

Academic Report Document FEBRUARY Highlights

Mrs. Michelle Dillard
Chief of Schools

During the month of February, we have been very impactful for Schools and Leadership Champions. We are excited to support the schools and leadership. We have begun our Collaborative Calibration Visits in all areas. We have been in schools doing learning walks with our Area teams. We have been having our job-like meetings with Area Content Coordinators, Culture and Climate Coordinators and PLFs collaborating with C and I, Federal Programs and Wrap Around Services. provide them with the necessary tools to be successful leaders and improve scholar achievement. We have had our Tri-Learning Branch meetings and we have expanded the team to include Student Services that is led by Dr. Sauce currently. We have had formative assessment reviews as well with all the departments to share data and create plans to help schools improve scholar achievement. We have provided several sessions for our new principals and assistant principals. We created a new boot camp to provide immediate professional learning for our new leaders selected to lead the schools.

We have been reviewing the CSIP template and creating processes for the schools. The Area Superintendents and Executive Administrators have been providing feedback to the schools on their plans. The Area Teams have been providing on-going support and Professional Learning for schools based on the learning walks and coaching sessions.

We held our Area Principals Meetings during February and each of the Areas reviewed the Six Essential Systems with the principals to prepare them for the CCVs (Collaborative Calibration Visits). The team has led many sessions on the systems and multiple principals have presented them to their colleagues. We have used the change management system TregoEd to decide on the dates that principals would be trained on the CSIP.

Beth Kyle
Area 1 Elementary Schools

Area I has had a busy February. This month, the area team and area principals officially welcomed Mr. Robert Clayton as the new principal of Vanderlyn Elementary.

During the month of February, the area team worked hard to finish up our learning walks, mid-year leader keys conferences, and reality checks. We also held our first CCV at Austin Elementary. Our math and ELA coordinators are providing targeted professional learning and support to administration and teachers in testing grades. Our climate and culture coordinators are working hard with school attendance teams to improve student attendance rates. Our professional learning facilitator is continuing a series for teacher leaders on explicit instruction. The area special education coordinator is working with small groups of teachers at our schools with large special education populations on co-teaching models. Finally, we look forward to our Mental Health and ELL coordinator starting next month.

Trenton Arnold
Area 2 Elementary Superintendent

Area 2 has welcomed three new Assistant Principals to the team at Briarlake ES, Indian Creek ES, and Evansdale ES. At the Area LLO, the Principals were able to collaborate on the upcoming CCVs which will begin in March and focus on how the schools are doing at meeting the Six Essential Systems. The ELA Coordinators are doing an outstanding job in connecting with the schools and providing support to teachers, including in the areas of collaborative planning, modeling lessons, and professional learning for teachers on writing rubrics. Over half of the Learning Walks will also be completed by the end of February.

At Rockbridge ES, the school's Safety Patrols took a field trip to the Harriet Tubman Museum in Macon, and McLendon ES Kindergarten students were treated to a visit by the Besharat Arts Foundation, a non-profit organization in Atlanta, whose aim is "to encourage children throughout the world to follow the path of human decency and have sympathy and compassion for those less fortunate." Evansdale ES was awarded a \$4000 grant to sponsor a French intern for their DLI program, and this is the third year in a row that they have received this grant.

Ateshia Lester
Area 3 Elementary Schools

In February, Area 3 finished second semester learning walks and has conducted four collaborative calibration visits to check the implementation of the six systems. Our Professional Learning Facilitator provided CRA Training for 13 elementary schools in Math. Content leads have been supporting teachers during collaborative planning with doing the work protocol to address any misconceptions that might occur during teaching and learning. Culture and Climate Coordinators are working collaboratively with the district attendance liaisons to monitor local school attendance concerns. Also, they are conducting restorative circles at Princeton ES and Barack Obama ES. The SWD and ELL Content leads has been working with groups of teachers in identified schools on specially designed and SIOP instructional strategies.

We celebrated concluding our Area 3 Principals' book study on "Disrupting for Excellence." The majority of our elementary schools celebrated Black History Month through poems, performances, and song. Cedar Grove Elementary was featured on Good Morning America for their work with financial literacy. Principal Andre Mountain will be presenting at the Model Schools Conference on "Unleashing the Power of Words"- Hip Hop Literacy for Grades 3-12.

Jacqueline Taylor
Area Superintendent – Middle Area

During February, the Middle School Area continue to balance the focus of instruction, operations, and school climate. We conducted reality checks, Math learning walks and midyear conferences and collaborated with MS Area Content Leads to ensure support was provided as it relates to the next steps with CCVs. Executive Administrators (EAs) collaborated with the Academic Coach Coordinator to plan the CSIP monitoring process for February. EAs also began conducting walkthroughs of Extended Learning Time (ELT) in all middle schools as we prepare to revamp the procedures for SY 24-25.

Based on observations and feedback in ELA classrooms, the ELA Coordinator and Professional Learning Facilitator (PLF) provided professional learning in Argumentative Writing, Disciplinary Literacy, and Visual Literacy. The PL sessions have been received well, but there still needs to be more work in terms of monitoring the implementation of the strategies at the school level. The Academic Coaches were given checklists for follow-up with focus walks and meetings. On a

positive note, we have begun to witness some positive changes in practice with new teachers in some of the schools. Changes include reworking Openings to combine visual literacy with writing and grammar micro lessons, organizing instructional boards with standards written in academic language in combination with explicit vocabulary, using anchor charts as learning walls and incorporating word walls with definitions.

Both SWD and EL Coordinators are continuing to provide 1:1 support to teachers. After several classroom observations, the SWD Coordinator began providing support to new special education teachers in the following areas: preferred co-teaching models (several teams of teachers are utilizing one teach/one assist), instructional strategies, active participation during collaborative planning, implementing IEP accommodations, and classroom management. Additionally, the EL Coordinator has begun supporting principals and ESOL teachers in addressing the needs of Intensive English students. Key areas of support included equipping general education teachers with strategies to scaffold instruction, training ESOL teachers on using *Ellevations* for Sheltered Instructional Observation Protocol (SIOP) strategies, and ensuring teachers understand their students' background data for culturally relevant instruction.

Math Coordinators continue to provide collaborative support, addressing standards deconstruction, manipulative use, GaDOE Learning Plans, DCSD task integration, and alignment with Achievement Level Descriptors. While some schools have begun using the Know Understand Do (KUD) process to deconstruct the standards, emphasis is still on activity selection rather than using the Do the Math Protocol to assess the cognitive demand of the task or to ensure alignment with standards. Observations indicate continued support is needed in deconstructing standards, creating learning targets, success criteria, and constructing higher-order thinking questions. Professional learning (PL) sessions on these topics are ongoing with varied teacher utilization of resources like the DCSD curriculum and GaDOE Learning Plans. Math Coordinators collaborate with coaches and teachers to ensure rigorous, standards-aligned tasks are located and used to support mathematical reasoning. Manipulatives are underutilized, prompting continued emphasis, along with reinforcing Polya's Problem Solving and the 3 Read Protocol for word problems.

Lastly, the Middle School Culture & Climate (C&C) Coordinators' focus during February included completing the Facilities Audits at each middle school. The coordinators also supported schools via restorative circles and conferences with students and adults to strengthen relationships and foster positive interactions. The C&C Coordinators support school efforts and activities when attending school events and continue to support schools with addressing parent concerns. In addition, the coordinators continue to review discipline and attendance data with school teams and provide suggestions for continuous improvement in the consistent monitoring of

schoolwide protocols, practices, and interventions. Furthermore, the C&C Coordinators will continue supporting schools in the MTSS process and encouraging collaboration between the school administrators and support personnel (MTSS Specialists, Student Engagement Coaches, and the newly hired F.A.C.E Advocates) to ensure targeted interventions and supports are implemented and monitored with fidelity.

Vacant

Area Superintendent – High Schools:

During the Month of February, the High School Area completed Reality Checks for all schools providing specific feedback and next steps in preparation for a second round of Reality Checks in the Spring. This is exciting work because it allowed school teams to have in-depth conversations around data that directly impacts instruction and culture and climate. The opportunity to have these data discussions with the High School Area Support Team focusing their work on, not only all students, but also subgroups that need specific support to increase student achievement. In addition, we started our second round of Learning Walks examining previous next steps and providing supports needed based on the new next steps. The celebration in this work is that we are able to offer "on-demand" supports based on new next steps as our team is fully staffed.

In addition, all School Leadership Areas participated in a 2-day PLC training to calibrate the Area Office around the expectations for PLCs. I was fortunate enough to attend the PLC conference in Phoenix, Arizona which takes the preliminary work to a deeper level and will better prepare me to support the PLC work as we approach the Spring and Summer in preparation for full implementation next school year.

The High School ELA Content Leads have been supporting the implementation of the GADOE writing checklists and exemplars for teacher modeling and student use. Our goal is to ensure that students have the opportunity to identify the elements of each checklist in an exemplar essay, with the intent that that students use the checklist to ensure that they meet the writing expectations. Kudos to Columbia HS Principal Dr. Boochie-Davis, who led her teachers through a professional learning opportunity illuminating the power of utilizing checklists and exemplars in instruction. A Needs Assessment has been sent to schools to assess how much support teachers need around checklist and exemplar use. We are continuing to refine and enhance the way in which we approach writing instruction at the high school level.

For English Language Learners, learning walks highlighted the levels of support needed for teachers and multilingual students. Through the learning walks and debriefs with the school's admin teams we have begun the work of putting together action plans. At Dunwoody High School we delivered our first PLC ["Show Me the Data!"](#) which allowed our content coordinators

to collaborate on introducing data platforms in Clever, data tools, and data driven instructional strategies to teachers. Our [Executive Summary \(Show Me the Data- DHS 2-7-24\)](#) and team debrief allowed us to determine the next steps and develop a plan on delivering professional development on data to more schools with a focus on each school's specific needs (Druid Hills HS data PD scheduled for March 6th and March 20th). For multilingual teachers a more in-depth professional development on ELlevation has begun at Dunwoody High School that was delivered to the Biology PLC. Teachers learned how to run data reports for their multilingual students to make data driven decisions in their instruction using strategies from the ELlevation platform. In addition, the teachers learned how to access the student grouping strategies in ELlevation that provide scaffold recommendations based on student language levels to improve student engagement and access to on-level Biology academic language.

For Mathematics, the Tucker High School math department is implementing Professional Learning Communities (PLCs) with a focus on benchmark data from Illuminate, teachers have been able to effectively analyze student work and utilize the data to establish goals and determine next steps for student progress. Notably, both Tucker High School and Redan High School are leveraging the RIT Score derived from our school district's universal screener, MAP NWEA, to develop individualized learning plans for all scholars on IXL learning program. These plans are tailored to meet each scholar's specific learning needs and facilitate growth in preparation for future winter and spring MAP assessments. Additionally, at Cedar Grove High School, the implementation of observations and learning walks have revealed teachers emphasizing conceptual understanding and authentic learning tasks. The math team is diligently employing the district's weekly planner, pacing guides, and crafting authentic and engaging lessons tailored to Cedar Grove scholars. Scholars actively participate in small group activities within the hallways, collaborating with co-teachers to complete various tasks as part a rotational learning experience. Moreover, at Stone Mountain High School, Ms. Palipudi's English Language Learner (ELL) math class exemplifies engaging instruction with use of the district's learning plans and tasks. Scholars actively engage in graphing linear inequalities, utilizing Desmos as a modeling tool while the teacher provides guidance. The lesson incorporates interactive notebooks enriched with meaningful vocabulary and relevant visuals, fostering a conducive learning environment for all scholars involved.

Our High School Area Exceptional Education Content Lead had the opportunity to co-present a PL on Co-teaching at Southwest DeKalb High School. She has also been working closely this month with the Columbia HS Exceptional Education teachers to ensure they are working to close student gaps- including lesson plan and IEP reviews. Meanwhile our High School Area Mental Health Coordinator presented at the annual DCSD School Counselor Conference. The topic was School Mental Health: An Investigative Approach which entailed providing an overview of how mental health supports can be a part of an interconnected systems framework (ISF) by blending resources, practices, training, and data review to improve student outcomes. The Mental Health Coordinator has also consulted with schools during February on acute situations involving students in need and has worked with a school to develop a presentation to

the staff on teacher-student relationships as it relates to addressing inclusivity and cultural sensitivities.

This is an exciting time for our senior scholars as acceptance letters and scholarships come rolling in. **Tucker High School** had seven (7) student-athletes sign National Letters of Intent to play collegiate athletics. They also celebrated 700 students who were recognized for Honor Roll from last semester. Students in the Top 10% for the Class of 2024 were also recognized this week. Kasey Earven of **Stone Mountain High School** was named the 2024 Choose Success Outstanding High School Student. She will be honored at a gala in March by Communities In Schools. **DeKalb Early College Academy**, 12th grade scholar, Michelle Villanueva, was accepted as a BigFuture Ambassador with College Board. She meets virtually with others across the country to network and share resources around post-secondary options and next steps. This leadership role allows her to guide underclassmen through the last two years of high school and beyond.

