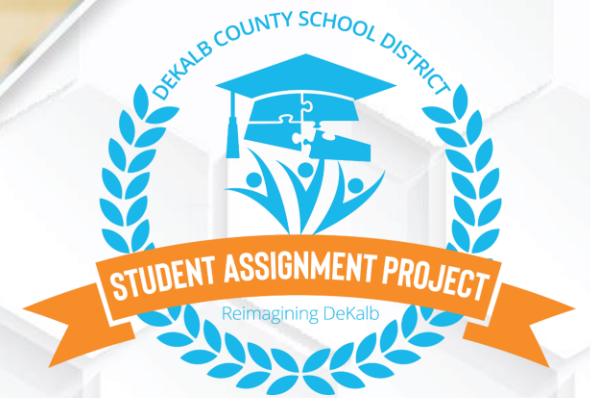




DeKalb County School District Guiding Principles

March - May 2025

Presented by: Student Assignment



DeKalb County
School District



● Agenda

- ✓ Welcome and housekeeping
- ✓ Vision and outcomes
- ✓ Review guiding principles and example
- ✓ Understand the BIG QUESTION
- ✓ Understanding MIRACLES
- ✓ Develop 2-3 guiding principles for each SAP area (buildings, programs, and boundaries)
- ✓ Review the SAP timeline
- ✓ Understand next steps and complete the exit ticket

Today's Working Session Schedule

Agenda Item	Resources	Time Allotment
Welcome and Housekeeping		6:30 – 6:35 p.m.
Vision and Outcomes		6:35 – 6:40 p.m.
Review Guiding Principles		6:40 – 6:50 p.m.
Understand the BIG QUESTIONS		6:50 – 6:55 p.m.
Understanding MIRACLES		6:55 – 7:00 p.m.
Develop 2 – 3 guiding principles		7:00 – 8:15 p.m.
Review SAP Timeline		8:15 – 8:25 p.m.
Understand next steps and complete exit ticket		8:25 – 8:30 p.m.

**"The people who are crazy
enough to think they can
change the world are the
ones who do."
~Steve Jobs**



Top Guiding Principles

Option 1

Based on what we know about the survey tool, use the current top 5/6 survey results if we believe they meet the committee's parameters.

Option 2

Redo the buildings survey by asking all committee teams to select one guiding principles. Add these to the survey and resend.



Top Guiding Principles

Responses	Weighted Score	Relative Weighted	Score Overall Rank
DCSD should consider economic development and population projections when making building decisions so that the district is not making short term decisions.	362	100	1
The county should consider all possible uses of a building and the grounds as well as community and program needs, considering the whole child (programs, services, and extracurricular needs) to determine optimal uses and optimal utilization rate.	203	100	1
A building should maintain a sufficient level of occupancy to remain operational.	353	98	2
The definition of “optimal capacity” per building is more important than “maximum capacity” and should be honored.	192	95	2
DCSD should establish standards around building age and facility score so that student and staff safety, educational environment and fiscal responsibility can be maximized.	342	94	3
DCSD should identify a best building capacity utilization that maximizes both resource efficiency and student and staff experience.	339	94	4



Mini Teams - North

Team 1	Team 2	Team 3	Team 4	Team 5
Angie Claussen Tonya Freeman Luke Ingram Stephanie Klosik Megan McClendon Monique Montilus-Bibbins Adam Shipp Felicia Evans	Elizabeth Bell Maria De la cruz Saritha Gopinathan Loren Johnson Stephen Lee Jamie McCurley Mary Novotny Meghan Stevens	Lori Bolds Will Hinton Kristin Jones Veronica Lopez-Delgado Linda Mcjunkin Kelly Mitchell Delores Paschall Malika Terry	Rick Callihan Mallory Clark Randy Faigin Zikia Jones-Martin Angela Maki Kaitlin Meade Christopher Perlera	LaSonya Edwards David Felfoldi Nancy Kelly Grant Martin Rigo Rivera Maggie Tucker Everett Vance



Mini Teams - Central

Team 1	Team 2	Team 3	Team 4	Team 5
Keydrick Barlow Maria Damian Martha Donovan Dana Lee Charlie McAdoo Sonja Szubski Melanie Wilder	Stephanie Bialek Tarnisha Dent Emily Halevy Maronda Hastie Chantel Luncheon Eric Parker Staci Taylor	Syrenthia Bines-Truitt Jim Donofrio Roger Henry Kirk Lunde Zack Phillips Margaret Redmond Donna Troka	Barbara Christiansen Elena Holland Teresa Massey Renee Prevallet Vickie Severcool Malaika Washington	David Cruz Vega Carolina Fernandez Maxine Jenkins Cedric Matheny Jeff Rader Marion Reeves Dee Dee Westbrook



