performance goal for in-school suspensions. Due to the decrease in OSS, this may have contributed to the increase in students receiving ISS. Although there was an increase in ISS, students were able to attend school, receive assignments, and services if needed. In an effort to address the increase in ISS, administrators and staff will use alternatives to suspension, restorative practices, receive additional training to assist students that may have mental health needs, post-traumatic stress, cultural differences, etc. that may impact their behavior during the 19-20 SY. Further, several areas of discipline have decreased or stabilized (<10% increase) during a five-year period including expulsions, battery, fights, disorderly conduct, student incivility, bullying, weapons, and threats and intimidation.</p>
DO
Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.
<p>During the 19-20 school year, to build capacity within the District, a PBIS Coach was hired to assist in monitoring, training, on-going review of discipline data and supports and interventions to determine successes and challenges for all schools implementing PBIS. The PBIS Coach will also be responsible for training PBIS staff utilizing the School-Wide Information System (SWIS). The Department of Student Relations will collaborate with the Department of Student Support to provide more training on restorative practices, Youth Mental Health First-Aid, social emotional learning, and trauma-informed care. Student Relations staff will continue to support My Brother's Keeper/Our Sister's Keeper Summit, Youth Town Hall, and provide updates on policies, laws, State Board Rules that govern discipline. Eight additional schools will be selected to receive training during the 2019-2020 school year for planned implementation during the 2020-2021 school year.</p> <p>CCRPI School Climate Star Rating data from the Georgia DOE for all DeKalb Schools will be analyzed and reviewed. District Leadership Team (DLT) will meet twice a year and review academic, discipline,</p>

attendance and safety data, track and address behavior, and analyze district/school-wide data to use in providing resolutions to school academic, discipline, attendance, safety, culture and climate challenges. Seventy-five percent (75%) of trained schools will be implementing PBIS with fidelity based on a Tiered Fidelity Instrument (TFI) score equal or greater than 70.

CHECK

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

Three of the four performance measures were met during the 18-19 school year. These measures were used to establish the 2019-2024 performance measure targets. A mid-year estimated total of ODR, ISS, and OSS are available by individual school in Infinite Campus and are monitored throughout the school year. The District total for ODR, ISS, OSS, and CCRPI are provided once a year from the GADOE.

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?

The department is faced with the following challenges:

- The number of males of color in DeKalb County School District have been disproportionately suspended. Administrators will utilize alternatives to suspension to address behavior issues and disproportionality by monitoring the classroom strategies used to improve behavior, decreasing the number of office discipline referrals, reducing the number of students placed in in-school and out-of-school suspension, establishing My Brother's Keeper local school groups and providing quarterly conferences with relevant topics, MTSS (Multi-Tiered Systems of Support) Response to Intervention (Rtl), Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices and additional training for staff in Suicide Prevention, Substance Awareness and Prevention, Trauma Informed Classrooms, Youth Mental Health First-Aid, etc.
- Limited alternative educational facilities for students with behavior, academic, attendance, legal, and mental health challenges are available. Additional alternative educational facilities are needed to provide the proper educational setting and services for students identified challenges. The District is planning to open a new alternative school to address the needs of the DeKalb County student body that will provide additional wrap-around services to address the above-mentioned needs of DeKalb students.
- While diversity in DeKalb County School District is an advantage and opportunity to serve all community members, growing communication issues persist due to the increasing number of languages and dialects spoken by our stakeholders.

Strategic Plan Goal Area	Culture and Climate
Strategic Plan Performance Objective	Create and maintain a safe, orderly, positive learning environment for all

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?	
During the first semester of the 2019-2020 school year, the Department of Public Safety, Safe School Unit, wants to reassert the initiative of Safe School throughout the district. Schools that were audited successfully passed the Safe School Audit.	
DO	
Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.	
The Department of Public Safety, Safe School Unit will <ul style="list-style-type: none"> • Reinvigorate the Safe School Audit Program. • Provide safety and audit training for administrators, faculty/staff and students throughout the district. • Update safety questions related to CCRPI School Climate Star Rating in the Safe School Audit to assist in improving school climate and culture. • Assist with ongoing K-9 searches and weapon searches throughout the district. The searches are conducted to locate and confiscate contraband within schools. It also serves as a deterrent to bringing contraband to school. • Assist with unforeseen crisis that may impact the district. • Monitor and assess Fire, Severe Weather, and Lockdown Drills throughout the district more thoroughly. • Continue to collaborate with DCSD Department of Public Safety/GEMA to have more proactive safety training with the Safe School Unit and Schools. 	
CHECK	
Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?	
Make sure all school personnel (administration, faculty, and staff) have an increased awareness and focus in the monitoring and supervision of students and the school, realize the importance of fully participating in all safety drills, and be knowledgeable on the three levels of lockdown drills (including Level 3 Lockdown – Full Lockdown) to assure DeKalb County School District is following GEMA recommended protocol.	
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?	
In the 2019-2020 school year, the Safe School Unit will be utilized by the DeKalb County School District, Department of Public Safety to emphasize the importance of safety in each building through periodic training and individual school visits. The trainings will reinforce the importance of safety	

throughout the campus. The trainings will also reinforce the District policies, regulations, school rules, state and federal laws that govern discipline.

Strategic Plan Goal Area	Culture and Climate
Strategic Plan Performance Objective	Provide support for social and emotional learning for all

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"> • We can celebrate having Student Support Services staff trained in Youth Mental Health First Aid. Staff trained includes Counselors, Social Workers and School Psychologists. • The Division of Student Support and Intervention has 9 Youth Mental Health First Aid Train-the-Trainers who are providing targeted professional development to schools. • We can celebrate 544 school-based staff have been trained in Youth Mental Health First Aid since June 2019. • 1,003 school-based staff have been trained in mental health awareness. • All school have received training in Suicide Awareness. • 149 school based staff have received training on Trauma/Secondary Traumatic Stress. • 329 staff, including Athletic Coaches and Liaisons, have received training on Mental Health Awareness and/or Child Sexual Abuse Awareness (Darkness to Light). • Trainers will continue to offer Youth Mental Health First Aid sessions to schools on a regularly scheduled basis. Schools are encouraged to sign up for sessions through Engage. • Mental Health Awareness Trainings also include training in Trama 101 and Secondary Tramatic Secondary Stress. • A training video on Suicide Prevention/Intervention has also been created and will be used as a training tool for staff on Suicide Prevention.
DO
<p>Describe the work of your team in achieving your performance objectives. Specifically, address your initiatives and action steps.</p> <p>Student Support and Intervention Train-the-Trainers are offering monthly sessions for Youth Mental Health First Aid. The sessions are in Engage, and schools can sign up for sessions. Trainers have gone to several schools on their PL days to train full faculties.</p> <p>The Division of Student Support and Intervention is also working collaboratively with the Department of Special Education and the DeKalb Board of Health on training initiatives.</p>
CHECK
<p>Are you getting the results needed to reach the performance targets? How are you monitoring and measuring to ensure results?</p> <p>Yes, we are making progress on this initiative. It should be noted that a training session takes 8 hours with up to 30 participants per session for the Youth Mental Health First Aid. We are measuring our progress through Engage and through the YMHFA.</p>

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?

The current obstacles are ensuring schools have enough substitutes to cover staff that sign up for training sessions. Sessions are being offered on Saturdays to allow staff another opportunity to sign up for the sessions.