Lastly, as we work with all stakeholders to foster an environment of engagement, change, and consistent improvement throughout the landscape of the DeKalb County School District, our High School Area Culture and Climate Coordinators continued to collaborating with the other Areas' Culture and Climate Coordinators to conduct initial welcome and first-day training for the newly hired district F.A.C.E Advocates. They have worked in February with the district's attendance specialists to ensure our high schools have fully functioning attendance teams as we aim to increase student attendance for the remainder of the school year.

Triscilla Weaver
Area Horizon Superintendent

Panola Way hosted their 1st Attendance Café on Thursday, January 25th. Panola Way's school counselors, school social worker, and attendance specialist hosted the event for parents. Mr. Gunter from DCSD Family & Engagement department was present to provide an informative presentation on attendance and the importance of it. This café allowed parents to be informed on the law & protocols of attendance, and what is needed to be done on their behalf. Lastly, parents were able to interact with one another, the presenter, and clear up any attendance issues with the school counselors and school social worker. Overall, it was an informative and great turnout.

Stoneview Elementary School was selected as a Spotlight School with the School Innovation Department. On February 22nd Stoneview Elementary welcomed district leaders, school leaders, DeKalb staff members, parents, and community leaders to see some of our innovative

school practices in action. The event was closed out with a community partnership panel that discussed the various things that are being done to engage students and families of the Stoneview community.

Rock Chapel Elementary School initiative “Love to Learn Celebration” happens 2x a year, mid-year and end-of-year to highlight those students who've exceeded their MAP projected RIT in reading, math and are on target for meeting grade level Lexile expectations. The first celebration was Feb 14, K-5!

Last but certainly not least; we are excited to announce, Towers High School Cadets Lt Col Jarell Daniels & JerKarean West received a Certificate of Special Congressional Recognition from Congressman Hank Johnson and were accepted into the United States Military Academy, West Point. West Point is the oldest of the five service academies. Upon completion of West Point, Daniels and West will be commissioned as officers in the U.S. Army.

Michelle Jones
Area Specialty Superintendent

The focus for the month of February in the Specialty Area has been Science. Our Professional Learning Facilitator (PLF) prepared a video for teachers, especially in tested subjects, to share the new Science resources from GADOE. Additionally, information on Science instruction and assessment was presented at our Area Learning Opportunity. Specialty Area leaders learned about the Element Reviews for K-5, the Formative Assessment Tasks for 6-8, and Phenomenon Tasks for Biology. The Specialty Area Support Team visited DeKalb Agriculture, Technology, and Environment (D.A.T.E.) Charter School to view the strong Science program, including the STEAM bus, aquaponics, garden, chicken coop, and goat farm. Specialty Area partnered with Research, Data, and Evaluation (RDE) to provide leaders with small group training in calculating CCRPI targets, using the calculators, and school specific data analysis.

Several of our schools celebrated Black History Month with student projects and presentations, door decorations, and Black History programs at Eagle Woods Academy, E.L. Bouie, and Oakcliff. The award winning Wynbrooke’s step team participated in the Stephenson Cluster Black History Expo. Narvie J. Harris held their annual Black History Program. Students from Pre-K – 5th grade took the audience on a journey of reflection honoring the culture of African Americans. There were several distinguished guests in the persons of Dr. Devon Q. Horton (DCSD Superintendent), Mrs. Vickie B. Turner (Board Member, and Commissioner Larry Johnson).

This month we had several school recognitions. Kittredge Magnet won the Helen Ruffin Reading Bowl and will progress to the next level. The Kittredge Middle School Science Olympiad team came in 2nd place at the regional tournament and will head to the state competition in March at UGA! Wadsworth Magnet School was selected to participate in the Georgia Art Education Association's yearly Capitol Art Exhibit. Two students' work will be displayed alongside other student artists from the state of Georgia in the Twin Towers Building in downtown Atlanta. Three Wadsworth scholars are advancing to the state competition of the Georgia Science and Engineering Fair at UGA in the spring. DESA Lego League Team, the Lego Legends, competed in the State Competition at UGA. DESA also had 10 students participating in the Statewide Elementary Honor Chorus at Clayton Performing Arts Center.

Kedra Fairweather

Leadership Development

The Leadership Development department is pleased to share updates on our recent endeavors, focusing on the ongoing development and empowerment of our educational leaders.

In the month of February, our department has continued to provide several impactful initiatives aimed at nurturing leadership excellence across our schools:

- **New Assistant Principals Consortium:** Serving over 47 leaders, this consortium facilitates deep learning and the exchange of best practices among both new and seasoned assistant principals. Through engaging sessions led by veteran leaders, participants explore the implementation of key systems vital to school success including the Six Essential Systems for Effective Learning Environments.
- **Continued Learning with Mike Rutherford:** Assistant principals are benefiting from ongoing sessions with expert Mike Rutherford, delving into coaching and feedback practices crucial for enhancing instructional quality. Topics include 30-second feedback, craft conversations, and coaching strategies, and have completed their fifth learning opportunity of six.
- **LEAP Bootcamp for Aspiring Principals:** Designed for those aspiring to the principalship, this bootcamp offers immersive learning experiences centered on the Six Essential Systems for Effective Learning Environments, HPRIDE, and LKES standards. The program fosters cross-departmental collaboration and amplifies the voices of leaders driving initiative implementation and instructional excellence.
- **Executive Leadership Series Needs Assessment:** Our team conducted a comprehensive needs assessment, gathering insights from 740 leaders district-wide. This data will inform the design and delivery of tailored learning experiences for building and central office leaders, ensuring relevance and impact.

- **National Institute for Learning with Men of Color in Educational Leadership:** Seven male leaders are participating in a nine-month learning cohort, focusing on men of color in educational leadership. This initiative not only contributes to succession planning but also advances diversity and inclusion efforts within our leadership ranks.
- **Preparation for Partnership with Solution Tree:** We are gearing up for a partnership with Solution Tree to advance the work of Professional Learning Communities (PLCs) and organize a dynamic Summer Learning Conference. These initiatives underscore our commitment to ongoing professional development and collaboration.

These initiatives exemplify our dedication to fostering leadership excellence and creating a culture of continuous improvement within our district. We are excited about the positive impact these efforts will have on student success and the overall advancement of our educational community.

Candace Alexander

Professional Learning

GADDr. Tiffany Norwood collaborated with Academic Coach Coordinator Marchetta Kimmons to create H-PRIDE resources for coaches to use with teachers, focusing on student engagement and student voice. The session was well attended and has been recorded to support teachers. The sessions included:

- H-PRIDE District Resource: Honored and elevated Superintendent Dr. Devon Q. Horton's H-PRIDE initiative through the offering of the H-PRIDE IN Action District Presentation (2024) to showcase the DCSD operational and instructional practices across the district that are aligned to the 6 H-PRIDE Core Values.

- H-PRIDE Professional Learning Opportunity (Certified, Classified, Paraprofessionals): Elevated H-PRIDE by facilitating the Great Expectations: Student Success with Equity and Access (H-PRIDE) professional learning session to highlight the 6 H-PRIDE Core Values and their connection to creating the conditions in which all students thrive (more than 73 attendees).

- H-PRIDE Professional Learning Opportunity (Certified, Classified, Paraprofessionals): Amplified H-PRIDE through the Student Voice: Lift Every Voice to Succeed (H-PRIDE) professional learning session to review the importance of student voice (academic discourse) in the learning process and the correlation to the H-PRIDE Core Values (more than 70 attendees expected).

Kudos to Dr. Tiffany Norwood for being an example and leading with H-PRIDE in all that she does. Well done!

DCSD's Spring 2024 field placements are going well with 163 approved experiences, confirmed campuses, and student teachers moving towards full-time teaching. We're negotiating with two new partner universities, scheduling candidate visits, and accepting late placement requests. The classroom management session at Rockbridge ES was successful with plans for additional sessions next month. We work with school-based MTSS specialists to provide on-site classroom management assistance and offer customized help for field experience candidates. **Kudos to Dr. Seroyer!**

Dr. Kirsten King-Fulton did an outstanding job implementing the CCRPI Content Mastery Tool at Stone Mountain High School, Redan Middle School, and Towers High School. She was also accepted into the Grid Method Certification Cohort and the Learning Forward Implementing a Coaching Cycle course. Congratulations on your achievements!

DeKalb's HR worked with the Professional Learning Department to offer opportunities to seventeen Teacher Assistants to become paraprofessionals, to meet recruitment goals. DeKalb's Education Provide Programs (EPP) and MRESA (GLRS) collaborated to establish the Structured Literacy class, which introduces the 'science of reading' and evidence-based practices. The Para Academy classes continued with a focus on a case study participants will conduct. Paraprofessionals attended the monthly H-PRIDE professional learning series, which focused on developing a Growth Mindset and emphasized Integrity and Empathy. In February, GACE Preparation had sessions specifically for the Paraprofessional test. ELA and SS were requested to assist the IGNITE cohort members in passing the test. The monthly Professional Learning (PL) for Veteran Teacher Support and Coaching Specialists (TSCs) focused on Questioning for TSCs to help develop and retain new teachers. In February, five Veteran TSCs conducted three school visits. The first PLF Professional Learning Community (PLC) Job-like session was co-facilitated with team-building activities. **Kudos to Dr. Friday for leading the way!**

The Teacher Support and Coaching Specialist (TSC) Endorsement Program has begun its January/February TSC Facilitator Training (Module III), which focuses on the Observation Cycle by Jim Knight. The training is designed to help mentor candidates learn pre-observation, observation, and post-observation conferencing strategies that they can use with proteges. Emphasis is placed on Knight's Effective Questioning strategies to help candidates during mentor/protege conferences. The TSC Endorsement Course candidates will implement the knowledge and skills gained in the course on the Observation Cycle. They will be assessed by coordinator observation through virtual and in-person site visits. Furthermore, the Department of Professional Learning (PL) representatives Friday, Seroyer, and Turner are collaborating with CTAE, HR, and the Professional Association of Georgia Educators (PAGE) to plan DeKalb's Georgia

Department of Education Georgia Future Educators Signing Day (GFESD). The GFESD is scheduled for May 7, 2024, in the AIC Boardroom from 10:00 a.m. to 12:00 noon. It is designed to recognize education pathway students, including high school seniors, DCSD student teachers, and early college academy students, for choosing education as a profession. Monthly progress updates will follow for NETwork Monthly Induction activities that include new teachers and paraprofessionals. NETwork Facilitator Training (January/February) used participant survey data and research on Effective Questioning Strategies to plan the February NETwork Seminar PLC Breakout Sessions. The New Teacher NETworking (HR) and NETwork Monthly Induction Seminar is an annual collaboration with HR. The theme of this year's event was "Disrupting for Excellence: Employees are the Heart of DeKalb Schools" (3:00 p.m. - 6:30 p.m.). In addition to team-building activities by HR, the PLC Breakout Sessions focused on using Effective Questioning Strategies to assess student learning.

All the school based PLLs and at least one person from each department of central office have been trained on Frontline. Now, the focus is on training 100% of the central office staff. Although six trainings have been provided, there was little participation. To show H-PRIDE, remaining staff will receive one-on-one training. During the PLC meeting with the PLLs, ideas were generated for the Newsletter. The Newsletter is being drafted by collaboration with individuals from PL as well as outside of PL. To support TAPP candidates with taking information off a thinking map and supporting students writing across the curriculum, Ms. Vestal attended the first of a 3-day PL series on using Thinking Maps to support writing. The Spring 2024 PL catalog has been distributed to the district with the help of departments across the district. The catalog includes offerings for the upcoming March 8th PL Day, so employees know what offerings are available to them on that day. This is the earliest professional development day offerings have been shared. Based on this success, the next step is to begin working on developing the Summer 2024 PL catalog for employees to have before the end of the school year. **Kudos Ms. Vestal for your leadership!**

James Jackson
Executive Director Athletics

- Congratulations to the Bethune Middle School wrestling team for finishing first in the DeKalb County Middle School Wrestling Championships.