Mini Teams - SE

Team 1	Team 2	Team 3	Team 4	Team 5
Shirletta Adams Micaela Blackwell Charlene Fletcher Lisa Lake Shrieka Mathis Stacy Rector Kathleen Rudd Myra Turpin	Natasha Ball Catedral Bryant Shakeia Ford Angela Leach Amber Melendrez Xenia Redmond Crystal Roberts Leenise Walker	Tryphenna Bastian Cynthia Carter Kimberly Hires Viola Merrell April Roberson Quintiss Slaton Katina Watts	Patrice Benton Neal Christian Lashonda Linton Gayle Murray Tameika Porter Carmen Smith	Clarissa Blackmon Tracy Dawson Stephanie Jenkins Venola Mason Tilnisha P. Rosser Rondereo Sidney Ashley Stewart

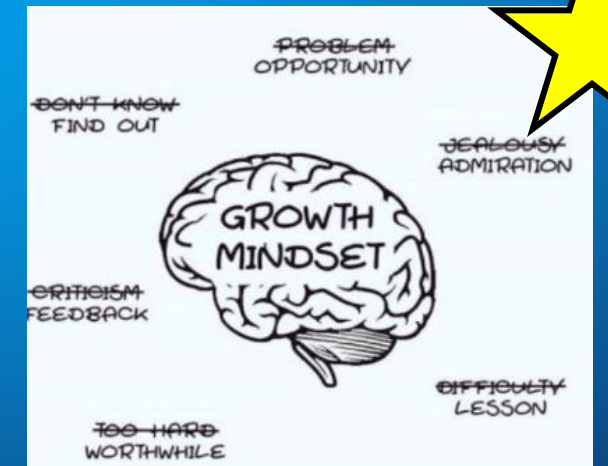


Mini Teams - SW

Team 1	Team 2	Team 3	Team 4	Team 5
Janice Aaron-Whitley Cassandra Davis Latrese King Lysa Moore Taelar Osei Frederico Rowe Tanjala Wright	Dr. Tremaine Afetorgbor Simone Bright Latifat Cabirou Dr. Damienne Denham-Shabazz Jeaneen Larry Tommie Ruff Chassity Wallace	Kevin Alexander Bradford Clark Teresa Hardy Alfred Lopez Robin Reese Keith Sagers Terriea Williams Bryesha Baker	Charvonne Bailey Alison Clark ReShanda Holland Chelsea McKinney Olivia Rossi Lisa Scott Arian Williams Nwandi Lawson	April Belt Rodney Daniel Angela Holmes Violette Meier Shani Reid Erika Simpson Paula V. Tate, Ph.D Janice Jackson



Meeting Norms



Advisory Purpose and Non-Purpose

Purpose

- **Serve as a critical thought partner in assessing systems related to buildings, boundaries, and programs.**
- Serve as a critical thought partner in assessing DCSD's current student assignment procedures and policies.
- Provide impartial recommendations suited to dismantling structural inequities.
- **Use data to make informed decisions and recommendations.**
- Recommend ways for DCSD to become fiscally efficient.
- Review and recommend ways to **reimagine** DCSD programs and offerings so all students have a quality education.
- Recommend boundaries, buildings, and programs suited for the current and projected enrollment.

Non-Purpose of the Advisory

- To make **final decisions** regarding policy or standard operating procedures related to DCSD.
- **To determine the daily operations of schools or programs.**
- To direct DCSD to make specific changes within the purview of the Board of Education.
- **To make decisions that only impact your children or your community.**



Vision and Outcome

Vision

To reimagine DCSD by considering **programs**, **boundaries**, and **buildings holistically**, using data, and reviewing every 5 years to align with E-SPLOST.

This comprehensive planning process will help position **ALL** of our students upon graduation to **E**nroll, **E**mploy, engage in **E**ntrepreneurship, and **E**nlist.

Outcome (the next 3 sessions)

Understand the data sets we will use to develop our guiding principles.

Develop two to three guiding principles for DCSD buildings.

Develop two to three guiding principles for DCSD boundaries.

Develop two to three guiding principles for DCSD programs.



