

CURRICULUM & INSTRUCTION DEPARTMENT

Priority Statement

The Curriculum, Instruction, and Professional Learning Department is dedicated to cultivating engaging learning environments where students are challenged, supported, and inspired to become world-ready graduates. By providing educators with high-quality, job-embedded professional learning and connecting instruction to meaningful career exploration, we ensure teaching is innovative and impactful and students develop the skills, confidence, and purpose needed for success in college, careers, and life.

Picture of Success:

The Department of Curriculum, Instruction, and Professional Learning operates as a cohesive, high-functioning system that delivers rigorous Tier I instruction, fosters continuous professional growth for educators, and promotes a culture of learning. As a result, every student achieves meaningful growth each year and graduates with the knowledge, skills, and purposeful plan needed to thrive in college, careers, and life.

Goals & Metrics:

GOAL #1: STRENGTHEN TIER 1 INSTRUCTION

Georgia Milestones Growth

By 2030, the percentage of students scoring proficient or above on Georgia Milestones ELA and Math will increase from the SY26 baseline by 15 percentage points.

CCRPI Content Mastery

By 2030, the CCRPI (College & Career Ready Performance Index) Content Mastery score will increase from the SY26 score by 10 points district-wide.

Achievement Gap Reduction

By 2030 the achievement gap between subgroup populations and the district average as reported in SY26 will be reduced by at least 50% in all tested subjects.

K-3 Reading Proficiency

By 2030, 65% of 1st –3rd students will demonstrate reading proficiency as measured on annual summative assessments.

Chronic Absenteeism

By 2030, the chronic absenteeism rate will have reduced by 10 percentage points from the SY26 data point district-wide.

Daily Attendance

By 2030, average daily attendance will increase to 90% or higher across all schools.

By 2030, all students will have access to high-quality early learning instruction and developmentally appropriate literacy curricula—delivered through both traditional classrooms and community-based learning environments.

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GOAL #2: ADVANCE PROFESSIONAL LEARNING

- By 2030, 100% of educators and administrators will engage annually in a minimum of 20 hours of high-quality, job-embedded professional learning aligned to district priorities, instructional expectations, and student outcome data.
- By 2030, TKES ratings in instructional strategies, differentiation, and learner engagement will increase by at least 10 percentage points from the SY26 baseline, reflecting improved classroom practice and instructional rigor.
- By 2030, the district will develop and sustain a districtwide professional learning framework for early childhood educators—including those in community-based and non-traditional settings—that embeds coaching, observation, feedback, and curriculum alignment to ensure instructional quality and consistency.
- By 2030, at least 30% of instructional staff will participate in research-aligned, world-class, or innovative professional learning experiences—including global learning, industry-aligned training, and cross-district or cross-sector partnerships—to bring best practices back to classrooms and schools.
- By 2030, professional learning participation, implementation, and impact will be monitored through district data dashboards and instructional evidence to ensure continuous improvement, transparency, and alignment between professional learning investments and student outcomes.

GOAL #3: CULTIVATE A CULTURE FOR LEARNING

- By 2030, the district will ensure that all incoming kindergarten students are screened for readiness and connected to coordinated birth-to-five academic, social-emotional, and wellness supports, strengthening early foundations for learning and long-term success.
- By 2030, increased access to engaging, relevant, and developmentally appropriate learning experiences—paired with intentional opportunities for student voice and leadership—will result in a 15-percentage-point increase in student engagement survey outcomes from the SY26 baseline.
- By 2030, students will regularly participate in authentic, culturally relevant, and experiential learning opportunities that connect academics to real-world application, leadership development, and future pathways, fostering motivation, purpose, and ownership of learning.
- By 2030, the district will expand systems of mental-health support, social-emotional learning, and trauma-informed practices—creating learning environments where well-being and academic readiness are mutually reinforced.

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GOAL #4: ENHANCE PROGRESS MONITORING AND TRANSPARENCY

- By 2030, the district will maintain a publicly accessible, continuously refined data dashboard that tracks key indicators including literacy achievement, early learning readiness, CTAE pathway progress, scholar-athlete academic standing, graduation status, and CCRPI performance, promoting transparency and shared accountability.
- By 2030, 100% of teachers and school leaders will routinely use data visualization tools and dashboards to guide instructional planning, progress monitoring, and targeted interventions.
- By 2030, the district will implement a longitudinal tracking system that monitors student progression through academic, CTAE, and athletic pathways—measuring graduation rates, credential attainment, postsecondary enrollment, military enlistment, and direct entry into the workforce.
- By 2030, the district will track and strengthen post-graduation outcomes by monitoring student placement into local employment opportunities aligned to regional industry partners, using outcome data to refine CTAE programming and workforce pipelines.
- By 2030, the district will sustain a coordinated Early Learning Collaborative Network focused on shared data use, transparent communication, and joint action planning among schools, families, community organizations, and early learning partners to support readiness, engagement, and long-term student success

GOAL #5: PREPARE STUDENTS FOR CAREER AND WORLD READINESS

- By 2030, 100% of graduates will complete an approved academic, CTAE, or specialized pathway as part of district graduation requirements.
- By 2030, the percentage of graduates earning industry-recognized credentials will increase by 20 percentage points from the SY26 baseline.
- By 2030, student participation in dual enrollment, AP, IB, Cambridge, or work-based learning will increase by 15 percentage points from the SY26 baseline.
- By 2030, at least 25% of students will annually participate in experiential learning opportunities, including travel-based learning, internships, industry site visits, and field-based experiences.
- By 2030, the district will implement a longitudinal tracking system to monitor graduates' postsecondary enrollment, military enlistment, and entry into the workforce, with a specific focus on placement within local industry partners and regional employment pathways.
- By 2030, scholar-athletes will be supported and monitored through integrated academic and eligibility tracking systems to ensure academic progress, leadership development, and readiness for postsecondary success alongside athletic participation.