- Congratulations to the Dunwoody High School Wrestling Team for winning the William Venable Championship
- Congratulations to the Chamblee High School Boy's and Girl's Team for winning the Swim/Dive County Championship
- Congratulations to James Hartry, Head Coach Tucker High School, for being selected as an assistant coach for the McDonald's High School All-American basketball team. Coach Hartry was also selected to the Class of 2023-24 Hall of Fame for Clark College.
- Congratulations to Long time Chamblee Middle School track and football coach Terrence Jett. He was honored at the 2023 Historically Black Colleges and Universities (HBCU's) "Paying it Forward" Scholarship Gala in Houston, Texas on Saturday (Oct. 21) at 12:30 pm. The event is sponsored by the Grambling Friends of Football, Incorporated (GFF) and has contributed over \$1,000,000 to HBCU initiatives and scholarships. Along with the Gala helping raise money towards the GFF contributions, they also honor graduates of HBCU's who have "paid it forward" with significant contributions to their alma maters.
- Former Tucker High School and University of Georgia standout Jonathan Leadbetter was recognized for the Walter Payton award for his outstanding community service work. Jon is a member of the Arizona Cardinals.
- The Lakeside Lady Vikings and Dunwoody Wildcats swim teams both collected three state championship gold medals and finished in the Top 10 of the Class 6A GHSA State Swimming Championships at Georgia Tech. The following students won Gold Medals Sophia Hook won 2 gold medals, Lyla Richards, Luke Sandberg, Luke Amerson, and Dunwoody's 400 freestyle meters relay
- Towers sophomore Nathan Scott picked up a state title in the GHSA Madden NFL E-Sports competition this past fall with a 2-1 win over EYEDOTU of Marietta High School.
- The Arabia Mountain Rams pulled away from a 32-32 third quarter tie with good defense in retaining the DeKalb County Junior Varsity Boys' Basketball Championship title in a 44-37 win over the Decatur Bulldogs.
- The Southwest DeKalb Lady Panthers shut down the Stephenson Lady Jaguars offense in the fourth quarter to seal a 46-30 victory to repeat as the DeKalb County Junior Varsity Basketball girls' champions in recent tournament action.
- For the second consecutive season the Chamblee Bulldogs came home as the GHSA Class 4A-5A Swim and Dive state runners-up after competition at Georgia Tech earlier this week.
- **Southwest DeKalb's Eugene Brown Eclipses 300 DeKalb Wins**
- Southwest DeKalb head girls' basketball coach Kathy Richey-Walton climbed to the 500-career win mark.
- 53 student-athletes from DeKalb County signed college football scholarships this year.

- **33 wrestlers qualified for the State Traditional State Wrestling Championships.**
- The Chamblee Bulldogs collected 15 medals on the way to repeating as the DeKalb County (DCSD) Swimming and Diving Championships titlists at the recent meet held at the Chamblee High School natatorium.
- The Chamblee Lady Bulldogs collected 13 top three finishes to hold off defending DeKalb County Champions Lakeside Vikings 239-219 to win the DCSD County Swimming and Diving Championships for the fourth time in six years.

Dr. Markisha Mitchell

Chief of Continuous and Improvement Accountability

The month of February has been exciting for the Division of Accountability and Continuous Improvement. We began the month on February 1 with our monthly Formative Data Review session. Staff across divisions who interact with schools attend the workshop to participate in data analysis of formative data. On this day, members of the C&I team reviewed the various content specific frameworks and walked participant through an action-planning protocol. RDE shared benchmark data and CCRPI updates. The next session is March 22.

After participating in the Chiefs for Change cabinet workshop, we have adjusted the ACT/SAT timeline and action steps. In two weeks, the ACT/SAT district team will participate in a TregoED problem solving session to determine potential barriers to the rollout, how best to engage stakeholders and facilitate the change management process in an effective and efficient manner. The end goal is to obtain quality feedback from all stakeholders on their SAT or ACT preferences and then coordinate test prep and the actual assessment date with high schools.

One of the division's priorities related to increasing graduation rate has been completed. In a recent meeting, the graduation cohort protocol and monitoring documents were shared with all principals. Many principals were utilizing the template in some form, but not consistently. The approval of the protocol and template provides an accepted process for monitoring graduation rates and off-track students over the school year.

The Office of Federal Programs in collaboration with the Finance Department has preliminarily determined how we will allocate the remaining ESSER III funds. A significant portion of the funds will be allocated to Operations with the rest being assigned to other instructional priorities. We are working to ensure that all prioritized ESSER III salaries and other expenditures are covered by alternative revenue sources after September 30.

To learn more about the work of the Title I Parent and Family Engagement Facilitators (PFEs) I attended one of their meetings to discuss what working is and areas of opportunity. The small but mighty team shared some of the staple events held across the areas and their interest in professional learning

opportunities. The Director of Title I will explore professional learning opportunities with Karen Mapp and her organization specifically for the PFEs.

In addition to the facilitation of the ACT/SAT initiative, the division will also utilize Trego ED's services to problem-solve concerns with our current assessment calendar. The current assessment calendar has extended testing windows and potentially overlapping assessments. Our end goal is to reduce the assessment windows, avoid overlap and ensure that the assessments given provide meaningful differentiated data.

In early-February members of the division and I attended two conferences: A national federal programs conference in Portland, OR and a state conference here in GA. Both provided valuable insight and updates to state funds (i.e. Title I, ESSER, etc.).

Spring Reality Checks began last week. These are curated opportunities for Horizon School principals and Area Superintendents to share results of the initiatives they implemented since the fall reality check to improve teaching and learning outcomes. The school leaders receive feedback and additional support from cabinet area leaders

Lastly, the division hosted its quarterly Divisional Gathering. The theme of the February meeting was heart health and Black History. The purpose of the quarterly meeting is to engage in team building, learn about departmental and divisional priorities and action plan around areas of opportunity as a division. The division learned about Theory of Action and how our work connects to the larger goal of improved teaching and learning. A great time was had by all as we connected through games, food, and intentional practices.

Dr. Myisha Warren **Executive Director of Federal Programs**

The Office of Federal Programs (OFP) includes the work of Title I, Part A, School Improvement 1003 (a), Title II, Part A, and ESSER.

Title I Coordinators have completed the Title I Carryover and budget amendments. School Improvement Coordinators have also completed the SI budget amendments. Title I and School Improvement Coordinators meet continuously with schools to discuss CSIPs, budgets, requisitions, travel, and progress monitoring.

The collaboration with Americorps and participating schools is ongoing regarding tutors, schedules, resources, and monitoring.

Allotments, HR, Federal Programs, and the Planning department are collaborating towards the district becoming comparable. We are making progress and are almost there.

All federal programs are preparing for Cross-Functional Monitoring that will take place on March 5, 2024, with the GaDOE.

We are participating in divisional stakeholder meetings to review, reflect and revise the CSIP processes and template. School CSIP meetings will begin mid-March.

Congratulations to Ms. Alain Love-Davis who was named Director of Equitable Services. She will be working with various federal programs on implementing the program for our private schools that have DCSD students. Welcome, Alain!

Acting ESSER/CARES Director (**VACANT Position**) - I attended federal and state meetings this month to discuss the ESSER III closeout. The team is meeting with various divisions to discuss budgets and final support needed. We review all ESSER III requests to ensure that they are aligned to the intent of the grant, review all budgets, and approve all requisitions.

As of February 2024, the ACCs have fully transitioned to Area roles —each now has a dedicated Academic Coach Coordinator (ACC).

From 1/19/24 - 2/28/24, the team supported 121 schools and over 160 Academic coaches. Their efforts included but were not limited to:

- Planning with Area Superintendents/Area Teams
- Area Learning Walks
- Conducting Professional Learning for academic coaches
- New Academic Coaches Academy (1/19/24)
 - Using the GaDOE Writer's Checklist
 - Writer's Workshop
 - CCRPI Tools for Targets
- January Academic Coaches Academy (1/26/24)
 - Curriculum and Instruction Updates
 - Research and Evaluation Updates
 - Phase 2 Technology Refresh
- February Academic Coaches Academy (2/23/24)
 - The Science of Reading
 - Integrated Approach to Student Achievement
 - Collaborative Learning Sessions
- Differentiated topics based on Area needs
 - Individual AC Data presentations
 - Continued work with The Georgia Early Literacy Act HB 538 (Early Literacy and Phonics)
 - MAP Data
 - Equity in the Classroom: Essays From 10 Educational Leaders -- Book Study (continued)
 - CCRPI Targets and High Impact students
- Phase 2 and Phase 3 Technology Refresh (Completed February)
 - All Academic Coach laptops were refreshed
- Continued support for coaches with technical assistance (face-to-face or virtual support) which included but was not limited to coaching conversations centered around the expectations for the 23-24 school year: (Instructional Coaching Tool, Coaching Plans of Support, Tiered System of Support, collaborative planning, observations, and Tier I instructional support plans)
- Conducting weekly ACC Team calibration meetings

- Collecting CSIP Improvement Strategy data from the months of January 2024 and February 2024 (data were submitted by coaches on 1/5/24 and 2/5/24)
- Continued assistance for coaches who made late transitions from the classroom after the 45-day mandate from DCSD
- Attending Short-Term Action Plan (STAP) Meetings
- Attending District Continuous Improvement Team (CIT) Meetings

Ms. Shaun Thompson
Director of Title I, Part A

The coordinators have completed the Title I amendment and carryover process for their assigned schools and submitted them for review and approval. The district's budget was approved by GaDOE on Tuesday, February 27, 2024, for approval. Coordinators are working with schools to meet the March spending deadline of 75%.

We participated in the district's allotment meetings where we disseminated and discussed the FY25 Title I allocation with each school. Currently there are 111 Title I schools; however, in FY25, we will be five additional schools will be added for a total of 116. We have already met with those schools and discussed the process and allocations.

It's travel season! Schools are submitting Travel authorization forms for approval to attend professional learning conferences throughout the country for the spring through summer season.

We are excited about our upcoming Math Carnival to be held on Saturday, March 16, 2024, and look forward to seeing everyone there.

Dr. Sherry Johnson
Director of School Improvement

School Improvement 1003(a) budget amendments have been submitted to GaDOE for review and approval. Once approved by GaDOE, School Improvement Coordinators (Mrs. Shaundra Boyd and Ms. La Donna Jones) will transfer the budget details to the DeKalb budget templates to submit to Finance for uploading to continue spending. In the meantime, it is critical that principals continue to submit purchase requests to expend 100% of their funds. There is no carryover for School Improvement 1003(a) funds, as the instructional resources are intended to support students and teachers during the school year. FY25 allocations for federally identified schools are expected to be released early March 2024.

School Improvement PLFs will facilitate PL sessions for elementary, middle, and high school participants during the March 8th District-Wide PL day. The sessions will be led by Dr. Akecia Owens-Cunningham, Ms. Mary Weston, Dr. Karonda Foster-Mitchell, Mrs. Cecilia Chavis, Ms. Hannah Maharaj, Mr. William C. Dillard and Mr. Lamont Ryan.

The AmeriCorps application spreadsheet has been submitted to ensure DeKalb is on the priority list for 2024-2025. The spreadsheet includes data for all elementary and middle Horizon Schools.

Dr. Rebecca Braaten
Director of Research, Data and Evaluation

Five (5) additional research proposals were reviewed since our last monthly report. The table below includes a summary of the types of proposals, approvals, and denials for the winter Research Review Board window.

Research Type	Count of Research Type	Approve	Deny
Local	4*	3	0
Doctoral	13**	9	3
External	4	4	0
Total	21	16	3

*1 Incomplete application

**1 Processed but is missing documents so has not yet been reviewed

The department processed eleven (11) electronic online document requests during the month of February. Of those eleven (11), five (5) were online registration/application forms, four (4) were event/training feedback surveys, one (1) was a stakeholder survey, and one (1) was a poll. The electronic online documents were created for the following divisions/departments:

- Accountability & Continuous Improvement
- Community Empowerment, Innovation & Partnerships
- Human Resources
- Leadership Development
- Professional Development
- Schools & Leadership

The department completed the following updates to online data platforms:

- Winter MAP data has been uploaded into eduCLIMBER and Illuminate
- Profiles in the eduCLIMBER platform have been created for all School Psychologists, Counselors, Lead Teachers of Special Education (LTSE), and PBIS Coaches. Members of these groups have been added to the current 2023-2024 visualizations in the Achievement Dashboard.
- Grade validations have been completed for all new second-semester courses in eduCLIMBER.
- Eight (8) additional student profiles and sixteen (16) employee profiles have been merged to ensure there is only one profile in the eduCLIMBER platform.

The new School Profiles are complete for Areas 1, 2, 3, Middle, High, Horizon, and Specialty. The profiles contain the following information: school mission and vision, school leadership, school contact information, school accomplishments, improvement priorities, CCRPI, Georgia Milestones, SAT & ACT (high school), attendance, discipline, and demographic data. Our next steps include a final principal review and then the profiles will be published on the District Data Dashboards website.

The department has completed eleven (11) data and dashboard projects that support the data needs of internal and external stakeholders. Numerous projects were focused on assessments, such as NWEA Winter 2023 MAP and DCSD Benchmarks 1, 2, and 3. Additionally, student-level data was supplied to our external partners, 3DE by Junior Achievement and Communities in Schools-Atlanta. We continue to

partner with numerous internal departments to enhance the use of data analytics and visualizations to influence decision-making.