Guiding Principles Review

Determining our guiding principles and priorities will be one of the most important parts of this project. Once we do so, everything we recommend will be measured against them.

GUIDING PRINCIPLES

A few things to consider when developing guiding principles

- Historical context
- What is important
- Who is impacted
- Who loses
- Who gains
- DeKalb's Miracles Framework
- DeKalb's vision and mission
- Various data



Guiding Principles Steps

- Generate a 'think tank' list of ideas on chart paper
 - Historical context
 - What is important
 - Who is impacted
 - Who loses
 - Who gains
 - Various data points
- Rank them from most to least important
- Create the ideas into a guiding principle
 - The three A's to developing a guiding principle
 - Action oriented
 - Aligned with a vision
 - Adaptable
 - Should include the WHAT not the HOW

Reminder

What is a guiding principle [video](#)

Example

Guiding Principle	There should be options available to teachers to help them ensure that cell phones don't disrupt class (Good) DCSD should make all students put phones in safe locker before each class (Not so good)
What is this addressing?	• Improvement of student attentiveness in class • Minimize outside distractions during class • Adhering to the DCSD policy
SAP Vision Connection	N/A for this example
DCSD Miracles and Consideration Connection	• Establish Expected Targets Driven by Results • Improved Instructional Core

Worksheets from February Meeting

Guiding Principle [Worksheet](#)

BIG QUESTIONS

BUILDINGS BIG QUESTION

**What do we need to consider
when determining the 'right
sizing' for our district?**



PROGRAMS BIG QUESTION

What should be considered when determining program location and accessibility?



BOUNDARIES BIG QUESTION

**What else should be consider as
we reimagine boundaries?**



Dr. Horton's MIRACLES

Priorities

DCSD MIRACLES

What Is MIRACLES

MIRACLES is our internal continuous improvement process that is aligned to the goals our strategic plan.



MIRACLES ACRONYM

- **M = Motion Towards Equity**

The Culture and Climate pillar of MIRACLES represents the idea that school culture plays a significant role in shaping students' academic and social outcomes. The culture of a school influences everything from student behavior to teacher job satisfaction. Educators in DeKalb County School District recognize that developing a supportive and inclusive culture is vital to creating a pathway towards equity.

- **I = Improved Instructional Core**

The MIRACLES framework is a powerful tool for supporting student success in the DeKalb County School District. At the heart of this framework is a focus on the instructional core: the relationships between teacher, student, and curriculum that constitute the heart of effective teaching and learning. By leveraging access to grade-level, State Standards-aligned tasks for Tier 1 instruction, the district can ensure that all students receive rigorous instruction designed to improve their learning outcomes.

- **R = Relevant and Rigorous Course of Study**

The DeKalb County School District has implemented the MIRACLES framework to promote a rigorous course of study. One of the key components of this framework is a focus on cognitively rigorous and culturally responsive instructional practices. By providing system-wide professional learning and implementation support, the district can ensure that teachers have the tools and knowledge they need to help all students engage with challenging academic content.

- **A = Attract and Retain High Quality Staff**

The MIRACLES framework is changing the teaching and learning landscape in DeKalb County School District. One of the key components of this framework is a focus on attracting and retaining high-quality staff. By putting structures and processes in place to support communication with staff about district level decisions and actions, the district can ensure that its teachers, leaders, and staff are engaged, empowered, and motivated to provide high-quality instruction to all students.

- **C = Commitment to Accountability**

The DeKalb County School District is committed to ensuring all students receive a high-quality education. To achieve this goal, the district has implemented the MIRACLES framework, which focuses on a range of critical areas, including accountability. By leveraging strong leadership and high-functioning teams, the district can establish clear expectations and support systems that ensure all students receive the education they need to succeed.

- **L = Learning Environments that Support Student Success**

The MIRACLES framework is transforming teaching and learning in DeKalb County School District, with a particular focus on learning environments that support student success. By leveraging system-wide professional learning and implementation support of restorative practices, the district is working to create intellectually and socially safe environments for learning.

- **E = Establish Expected Targets Driven by Results**

The MIRACLES framework is a comprehensive strategy designed to improve the quality of education in school districts nationwide. At DeKalb County School District, the framework has been incredibly effective in driving expected targets toward achieving the optimal level of academic success.