From January 24, 2024, through February 28, 2024, RDE provided sixty-three (63) supplemental services and support to divisions, departments, and schools. Of the sixty-three (63), forty-three (43) were training, five (5) were technical support, and fifteen (15) were categorized as other miscellaneous support. The support was provided for five (5) divisions, eleven (11) departments/areas, and thirty-five (35) schools. The following notable supplemental services and support occurred during this period:

- An elementary and secondary level district-wide formative data meeting with district leadership, coordinators, and school academic coaches to review CCRPI component cut scores, CCRPI changes, target calculators, and benchmark data
- Charter School Annual data meetings- DeKalb Preparatory, DATE, PATH, Museum School, and Tapestry Public Charter School
- 2024 CCRPI Content Mastery achievement rate targets and Georgia Milestones writing data- Area Middle principals
- 2024 CCRPI updates, achievement rate targets and calculators, and content mastery calculations for subgroups less than 15- Area Specialty principals
- Governing Board data presentation- Globe Academy Charter School
- Six winter Reality Checks for Horizon schools

Dr. Felicia G. Rhone
Director of Assessment Administration

ACCESS/Alternate ACCESS for ELLs: The ACCESS/Alternate ACCESS for ELLs assessment window opened on January 10, 2024 and will close March 1, 2024. As of Feb. 16, 2024, sixty-seven (67) schools had completed ACCESS testing at 95% or above. The total number of active EL students as of February 16, 2024 was 17,874. A total of 20 irregularities has been reported to GaDOE, and two resulted in an invalidation.

ACT/SAT School Day Initiative – The ACT/SAT School Day Committee will meet with the superintendent on March 13, 2024 for a Q and A session. The ACT/SAT School Day committee is scheduled to participate in full day workshops with TregoED, an educational nonprofit that helps districts, schools, and other educators solve complex issues and build leadership capacity. The workshops will be held April 23-25, 2024, and will include district and school leaders. We will meet with one of the student focus groups (Superintendent’s Student Advisory Council) in March to discuss the benefits of an ACT/SAT School Day and get their feedback. In May 2024, we will host seven Community Input Meetings for community feedback. Our goal is to provide all high school juniors with the opportunity to participate in ACT/SAT prep courses and administer the ACT or SAT assessment at no cost to the student.

Georgia Milestones EOG and EOC: The presentation for Georgia Milestones workshop is completed. All school test coordinators will receive training on March 19, 2024. We are working with Elizabeth Andrews HS to secure rooms for a working DRC lab for STCs to work on uploading accommodations with the assistance of district test coordinator.

Assessment Newsletter: February Assessment Newsletter was sent to all principals and school test coordinators on January 29, 2024 which included all GaDOE assessment updates and upcoming trainings. We are now completing the March 2024 newsletter. Nominations are being made for the March STC of the month.

GAA: The district coordinator met with IDLs to discuss teacher training. We completed the teacher workshop, and it is now in final review. STC Workshop has been completed and will be held on March 5, 2024. Teacher Virtual Q&A session has been scheduled for March 8.

MAP: The NWEA MAP Winter Assessment window opened on December 4 and closed on February 9. NWEA Horizon School visits resumed on January 31, 2024, and will run until March 14, 2024. Horizon Schools learned how to review the data from the previous testing window and how to use the Learning Continuum to drive targeted instruction. They examined their adherence to the NWEA Action Plans received in December. This small group setting included principals, assistant principals, academic coaches, MTSS Specialists, and the representative from NWEA, Patrice Newnam. In addition, administrators participated in the MAP Focus on Growth workshop, February 26-29. These half-day trainings delved deep into defining growth at school and district levels. Participants used a framework to review and analyze growth data while learning how growth is measured and reported. Additionally, administrators learned how data can be utilized to develop and nurture a culture of informed instructional and school improvement planning.

Renaissance/Illuminate: - Benchmark assessments for the March window have been shared using a reformatted share plan. Each school test coordinator was added to specific permission groups based on whether their school identifies as elementary, middle, or high school. Specialty schools were granted access according to the school levels they serve.

DnA-Illuminate Education hosted a virtual professional learning opportunity entitled *Illuminate Education Reports for Administrators*. The half-day training, which took place February 21-22, 2024, provided participants with an exploration of reports for benchmarks, including examination of peer comparison reports, participation reports, other reports available in the Illuminate Education platform.

eduCLIMBER: eduCLIMBER professional learning for counselors, school psychologists, PBIS coaches, behavior interventionists, and LTSEs took place February 12-15, 2024. These onsite training courses were held at the AIC, Tucker High School, and MLK, Jr. High School. Participants were introduced to the platform and learned how to access, navigate, and effectively use the platform. Academic coaches received training on February 5-6, 2024, on how to review data from December 2023 as a follow-up to their last workshop on interventions.

School Visits: The Assessment Administration Department conducted 15 school visits in February. This visit was initially designed to follow up with new school test coordinators regarding their school assessment plan. Unfortunately, with so many test coordinators starting in November, these visits have

been used to introduce their district assessment coordinator and to help each new STC develop a working plan for the upcoming Georgia Milestones assessment administration. STCs have been grateful for the time and appreciate the information being shared. For the test coordinators who have been with us since August, they have been excited to share their plan, and we are proud to say that all the submitted assessment plans have been approved.

Ms. Stacy E. Stepney
Chief Academic Officer

MIRACLES Priorities

Formative Data Review

The Division of Continuous Improvement and Accountability, Division of Schools and Leadership, and Division of Curriculum and Instruction reviewed CCRPI updates and benchmark data. Using the *Atlas: Looking at Data* protocol, participants analyzed benchmark data from schools within their areas. As a collective unit, we considered the following questions: *What does the data suggest? What are the assumptions that we are making about students and their learning? What are the implications of this work for teaching and learning?* To support local schools with analyzing the benchmark data, a detailed benchmark analysis tool was shared to ensure that schools use the data and reflective questions to identify students who need additional support or enrichment while making timely instructional adjustments.

Summer Learning Programs

The DeKalb County School District will host many summer programs including academic academies, enrichment camps, credit recovery, and tutoring. Registration for the summer learning programs launched on February 12, 2024. Visit the following webpage to learn more about each summer learning program: <https://www.dekalbschoolsga.org/summer-school/>



Reality Checks

The second Reality Checks began in February. Based on the data and next steps discussed during the Reality Checks first semester, schools are focused on the evidence of implementation of strategies, interventions, and innovative programs in response to attendance, discipline, gifted, and MAP (reading and math) data.

Horizon Schools –Mathematics Support

Per the District's Plan of Support (DPOS), K-12 Mathematics Coordinators, EIP Coordinators, and content PLFs facilitated learning walks at Fairington Elementary School, Flat Shoals Elementary School, McNair Discovery Learning Academy, Panola Way Elementary School, and Stone Mountain Elementary School. The mathematics learning walks focused on the implementation of problem-solving and questioning strategies. During the learning walks, the team members also observed student behaviors to determine if students can justify or show their work.

Dr. Sean R. Tartt

Deputy Chief Academic Officer

Content Coordinators' Collaboration

On February 2nd, the Division of Curriculum and Instruction held the first monthly inaugural Coordinators' Collaboration under the new reorganization with coordinators in job-like roles co-facilitated by the Deputy Chief Academic Officer, Area Middle School Superintendent, and Area 3 Executive Assistant. Each month, collaborative work sessions are held with coordinators from Curriculum and Instruction, the Area office, and Student Support Services to calibrate, align support to schools, review data trends, co-author professional learning, and engage in professional development that will enhance the skillset of district-level leaders. The alignment of instructional coordinators in job alike roles allows staff to enrich the DCSD experience as coordinators work collectively to support and monitor curriculum implementation, review student work, analyze area/district trends, support teachers, and improve teaching and learning.

Mrs. Lummie Baker

Director, Educational Media and Instructional Materials

RTM East Education Congress

Members from the Division of Curriculum and Instruction from the Department of Educational Media and Instructional Materials, the Department of Career, Technical, and Agricultural Education, and the Department of Teaching and Learning attended the East Education Congress February 18th –20th in Orlando, Florida. During the sessions, district leaders met with other educational leaders from across the nation to discuss topics such as:

- AI and K-12 Education
- Data and Assessment
- College and Career Readiness for Students
- Digital Citizenship
- Making MTSS Work
- Monitoring for Success
- Portrait of a Graduate
- Professional Development
- Science of Reading

- STEM Integration
- Student Support Services

DeKalb Teacher-Librarian Advisory Council

The purpose of the DeKalb Teacher-Librarian Advisory Council (DTLAC) is to share input regarding the support, decisions, and policy making of the Department of Educational Media and its subunits: the Professional Library, Instructional Media Processing, Learning Resources Center, and School Media Services. During the DTLAC meeting on Thursday, February 15th, members discussed instructional partnerships, the role of reading (promotions and engagement), program planning and administration, and establishing and maintaining a positive learning environment.

Georgia Helen Ruffin Reading Bowl Competition

The 22nd Annual Metro Regional Georgia Helen Ruffin Reading Bowl (HRRB) was held in-person on Saturday, February 10, 2024, at Clayton State University. Congratulations are extended to our DCSD schools placing first in the elementary school division and first in the high school division. These first-place teams will advance to the State HRRB, which will be held Saturday, March 23, 2024.

- Kittredge Magnet School (Elementary Level)
- Lakeside High School (High School Level)



Congratulations to...

DeKalb County School District's First Place Winners in the Elementary and High School Divisions at the Helen Ruffin Reading Bowl (HRRB) Metro Competition.

Kittredge Magnet School
First Place
Elementary School
HRRB Metro Competition

Lakeside High School
First Place
High School
HRRB Metro Competition

Author Visit

Dr. Ibram X. Kendi, a world-renowned author and historian, recently visited Druid Hills Middle School. During the assembly in the school's gymnasium for the students, staff, and community members, he talked about his books and his path to becoming an author. After a performance by the school's chorus, student facilitators conducted a Q&A session with the author. Student artwork of the author was also featured during the visit.

Mrs. Doryiane Gunter
Director, CTAE

Career Technical Student Organizations

On February 13, 2024, over 100 students from four middle and high schools attended FCCLA Day at the Capitol. Students completed a scavenger hunt that allowed them to learn about the Capitol, the work that takes place in the building, and the importance of understanding the role of the government in CTAE programs. Students also heard from legislators in their districts about the importance of being CTAE pathway completers, remaining involved in extracurricular activities, and pursuing their post-secondary and career goals.

Community Engagement/Partnerships/Planning

Industry and community partners joined the CTAE team at the Spring 2024 Advisory Committee meeting. The meeting took place on February 21, 2024. During the meeting, partners were provided with an overview of the pathways and accomplishments of programs at DeKalb High School of Technology. CTSO student leaders took the committee on a facility tour, and teachers gave an overview of instructional activities taking place.

Principals' Learning Opportunity (PLO) Meeting

During the February 15th middle and high school Principals' Learning Opportunity, principals were provided insight on current and new CTAE pathways available. Updated information was furnished about the state-mandated computer science course offering for middle and high school students and the support available for schools to prepare and comply with the requirement.

Dr. Kimberlynn Weston
Director, Pre-K-12 Teaching and Learning

New Principals Presentation

In collaboration with Leadership Development, K-12 coordinators in the areas of mathematics, social studies, English language arts, and science shared "right now" strategies and resources with new principals with 0-3 years of experience. Principals explored strategies and asked questions so that they can continue supporting their teachers as the school year closes.

Science and Engineering Fair

The DeKalb Regional Science and Engineering Fair was held on February 2-3, 2024. With over 128 entries from 3rd-12th grades, twenty-nine DCSD projects were selected to advance to the Georgia Science & Engineering Fair (GSEF). Congratulations are extended to all students who have qualified for the statewide Georgia Science & Engineering Fair by advancing from a GSEF-affiliated Regional Fair. GSEF will take place at The Classic Center in downtown Athens, GA, April 11-13, 2024. Congratulations are extended to Jack Bolte, Deeksha Khanna, Aiden Lee, and Mathew Wang, seniors at Chamblee High School, who will compete at the International Science & Engineering Fair (ISEF). Regeneron ISEF 2024, the world's largest pre-college STEM competition, will take place from May 11-17, 2024, in Los Angeles, California.

Mrs. Stephanie Brown-Bryant

Director, Pre-K-12 Teaching and Learning

Xplorlabs & DeKalb County Fire & Rescue

Southwest DeKalb High School is participating in the second round of our partnership with Xplorlabs and the DeKalb County Fire and Rescue. Students are engaged in the Fire Forensics Program in Physical Science classes. Students are working with fire fighters and fire investigators to learn more about the science related to fire and safety.

Regional Spelling Bee

Sarv Dharvane, 4th grade student from Austin Elementary, won 1st place at the regional competition held on February 24, 2024. Sarv will represent the DeKalb County School District at the Georgia Spelling Bee in April.

Social Studies Fair

The District Social Studies Fair was held on Saturday, February 24. Thirty-two projects will advance to the Regional Fair hosted by Rockdale County in March. The Best in Fair project was awarded to Alyce Highsmith, a 5th grade student at Wadsworth Magnet Elementary School. Her project title was “What Decreased Smog in the United States?”

English Language Arts (ELA) Super Saturday

Seventy-nine teachers were empowered with ELA professional learning during Super Saturday, which was held on February 10, 2024. Topics included strategies for implementing phonemic awareness, phonics, vocabulary, and writing in their classrooms. This full-day event was structured to address the crucial components of literacy instruction, catering to a wide range of grade levels and learning environments. The goal was to enhance teachers' instructional practices to foster a more engaging and effective learning experience for students.

Mrs. Janetta Greenwood

Director, Fernbank Science Center

Single Visits and Outreach

Fernbank Science Center continues to provide planetarium visits, single visits, and outreach in science throughout the school district. In February, the Science Center served 8,678 DCSD students in grades PreK-12. For February, 920 DCSD students participated in single visit programming, 4,661 DCSD students participated in outreach programming, and 3,097 DCSD students participated in planetarium visits.

Scientific Tools and Techniques (STT) Open House

On Thursday, February 8th, from 6:30 pm – 8:30 pm STT families were invited to visit the Science Center and meet with STT instructors to understand instructor expectations and explore the various learning opportunities afforded to their child as a participant in the STT program. Open House affords families the opportunity to engage in science experiences that foster informal science education with our parents and students.

Scientific Tools and Techniques (STT) Prospective Students Virtual Information Session

On Wednesday, February 7th, at 6:00 p.m., Fernbank Science Center facilitated a virtual information session for prospective STT students and their families. The purpose of the session

was to inform families about the program and the application process. Over 300 attendees participated in the live session. The STT application window will close on March 1st.

Professional Learning Opportunities

On February 23, 2023, Fernbank Science Center hosted the School Master Gardner professional development for identified schools. The professional development was designed to support teachers in using outdoor experiential learning to increase learning outcomes in science. Teachers, representing grades K-8, engaged in learning about Next Generation Science in the Garden. All participants received materials, books, and other resources to support them in the implementation of the training at their respective schools.

Special Events at Fernbank Science Center

Fernbank Science Center honored Black History Month during the month of February with a special planetarium show recognizing the contributions of African Americans to the space program. The free planetarium show; available to all community stakeholders, parents, students, and staff; was at 1:00 pm every Saturday during the month of February.

Fernbank Science Center participated in STEAM Fest at Miller Grove High School hosted by Delta Sigma Theta, Stone Mountain – Lithonia Alumnae Chapter. Students who are underrepresented in STEM fields had the opportunity to engage in hands on activities and meet with experts in the field of science to foster interest in STEM careers and college readiness.

Grant Awards and Partnerships

On February 12, 2024 Fernbank Science Center was awarded a \$15,000 grant, from the Association of Science and Technology Centers, to support the development of STEM career-centered youth programming for grades 4 – 8. The funding for the grant is made possible through the Voya Foundation.

Ms. Kanessa Fain and Dr. Scott McManus

MTSS Coordinator Ills

- MTSS EduClimber PL on February 1 & 2, 2024
- MTSS I-Station Office Hours -Virtual on February 7, 2024
- MTSS Virtual Office Hours on February 22, 2024
- MTSS Interval Data Report for the second 12 weeks was due on February 6, 2024
- High school MTSS administrative support meetings
- MTSS Facilitated a collaborative meeting with CCC's, PBIS Coaches, and Mental Health Coordinators
- MTSS distributed the revised MTSS Self-Assessment Fidelity tool to all schools for administrative teams to complete in collaboration with their MTSS Specialist
- Met with Area High School Superintendent and CCC's to request enhancement to the collaboration support from the Area High School team to support fidelity of intervention delivery, documentation, and accountability
- Provided MTSS 101 training for Face Advocates on February 7, 2024

- Provided Employee Wellness and Stress Management training to Face Advocates on February 7, 2024
- Represented DCSD at the GADOE MTSS and PBIS Integrated Practices Conference at Middle State Georgia University on February 8, 2024
- Supported Professional Learning by participating in an interview panel
- Monthly support meeting with Special Education and 504

Ms. Keatra Wright
Director, FLEX Academy

February 14, 2024- FLEX Academy students participated in Georgia Futures, HOPE, and Operation Graduation virtual session with FLEX Academy counselor.

FLEX Academy supports all DCSD high school students by providing several avenues to obtain course credit towards graduation. We have students enrolled in the following programs:

- **FLEX Academy** (173 Students) – Students enroll, full time, into teacher-led virtual program.
- **FLEX Beyond the Day** (306 Students) – Students enroll in full-credit, virtual courses in addition to regular schedule at their home school.
 - Session I had a 72% pass rate. Students who are not successful in Session I are re-enrolled in Session II for additional opportunities for success.
- **FLEX Restore** (468 Students) – Students enroll in credit recovery courses.

FLEX Academy is also currently taking applications for students for Summer Learning in FLEX Summer School and FLEX Summer Credit Recovery.

We have also partnered with the following schools to provide digital content for classes without permanent teachers:

- Lakeside High School
- Cross Keys High School

Dr. Norman C. Sauce III
Chief of Student Supports

Dr. Evelyn Hall
Director, English Learners Department
ACCESS Window

The testing window for the WIDA ACCESS 2.0 for ELs opened on January 10th and closes on March 1st, 2024. All active ELs must be assessed to determine their language acquisition growth

and English language proficiency level. Any student who enrolls in the district during the ACCESS testing window and is identified as an EL must be administered the ACCESS assessment.

Book Studies

The EL Department offers book studies each semester for Teachers of English Learners, Administrators and support staff. Our Spring cohorts began on January 30th and February 1st.

Teaching and Supporting Intensive English Students Book Study (6 part-series)

The book *Teaching and Supporting English Learners: A Guide to Welcoming and Engaging Newcomers* provides guidance to teachers in welcoming and engaging newcomers in the classroom. By the end of the book study, participants will be able to support and welcome newcomers and their families and effectively implement intensive English instructional strategies that is focused on language development including language input and output strategies. Books will be provided by the English Learners Department.

Strategies for Unlocking English Learners' Potential (5 part-series)

The focus of this book study is to support teachers of English learners with evidence-based strategies that focus on language development, academic discourse, and advocacy. By the end of this book study -Unlocking English Learners' Potential: Strategies for Making Content Accessible -participants will be able to support English learners with a toolbox full of ready-to-go, research-based strategies to increase English language development and academic vocabulary. The English Learners Department will provide books.

Instructional Resource Adoption Kick Off Meeting

The EL Department facilitated the 23/24 Intensive English & LAB (SLIFE Program) Instructional Resources Adoption orientation for all committee members. Teachers were selected to participate in different committees for the selection of instructional materials for the LAB Program and Intensive English Program for all grade clusters.

Allotments

The English Learners Department participated in 2024-2025 Allotment process under the leadership of Dr. Milton Hall. Our team assisted administrators and answered questions about serving English learners. In addition, each school received a demographic profile of their EL population as well as language assistance recommendations for each grade cluster.

Mrs. Kiana King

Director, Special Education

Parent Mentor Support: The Exceptional Education Parent Mentor, in collaboration with Family Engagement and Parent to Parent of Georgia(P2P), hosted a training opportunity for our Spanish speaking parents of students with disabilities on February 13, 2024. The training focused on teaching non-English speaking parents all about the Individuals with Disabilities Education Act (IDEA) and special education basics. The session was conducted in Spanish. A Spanish interpreter was available to effectively engage families in a meaningful discussion with the parents, discuss parental concerns and answer questions. Parents expressed appreciation of the opportunity to have their voices heard and to gain understanding about special education processes in their native language.

Professional Development: In support of the federally identified TSI schools identified due to the students with disabilities subgroup, a two-day training on Specially Designed Instruction (SDI) was held at Salem Middle School on February 13, 2024, and February 14, 2024. This was

the third training session in a series of 3 detailing how to implement SDI for students with disabilities. Twenty-nine participants from elementary and middle schools engaged in the training and walked away with additional resources and skills to immediately implement in their classrooms.

**Ms. Terri Jenkins/ Mrs. Melinda Maddox (Administrative Substitute)
Director, GLRS**

In February, the Metro East Georgia Learning Resource Systems (GLRS) continued the Specially Designed Instruction (SDI) train-the-trainer series for cohort 1. Twenty-five participants engaged in their second day of training on February 16, 2024. Cohort 2 will engage in day one of their training on February 29, 2024. Twenty-five participants are enrolled in the second cohort. Participants in each cohort will gain a deep understanding of SDI based on the work of Anne Beninghof and receive ideas and materials promoting redelivery.

Metro East GLRS provided day three of Literacy Training on February 22, 2024. Eight participants are engaging in the train-the-trainer model to gain a deep understanding of Structured Literacy emphasizing highly explicit and systematic teaching of all important components of literacy. GLRS staff have developed materials to aid participants in redelivery of the material learned.

Through the Georgia Teacher and Provider Retention Project New Teacher Induction Program, Metro East GLRS has provided three training sessions, one virtual reality session, and 25 coaching visits to our 15 participants since the last Academic Report. All teachers remain engaged in the individual on-site coaching sessions and the training and virtual reality sessions held after the contractual day twice a month.

Metro East GLRS provided verbal de-escalation training to twenty-five participants on February 27, 2024. The training included components of the MindSet Foundations for the purpose of reducing the need for restraint and seclusion. Participants learned strategies for creating a culture of prevention and specific communication strategies for instances of defiant behavior.

**Ms. Lila Brown
Director, GNETS**

For the MAP Winter Administration, the GNETS Program had multiple students that made academic gains! Shadow Rock Center had 3 elementary students that demonstrated at least 3 points of growth for reading, 1 student made double digit gains (13 points) in math and language, and one student had 3 points of growth for science.

Eagle Woods Academy also had academic growth for middle grades! We had 5 students that made academic progress (at least 5 points) in reading with 2 students making double digit gains of 10 points and higher, 4 students made growth in math (4-point growth minimum), 7 students made progress in language with 1 student making a 41-point growth in this area. In addition, EWA had 3 students to demonstrate growth in science with 1 student achieving a 30-point growth in this area.

**Mrs. Watina April
Section 504/Hospital Homebound (HHB) Coordinator III**

The Section 504 Team finalized the completion of the new k12 504 module that will be utilized as the electronic platform that will streamline the DCSD 504 process, increase compliance, and provide optimal communication between staff and parents. All local school 504 chairpersons

were extensively trained on the new platform and will begin with the manual transfer of 504 records into the new system.

Dr. Zack Phillips
Director, Early Learning Center
ScienceTots

Pre-K students at the Early Learning Center continued the successful ScienceTots program via a partnership with the Fernbank Science Center. Topics taught during the February visits were light energy, different usage of light, and how light energy transitions to living and non-living animals.

Early Learning Center Expansion Classes

- P3 expansion classes successfully launched at Austin ES, Briar Vista ES, Indian Creek ES, John Lewis ES, Rockbridge ES, and Smoke Rise ES.
- The P3 expansion sites are still finalizing their staff recommendations for each class.

Professional Learning

The staff at the Early Learning Center continued facilitating their book study on the book entitled the *Educator's Bandwidth*.

Special Event(s):

The organization, Children Read donated a bag of free reading books to each P3 and Pre-K student at the Early Learning Center. This is the sixth year that the organization has partnered with the (ELC). The administration team at the Early Learning Center participated in a Q/A session with a representative supporting the Providence Public School District in Rhode Island. The conversation centered on gaining insight about protocols, procedure, instructional offering, and budget allocations occurring at the (ELC) to assist with the shift occurring in the early learning arena within their district.


Dr. Kishia K. Towns
Chief of Wrap Around Services

Mr. Christopher Key
Executive Director of Student Advancement

Counseling and Mentoring

The 2nd Annual School Counselors Conference: Standards-Based, Student Focused was held at GPTC Conference Center on February 7, 2024. DeKalb's elementary, middle, and high school counselors were excited to attend. Dr. Kathleen Ethier, Director of CDC's Division of Adolescent and School Health in the National Center for Chronic Disease Prevention and Health Promotion was the keynote speaker. Counselors participated in various sessions to sharpen their skills to support student success and post-secondary readiness.

In celebration of Black History Month, the District partnered with the Community and Corporate Mentoring Program to offer books to support reading. Mentors in various schools selected books and read them aloud to students supporting the mentoring through reading initiative.



**CELEBRATING
BLACK HISTORY MONTH**

The Community and Corporate Mentoring Program
has partnered with
National Hook-Up of Black Women, Inc.
ATLANTA METRO CHAPTER

"I Need to Read" Reading Program

In honor of Black History Month, **NHBW** has gifted the Community and Corporate Mentoring Program a treasure trove of free books and our mentors are all set to dazzle DeKalb students with storytelling sessions galore!