- **S = Sound Fiscal Stewardship**

The MIRACLES framework is a comprehensive approach to improving school districts' education quality and student achievement. In DeKalb County School District, the framework has had a successful impact on multiple target areas, including the area of sound fiscal stewardship. The district has leveraged long-term financial planning to ensure it has the necessary funding for its instructional core and operational priorities, resulting in a significant overall improvement in academic performance.



Data

Data To Consider

Buildings	Boundaries	Programs	Other
• Building grade bands • Capacity of buildings in other districts • Age of buildings • DCSD buildings (several maps) • Stadiums assessment audit (coming) • Non-school and center land • School visit data • SAP slide deck	• CMP • Georgia school comparisons • School visit data • SAP slide deck	• 3 years of demographic snapshots (school choice applications coming soon) • Other district magnet school models and programs • General DCSD programs timeline • School visit data • SAP slide deck	• School Choice Demographics snapshot (3 years) • SAP survey data (coming soon) • Past redistricting presentations • General DCSD programs timeline • Georgia promise scholarship list • GaDOE private and public-school data • Comparable school districts

More to come!



To reimagine means to rethink or revise something in a new and creative way, often breaking away from traditional perspectives, assumptions, or limitations.

It involves seeing possibilities that were previously overlooked and approaching an idea, concept, or situation with a fresh mindset.



Committee Work Session

Let's Make Some Guiding Principles

Goal

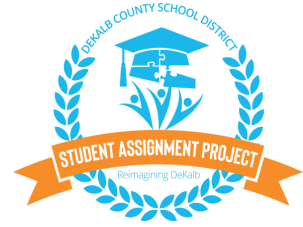
Develop at two to three guiding principles related to DCSD.

Worksheets from February Meeting

Guiding Principle [Worksheet](#)

Timeline

SAP TIMELINE



March

- Develop guiding principles related to buildings
- Review data sets
- Virtual buildings guiding principles meeting (vote on final 3)

April

- Develop guiding principles related to programs
- Remove inactive SAP members
- Develop internal SAP summer institute to review committee data, suggestions, and worksheets to develop all possible scenarios for each committee
- Virtual programs guiding principles meeting (vote on final 3)

May

- Develop guiding principles related to boundaries
- Invite new SAP members and schedule their onboarding meetings
- Virtual boundaries guiding principles meeting (vote on final 3)

June

- Begin internal SAP summer institute to review committee data, suggestions, and worksheets to develop all possible scenarios for each committee
- Onboard new committee members

July

- Internal SAP summer institute to review committee data, suggestions, and worksheets to develop all possible scenarios for each committee
- Onboard new committee members

Aug

- Prep for September committee meetings
- Internal SAP summer institute to review committee data, suggestions, and worksheets to develop all possible scenarios for each committee
- Onboard new committee members

Glossary

Boundaries or Attendance Zones

The geographically defined areas that determine which public school a student must attend based on their home address.

Clusters

A group of schools that work together for educational or administrative purposes

Feeder Patterns

The flow of schools that the students take as they progress through their education

Grade Bands

A grouping of grades in a school—(example: K-5, 6-8, 9-12)

What Is Miracles

Miracles is our internal continuous improvement process that is aligned to the goals our strategic plan.

Projections

Predictions of how many students a school district will have in the future



Glossary

Redistricting

The process by which boundaries are redrawn in a school districts.

Reimagining

The process by which boundaries, program, and buildings are rethought, reconsidered, and reconceived with stakeholders.

School Choice

School choice in the DeKalb County School District (DCSD) allows students to attend schools outside of their zoned district in which they enter a lottery based on qualifications.

Split Feeders

Grouping of schools that transition to the next grade band in split cohorts.

Student Assignment

Student Assignment is a process that aligns the values of the community and district to assign students to schools and programs, review boundary lines, and determine school opening or closing.



What's Next?

1. Homework

- Review all data sets (more to come from planning and the survey)

2. Next meetings

- North Committee – April 2nd & May 7th
- Central Committee – April 16th & May 14th
- SW Committee – April 23rd & May 21st
- SE Committee – April 30th & May 28th



Connect with SAP and Ms. Smith
sap@dekalbschoolsga.org



LET'S VOTE: GUIDING PRINCIPLES

COME TOGETHER AS A WHOLE
GROUP TO SYNTHESIZE SAP'S
GUIDING PRINCIPLES.

MONDAY, MARCH 31 | 6PM
THURSDAY, MAY 1 | 6PM
THURSDAY, MAY 29 | 6PM

VIA MICROSOFT TEAMS

EXIT Ticket

Scan the QR or use link to
join