**COMPLETE THE LINK
IN THE EMAIL
IF YOU ARE INTERESTED IN A
STORYTELLING SESSION.**

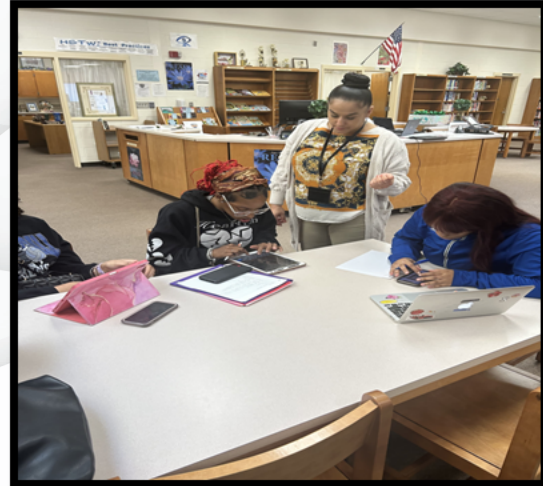
Contact Ms. Crittle to find out more:
470-926-3269

Post-Secondary Transition Specialists

To support the Post-Secondary Push Plan, the Post-Secondary Transition Specialists created a SWAY Newsletter to assist students with Financial Aid. The Newsletter provides students with clear and concise information on topics such as What is FAFSA (Free Application for Federal Student Aid) why it is important, updated changes and how to fill out the application successfully.

[Please click link to view "Financial Aid Made Simple" SWAY Newsletter](#)

Additionally, the Post-Secondary Team held several FAFSA events at local high schools to provide individual assistance to students. The FAFSA Frenzy campaign was launched to support Financial Aid Awareness with School Day FAFSA application completion events held at targeted DCSD (DeKalb County School District) High Schools. PSTS (Post Secondary Transition Specialists) facilitated events at Cross Keys HS, Clarkston HS, Redan HS, Lithonia HS, Southwest DeKalb HS, MLK Jr. HS and Stephenson HS. 170 FAFSA completion appointments were conducted with Seniors. The PSTS also conducted 2 District-Wide Virtual Financial Aid 101 information sessions in partnership with Georgia Student Finance Commission to assist both students and parents with navigating the FAFSA application process.



Georgia 2024 Career EXPO and SkillsUSA State Championships

The Post-Secondary Transition Specialist Team attended the Georgia 2024 Career EXPO and SkillsUSA State Championships. *The Construction Ready Career EXPO* gave employers a way to engage with young people and connect with their future workforce. At Construction Ready, they believe the skilled trades should be just as celebrated as careers requiring a four-year degree. That is why they train people for great-paying, entry-level construction jobs— so they can earn a comfortable living, do work they enjoy, and build fulfilling careers without the burden of student loan debt. Construction Ready is a 501(c)3 non-profit organization created in 1993 as the Construction Education Foundation of Georgia (CEFGA). In 2022, they became Construction Ready, a name taken from their flagship construction training program. The organization came together when leading construction industry leaders recognized a need for quality construction skills training in Georgia. Skilled labor was then — and remains now — a primary need in the construction industry.

By linking students directly to professionals in construction, utility contracting, highway contracting, electrical contracting, mechanical contracting, energy, mining, and more, the Career EXPO gets young people excited about the industry and helps ensure the new generation is aware of career opportunities in construction.



USA GAP Year Fairs and Go Overseas Program information sessions were held at Lakeside High School. The event hosted 60 student registrants and their parents/guardians to provide important information regarding GAP Year and Study Abroad opportunities for scholars interested in gaining experiential learning experiences and exposure to world cultures while having the opportunity to earn college credit in addition to scholarships to fund the cost these programs. Data supports that students who enter college after a GAP Year experience have a higher graduation rate from both 2-year and 4-year institutions.



A 2024-25 Strategic Plan has been developed to support the Mobile Student Success Center. The components of the plan will include a roll out to schools to increase knowledge of post-secondary options. The Mobile Student Success Center is scheduled to visit Barack Obama Elementary and Snapping Elementary on March 28th and 29th to support their career fairs.

Student Engagement Coaches (Check and Connect)

The Check and Connect Program currently has 21 Mentors (Student Engagement Coaches) serving 841 students in 21 schools (10 High, 10 Middle, 1 Alternative) with an average caseload of 40 students per Mentor. The February 2024 program impact reflects a decrease in absenteeism of 31% and a decrease in suspension of 42% for the targeted students since August 2024. The Student

Engagement Coaches have also been instrumental in assisting the FACE (FAMILY AND COMMUNITY ENGAGEMENT) Advocates become acclimated to their assigned schools.

The Title IV Program will be monitored on March 5th and the Check and Connect Program is a vital part of the audit. Kudos to Ms. Karita Jenkins-Student Engagement Coach for hosting a Girls Empowerment Program at Miller Grove High School on February 14th. The program was well received by the students and staff. Program information can be found below.

[Girls Empowerment](#)

Mrs. Denise Revels
Director of Wrap Around & Support Services

Student Health Services

Student Health Services completed the Trauma 101 training with school nurses. The training provided foundational knowledge about child trauma and child traumatic stress. The course focused on the impact of complex trauma on behavior and development and helps participants identify strategies for working in a school setting with children who have experienced trauma. Our nurses are now better prepared to recognize the effects of trauma and take actions to support the wellbeing and recovery of students.

School Social Work

School Social Worker, Reneisha Campbell, along with the school counselor, Rhonda Griggs and academic coaches created a learning opportunity for female students at Columbia High School. A variety of Columbia HS 9th-12th grade girls were chosen by their teachers and counselors to attend a panel discussion with Spelman College students. The panel discussed several topics related to the importance of keeping it cute and safe in school, social media awareness and how to maintain your mental health. Students were able to engage and ask questions regarding life after high school and how comparison plays a role in mental health. Students left with age-appropriate strategies on keeping it cute and safe and college resources. Students were guided through open discussion with panelists on modeling good behavior in school and in the community all while "keeping it cute."



NOT A NUMBER

Human Trafficking Prevention Program

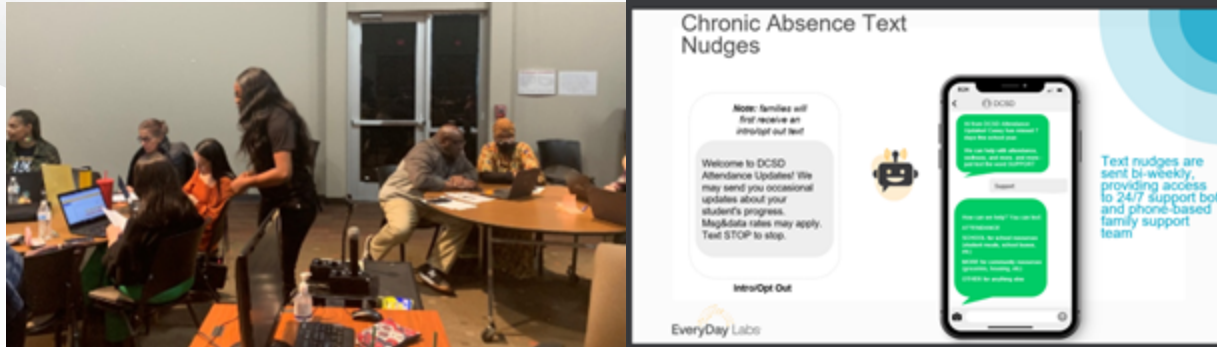


Bethune MS is the first middle school to pilot the Not a Number, Human Trafficking Prevention program with the 8th grade girls, under the direction of Shelly Bishop, Coordinator and Stacey Robinson, Program Manager, from the Social Work Department. The program is in its 3rd week and students are learning about personal safety, consent, choices, healthy and unhealthy relationships. The Not a Number curriculum has been taught to 9th grade students in 19 high schools for the past three years. Since the inception of the program, the social work department has received 30 human trafficking cases and 439 sexual abuse cases. The curriculum has heightened the awareness of students relating to appropriate relationships and boundaries.



EveryDay Labs™

Everyday Labs, a student absentee reduction program, provided training for all horizon schools on February 21st. The training consisted of an overview of the program and the advantages of utilizing a systematic approach to maintain ongoing, proactive contact with families. Everyday labs is expected to launch in March and data will be immediately available to schools.



School Psychologists

Several school psychologists attended the National Association of School Psychologists Conference in New Orleans. They received professional learning opportunities regarding mental health supports, legal updates, updated trends for evaluating diverse learners, ensuring effective consultations regarding academic and behavioral concerns, and many other interesting topics. They were inspired by the keynote speaker, Gaelin Elmore, on the importance of having school-based student support staff in the school learning about the impact that his teachers, school counselors, school social worker, principal, and unbeknownst to him - the school psychologist had on his life from first grade until graduation.



Dr. Darnell Logan Director of Student Relations

Positive Behavior and Intervention Support (PBIS)

The PBIS Team completed several tasks over the past 30 days. An additional district level PBIS coach was hired. The team provided support to school level coaches by conducting check in sessions with Universal Classroom Schools (5 schools), began the New Coaches Professional Learning Academy Series for new school level PBIS coaches, and held a Tier 1 Booster for schools with more than 60% turnover rate. The team identified Cohort 8 schools (5 schools) for

Tier 1 PBIS implementation. The team expanded collaboration with the MTSS (Multi-Tiered Systems of Support) Team to include Culture and Climate Coordinators and Mental Health Coordinators. The team attended EduClimber training.

Over the next 30 days, the PBIS Team will begin the PBIS Tier 1 Training Sequence for Cohort 8. The team will complete TFI Walkthroughs for all PBIS schools and continue the New PBIS Coaches Academy for new school level coaches. Collaboration with MTSS, Culture and Climate Coordinators, and Mental Health Coordinators will continue. The team will attend SWIS Facilitator Training and the APBS International Conference.

Student Discipline/Student Reintegration

The Hearing Officers scheduled (158) DDP (District Due Process) Hearings; (20) canceled due to Discipline Team Meetings (DTM). Additionally, Student Relations cleared (131) students to attend their attendance zone school within DeKalb County School District.

Bullying Awareness Campaign

Bullying data is reviewed each month for possible errors, omissions, technical issues, or nuances in handling reports. That review is scanned and emailed to the bullying data entry person(s), with a copy to the principal to address. ***However, please note that the data entry person(s) are asked to review this data for their schools each week.*** Significant concerns with bullying data are discussed directly with schools via a phone call or in person.

Students and school personnel have received training at the start of the school year and a refresher in January. In addition, sessions have been conducted with schools and area principals by request.

Technical assistance is provided to schools relative to local bullying issues that have been raised. Moreover, bullying complaints are reported to the district via EthicsPoint, the GaDOE (Georgia Department of Education) Hotline, See Something/Say Something, and other methods. Those reports are forwarded to the area superintendent and the facilitator of the bullying campaign, who is available to help and support.

Ms. Monika Davis
Chief Information Officer

For the Division of Information and Instructional Technology, we are focused on ensuring we:

- Improve device management and support.
- Remediate and refresh the district's network and data center infrastructure.
- Harden information, cyber, network and physical security measures.
- Enhance and innovate the digital learning environment.
- Empower the "Digital Village" necessary to nurture and develop Digital Dreamers.

These goals represent our day-to-day commitment to the students, staff, and community.

Our commitment to sustaining an empowered digital learning environment of our students has not slowed down, one bit. We continue implementation of the technology infrastructure improvement initiatives. We continue addressing physical security infrastructure in all facilities. We continue working diligently to implement Phase II of the transition to the Munis ERP system. We also continue providing support for the Digital Village (that's us and YOU) by supporting ongoing learning experiences to further innovate and enhance the learning environment and opportunities for our Digital Dreamers.

Hack Your Dream: Hack-A-Thon and Student Advocacy

As mentioned in an earlier publication, the Division of Information and Instructional Technology is hosting the district's first Hack-A-Thon. In this event, students have been selected from schools across the district to analyze a problem of practice and come up with a solution. This year, the students have been asked to address the portal used for access to digital resources. The student teams, supervised by a teacher, started meeting on Saturday, February 24 to discuss ideas. The teams will present their recommendations on March 9 to a panel. Vendor Partner, Blue Mantis, is partnering with the district in this event and has donated \$20,000 to provide prizes and even scholarships for participants.

The intent is to use the recommendations from our students that will evolve into requirements used to select our next tool. [*What better way to empower students to take control of their learning?*](#)



It's E-Rate Season!

The Federal Communications Commission's E-Rate program provides discounts to eligible schools and libraries to obtain affordable internet access and telecommunications services. E-Rate is one of four universal service programs funded through the federal Universal Service Fund (USF). Eligible schools and libraries may receive discounts on telecommunications, Internet access, and internal connections.

From 2014 until 2022, the DeKalb County School District has received \$13,362,646.93 in E-Rate reimbursements. Currently, the district is positioned to potentially receive up to \$19,200,000 in reimbursements pending completion and payment of current network infrastructure enhancement projects.

These projects currently include:

- Network Switch Refresh (all facilities)
- Network Cabling Refresh (all facilities)
- Wireless Network Equipment Refresh (all facilities)
- Stadium Fiber and Equipment Installation (all stadiums)
- Maintenance for Self-Provisioned Fiber (district-wide)

USAC distributes reimbursement E-rate funds which are deposited in the district's general fund. These funds are able to be used to support the district's initiatives.

Jeff Miller, Manager of Asset and End-User Computing
Herman Parker, Manager of Technology Assets

District Device Dashboard

The student and staff device dashboard was published on the district's website in collaboration with our Applications and Development Department. Dashboard data is pulled directly from the Frontline Asset Management application which documents the device management activity

from the district and local schools. This visualization provides a glimpse into assignment and availability of devices at each school.

Winter 2024 Audit

The Asset and End-User Computing (AEUC) team also facilitated the Winter 2024 Device Audit for 128 schools and centers. The purpose of this audit to assess the health of the district's device fleet mid-year and determine schools' need for additional devices to support testing activity in April 2024. The team is also preparing for the end-of-year collections activity and the support needed for summer school.

Device Governance and Accountability

In addition, AEUC is continuing work with the Device Governance and Accountability Cross – Divisional Council to update processes, procedures, and policies for our student and staff devices. This is work school districts across the country are engaging in to ensure equitable access to devices. Our team is involved in cross-collaboration with the greater Atlanta area school districts to share strategies, policies, and processes.

Natalie Terrell, Manager III of Project Management

The Project Management Office is happy to say that we have two major projects that have taken off and are riding high. The **Optimizing the IFP Project Installation Project** is in week 5 as of Monday, 26, 2024. Prior to week 5, we completed 17 schools or 337 installations. The ITS department will send a link soon to the principals requesting that they send it to their teaching staff for training dates. So, stay tuned for this communication!



For the **SPLOST Physical Security Project**, cabling has begun in our schools and centers. The next step is installing the devices for our new state-of-the-art door access and intrusion alarm systems. As the user access standards are revisited, key stakeholders from schools, Public Safety, and Operations and IT Divisions will meet to update. This is exciting work that has been long overdue!

Dr. Kyia Clark, Executive Director, Information and Innovation
Mr. Troy Palmer, Manager of Student Information Systems



Infinite Campus Language Translation Services

In collaboration with EL Services and Parent and Family Engagement, the SIS Department has been working to provide language translations in the district's top 15 languages for the Infinite Campus Online Registration (OLR) module, Parent and Student Portals, report cards and transcripts, and attendance letters. This project will enhance stakeholder engagement by providing more equitable access to new student registration and existing student annual information updates, student academic progress, and student attendance data. To date, all components (OLR, Parent/Student Portal, report cards/transcripts, and attendance letters) have been translated by Zab Translation Solutions and provided to K-12 Solutions Group (K12SG), our Infinite Campus channel partner. The translations work for OLR is 100% complete and has been activated for both new student registration applications and existing student annual verification applications. Translations for Parent/Student Portal and report cards/transcripts are under review by EL Services and will be activated once any needed changes have been completed. After the translated attendance letters have been loaded into Infinite Campus by K12SG, they will be reviewed for accuracy and any required changes made prior to activation. Overall, the translations work is approximately 85% complete, with finalization anticipated in March 2024 for all components.

Master Schedule Building Optimization

DIIT/SIS has been working collaboratively with DCSD School Leadership, Student Support Services, and Wrap-Around Support and Intervention on optimizing master schedule building processes and procedures. This project will ensure equitable access to allocations and allow schools and program areas to more accurately identify resources and services to better meet all learners' needs. SY2024-2025 master schedule building training for school scheduling staff is approximately 75% complete, and the project is on track for finalization in April 2024.

Dr. Kyia Clark, Executive Director, Information and Innovation

Ms. Terri Webb, Manager III of Instructional Technology

AI Cohort Update

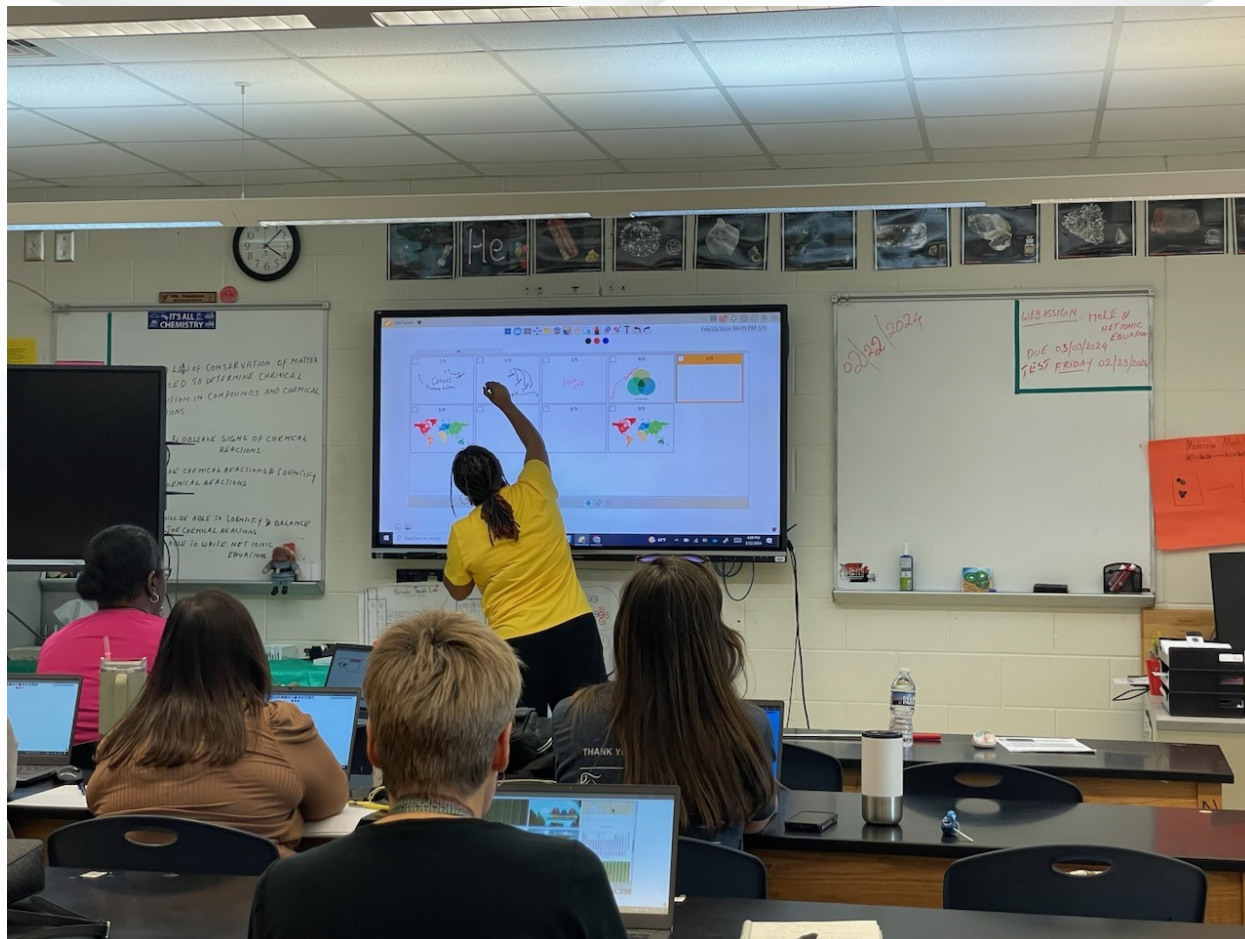
Instructional Technology is halfway through our Artificial Intelligence (AI) cohort. This month's focus is on teaching AI Basics through lesson planning, creating learning activities, and providing evaluation and feedback. Teachers engaged in the first face-to-face session on Friday, February 16, 2024, with over 20 participants in attendance. We look forward to the next steps from this event!



IFP Project: MyViewBoard Training Update

The Getting Started with myViewBoard Whiteboard training session was held for district employees at Chamblee HS the week of February 19th. Participants learned how to turn on and connect devices to the board, learned basic navigation through touch (web pages, typing, etc.), opened the Whiteboard, and used basic tools. They also learned how to change backgrounds and use pre-built templates. This brought additional awareness of the board and the ViewSonic software, for teachers to start thinking about how to integrate these tools within their instructional practices to make learning interactive for DeKalb students. At the end of the sessions, participants were encouraged to sign up for Level 2 training to learn to take the next

step in creating lessons using myViewBoard Whiteboard. Level 2 training will begin at Chamblee on Tuesday, February 27th.



Save the Date- Technology Symposium Update

Mark your calendars for the 2024 Technology Symposium scheduled for Wednesday, July 17th, 2024. This EdTech conference is dedicated to showcasing digital tools and offering practical and innovative strategies for integrating them into educational settings. If you missed the outstanding 2023 Technology Symposium, you can [watch the recap video here](#). Click [here](#) to secure your spot as an attendee, volunteer, or presenter.



DCSD Hack-UR-Dream Student Hackathon

Instructional Technology is proud to host DCSD's first D3.0 Hack-UR-Dream Student Hackathon. Middle and high school students came together to collaborate on innovative projects that improve the school's student portal. These projects can range from simple design tweaks to complex integrations with other school systems. Hackathons provide a stimulating environment for students to explore their creativity, develop technical skills, and contribute to their school community. The competition presentations will be held at the WBBC on Saturday, March 9, 2024.



DCSD Technology Competition Update

Congratulations to our 1st place winners of the DCSD Technology Competition! Instructional Technology hosted a special Winner's Circle meeting to celebrate all the students who won first place in our local competition. We congratulated our Digital Dreamers and gave them tips on how to prepare for the big state competition coming up. Ms. Candyce Monroe from EdFarm served as our Keynote speaker for this event. She encouraged the students and gave them advice to prepare for the competition. Also, all the first-place winners are invited to compete in Georgia's Student Technology Competition. It will take place on Saturday, March 2, 2024, at the Academy for Advanced Studies in McDonough, GA.



Ms. Linda Jordan, Manager III of Applications and Development
Ms. Mallorie Robinson, Manager II, of Enterprise Business Solutions

The **Learning Systems Team** has completed all DCSD High School HOPE (GA Futures) preliminary uploads as required by state law. The **Learning Systems Team** also provided interface and data support for the **Timely** and **Everyday Labs** software application implementation projects.

Sample of data in **Timely** facilitated by Learning Systems Team support. (ACS is Average Class Size)

Timely Setup Create Sections Assign Staff Build Schedule Load Students Lakeside High School Lakeside High School Schedule 1

Search courses	Sections	Requests	ACS	Capacity	Enrolled	Grade Dist.	M/F	%IEP	%ELL	%ED
ADV COMPOSITION (23.0340000) (S) *	0	1		32	-	0/100	0	0	0	0
> AMER LIT/COMP A (23.0510001)(S) *	17	481	28	32	-	51/49	0	0	0	0
> AMER LIT/COMP B (23.0510002)(S) *	17	477	28	32	-	51/49	0	0	0	0
> AP LANG/COMP A (23.0530001)(S) *	3	81	27	32	-	41/59	0	0	0	0
> AP LANG/COMP B (23.0530002)(S) *	3	81	27	32	-	41/59	0	0	0	0
> AP LIT/COMP A (23.0650001)(S) *	3	103	34	32	-	42/58	0	0	0	0
> AP LIT/COMP B (23.0650002)(S) *	3	103	34	32	-	42/58	0	0	0	0
BASIC READ/WRIT 10A-ESL (23.0840001E) (S) *	2	62	31	20	-	47/53	0	0	0	0
BASIC READ/WRIT 10B-ESL (23.0840002E) (S) *	2	62	31	20	-	47/53	0	0	0	0
BASIC READ/WRIT 9 A (23.1830001R) (S) *	1	12	12	20	-	33/67	0	0	0	0
BASIC READ/WRIT 9 B (23.1830002R) (S) *	1	12	12	20	-	33/67	0	0	0	0
BASIC READ/WRIT 9A-ESL (23.0830001E) (S) *	4	122	31	20	-	55/45	0	0	0	0

ACS by dept

Language Arts	28.5
Mathematics	31
Social Studies	24.9

Largest ACS Courses

AMER LIT/COMP A	28.3
AMER LIT/COMP B	28.1
LIT/COMP 10 A	27.8
AP GOVT-POLITICS US A	27.7
AP LANG/COMP A	27

[Show More](#)

Smallest ACS Courses


BASIC READ/WRIT 9 A	12
BASIC READ/WRIT 9 B	12
ALGEBRA C&C A	16.6
ENH ADV ALG & AP PRECAL C&C A	20
AP LANG/COMP A	27


The **Learning Systems Team** and the **Web Team** are providing vendor interface support and enrollment access support to the Pre-K3 Lottery – Open Enrollment beginning February 29, 2024 at 8:00 AM.

<https://www.dekalbschoolsga.org/pre-k/>

Early Learning Initiative

The Pre-K3 Open Enrollment window opens Tuesday, February 27, 2024 at 8:00AM, & closes Tuesday, March 21, 2024 at 11:59PM.

 **DeKalb County**
School District



Register Now!
Early Learning Center
<https://www.dekalbschoolsga.org/early-learning-initiative>

The **Web Team** has updated and published 2024 Summer School Website for application submission.

<https://www.dekalbschoolsga.org/summer-school/>

Register Today Click here for more information>>



2024 SUMMER PROGRAMS
DCSD

Applications open Monday, February 12th | Applications close Tuesday, April 30th



DeKalb County
School District
Summer School

Program Information

- Aquatic Engineering Camp
- Aviation Camp
- AP Bridge Camp
- Culinary Camp
- DeKalb Virtual Career Academy (DVCA)
- Dual Language Immersion (DLI)
- Summer Bridge
- FLEX Academy Summer Program
- Girls Who Code
- Girls Who Game
- Investigative Science Summer Camp
- Camp SLP
- Magical Moments with Microsoft
- My Brother's Keeper (MBK)
- Summer Academy
- OSK Summer GLOW Camp
- Reading Challenge
- Scholars Academy
- Serendipity
- The Legacy Program
- Title I Summer Literacy Camp
- Title III EL Summer Enrichment
- VEX Robotics Camp



The **Business Systems Team** continues to support the ERP Munis Phase I and Phase II Implementations, ERP Legacy Systems, and Frontline (Professional Growth, Employee Management, and Asset Management). The **Business Systems Team** provided systems support for the HR distribution of 2024-2025 Employee Contracts to all school-based staff.

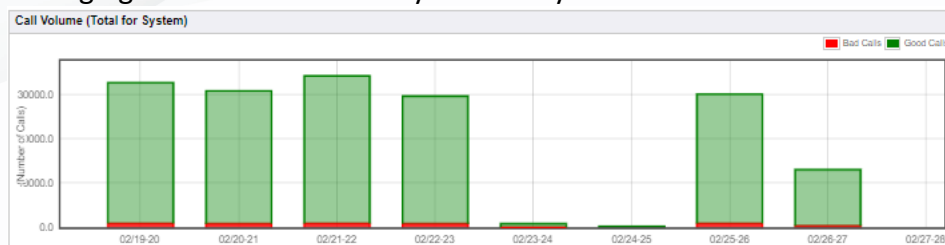


Mr. Joseph Swing, Manager III, Enterprise Systems

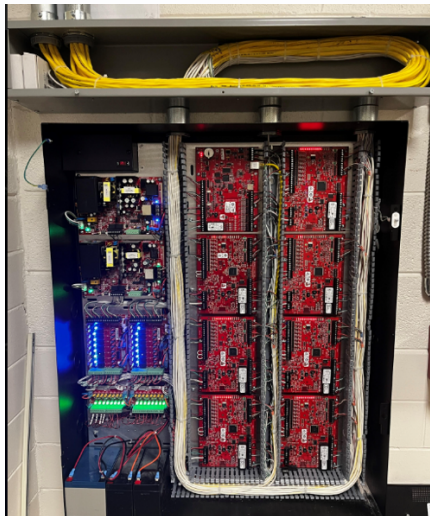
Telecommunications is 52% complete with the migration of T-Mobile cellular Phones to AT&T Cellular Phones. Projections have a 62 percent completion rate by March 1, 2024.

With the AT&T cellular outage on February 22, 2024, DCSD was in a better position than most AT&T customers. This is due to DCSD being designated a FirstNet School District. FirstNet was created by AT&T as the first nationwide network dedicated to public safety and to service law enforcement, fire service and EMS. This means that FirstNet customers are given high priority status, and their communications are first to be restored in case of an outage. During the outage DCSD was able to communicate as well as migrate users from T-Mobile to AT&T's FirstNet network.

Telecommunications is continuing to monitor daily call volume and utilization. The district is averaging about 32k calls a day and the system sees line utilization of about 32%.



Physical Security is working with our security vendor Convergent and Public Safety to review with the local schools, the site assessment findings and survey results for physical access. These upgrades will bring an upgraded access control and intruder detection system to the schools that is easier to manage as well as address areas that needed additional security.



Ms. Gwen Brame, Manager III, Business Operations

The Business Operations department continues to monitor all vacant positions and postings. DIIT remains challenged with securing candidates and working with Human Resources to make adjustments that yield more competitive salaries and flexible work environments offered in private sector.

Interviews continue to be scheduled for this week to address various positions. The district's Job Fair held on February 24, 2024 was definitely time well spend for the division as we were able to connect with potential candidates as they applied for open positions.

Dr. Yolanda Williamson
Chief of Community Engagement & Innovative Partnerships

Dr. Yolanda Williamson
Community Engagement

High Level priorities for the month:

Staffing

Manager of Strategic Partnerships-In progress
Deputy Chief of Communications

Thought Exchange & Advisory Councils

The launch of a new Superintendent's Exceptional Education Parent Advisory Council (SEEPAC) is underway. The application for membership is posted on the website and in the Hitting the Road with Horton newsletter.

The mission of SEEPAC is to facilitate communication between students, parents, community members, and administrators, for the purpose of improving the quality of the district-wide Exceptional Education programs, and practices. The SEEPAC offers the opportunity to raise questions, to voice your concerns, and to provide direct input to administrators in an effort to ensure the delivery of appropriate services to students with disabilities.

<https://survey.sogolytics.com/r/g7dSda>

Thought Exchange & Volunteerism

Presently, the Division of Community Engagement & Innovative Partnerships is soliciting feedback from both internal and external stakeholders concerning volunteerism within DCSD and thoughts on the School Visitors Policy.

<https://my.thoughtexchange.com/scroll/779427686/welcome>

Website for DCEIP- In progress

A preliminary design for the DCEIP website, incorporating the Foundation, has been forwarded to the IT Division. Emphasizing the Foundation's priority, our focus is on establishing its site initially, given that Family Engagement and Grants & Partnerships already have dedicated platforms. Consequently, the plan is to amalgamate all existing sites into one comprehensive representation for the Division of Community Engagement & Innovative Partnerships.

Mix & Mingle for Community Partners

The plan to host the next Mix & Mingle for community partners is in progress. The next event will be held June/July 2024.

In the meantime, the follow-up will include the following:

1. **Compile Contact Information:** Gather contact information of all potential partners who expressed interest or indicated willingness to explore collaboration during the Mix & Mingle event.
2. **Categorize Partnerships:** Organize potential partnerships into categories based on their alignment with the district's needs and priorities. This could include academic support, extracurricular activities, mental health services, technology support, etc.
3. **Prioritize Partnerships:** Prioritize potential partnerships based on their potential impact, feasibility, and urgency. Identify key partnerships that align closely with the district's goals and immediate needs.
4. **Develop Follow-Up Plan:** Create a follow-up plan for each prioritized partnership, including timelines, responsibilities, and communication strategies. Assign specific staff members or teams to lead follow-up efforts for each partnership.
5. **Personalized Outreach:** Reach out to potential partners individually or in small groups to express appreciation for their interest and discuss next steps. Offer to schedule follow-up meetings or site visits to explore collaboration opportunities in more detail.
6. **Provide Information and Resources:** Share relevant information about the district's goals, priorities, and specific needs with potential partners. Provide additional resources or documentation as needed to support their understanding of potential collaboration opportunities.

7. **Facilitate Connections:** Arrange meetings or facilitate connections between potential partners and relevant district staff, administrators, or stakeholders. Encourage open communication and collaboration to explore partnership possibilities further.

8. **Follow-Up Communication:** Maintain regular communication with potential partners to provide updates, address any questions or concerns, and keep the momentum going. Keep detailed records of all interactions and follow-up activities.

9. **Evaluate Progress:** Periodically assess the progress of follow-up efforts and partnerships. Review feedback from potential partners, track outcomes, and adjust strategies as needed to maximize the success of partnership development efforts.

10. **Celebrate Successes:** Recognize and celebrate successful partnership developments and collaborations. Highlight the positive impact of partnerships on students, staff, and the broader community to inspire continued engagement and collaboration.

By implementing this plan, the district can effectively follow up on potential partnerships identified during the Mix & Mingle event, fostering meaningful collaborations that benefit students and enhance the overall community impact.

The impact of pursuing new partners from the Mix and Mingle event will be significant:

1. **Expanded Resources:** Pursuing new partners can lead to access to additional resources, expertise, and support that can enrich the programs and services offered by DCSD.

2. **Enhanced Opportunities:** Collaborating with new partners can create new opportunities for students, staff, and the community, including access to new programs, initiatives, and experiences.

3. **Increased Innovation:** New partners may bring fresh perspectives, ideas, and approaches, fostering innovation and creativity within the organization. This can lead to the development of new solutions to existing challenges and the exploration of new avenues for growth.

4. **Broader Reach:** Partnering with new organizations or individuals can help broaden the reach and impact of programs and initiatives, reaching a wider audience and serving a more diverse range of students and community members.

5. **Improved Services:** Collaborating with partners who bring complementary skills and resources can enhance the quality and effectiveness of services provided, leading to improved outcomes for students and stakeholders.

6. Community Engagement: Building partnerships with community organizations and stakeholders can strengthen ties with the broader community, fostering a sense of belonging, support, and collaboration among all stakeholders.

7. Sustainability: Developing partnerships with new organizations can contribute to the long-term sustainability of programs and initiatives by diversifying funding sources, sharing resources, and building a network of support.

In addition to contacting Mix & Mingle attendees, the Grants and Partnerships website has been revised to incorporate details on "How to Become a Partner" and "Partner vs. Vendor" distinctions. Partners now have the opportunity to fill out the new Partnerships Interest Survey, which includes alignment with MIRACLES priorities. Following the review of submissions, the team will convene with partners to offer assistance in establishing and maintaining partnerships.

[Grants & Partnerships Development – DeKalb County School District \(dekalbschoolsga.org\)](http://dekalbschoolsga.org)

Exploration of New Community Partners

VCA Animal Hospital

Dr. Beverly Mitchell & Tony ChuChuka from VCA Animal Hospital seek to establish a partnership with DCSD to engage middle and high school students, introducing them to diverse career paths within veterinary science. They express interest in participating in events such as career days and the Back-to-School Rally, providing opportunities for students to interact with live animals. Additionally, they propose initiating pre-vet clubs and supporting opportunities for students to gain real-world experience in the veterinary field through paid or volunteer positions at clinics, zoos, shelters, or research farms starting from high school.

U.S. Navy

Mr. Lawrence D. Blackmon, Education Specialist at Navy Talent Acquisition Group (NTAG) Atlanta, aims to offer DeKalb County students a firsthand encounter with the Navy.

During the Navy promotion week scheduled for March 4th - 8th, Mr. Blackmon plans to select one day for a DeKalb County school to host the event. Cedar Grove High School stands out as an ideal choice due to its existing Navy JROTC program.

In addition to the host school, Mr. Blackmon intends to extend invitations to two other DeKalb County schools, namely Arabia Mountain High School and McNair High School, to join in and partake in this unique experience.

Communicative Diversity Plan

Currently, we have relied on newsletters, flyers, and in-person meetings to communicate with parents and community members. However, these methods do not effectively reach all demographics, especially those who are digitally or linguistically marginalized.

This challenge highlights the need for more inclusive and accessible communication strategies that can effectively reach all members of the community, regardless of their digital literacy or language proficiency. Simply relying on newsletters, flyers, and in-person meetings may exclude certain demographic groups and hinder efforts to foster meaningful engagement and participation across the community

Given these challenges, it is imperative to formulate a communicative diversity plan to enable DCSD to enhance its communication efforts with a broader perspective when engaging with stakeholders.

The impact of a communicative diversity plan will be profound and wide-reaching:

- 1. Increased Inclusivity:** By catering to diverse communication preferences, needs, and barriers, a communicative diversity plan ensures that all individuals within the organization or community feel valued and included. This fosters a sense of belonging and encourages active participation from all stakeholders.
- 2. Improved Accessibility:** Implementing strategies to address communicative diversity ensures that communication materials and channels are accessible to individuals with various abilities, languages, and cultural backgrounds. This enhances the reach and effectiveness of communication efforts, allowing information to be disseminated more widely and equitably.
- 3. Enhanced Engagement:** A communicative diversity plan facilitates meaningful engagement with diverse stakeholders by providing communication options that resonate with them. This leads to increased participation, collaboration, and involvement in organizational activities, initiatives, and decision-making processes.
- 4. Better Understanding:** By embracing communicative diversity, organizations foster better understanding and appreciation of diverse perspectives, experiences, and cultures. This promotes empathy, empathy, and respect among stakeholders, leading to stronger relationships and more effective communication.
- 5. Increased Effectiveness:** Tailoring communication strategies to diverse audiences ensures that messages are conveyed in ways that are clear, relevant, and impactful. This results in more

effective communication outcomes, such as improved comprehension, retention, and action-taking among recipients.

6. Enhanced Reputation: Organizations that prioritize communicative diversity demonstrate a commitment to inclusivity, accessibility, and cultural competence. This enhances their reputation as socially responsible and inclusive entities, attracting support, partnerships, and goodwill from the community.

7. Mitigation of Communication Barriers: By proactively addressing communication barriers, such as language barriers or lack of accessibility, a communicative diversity plan helps mitigate misunderstandings, conflicts, and disparities in information access. This promotes a more harmonious and equitable organizational or community environment.

8. Empowerment of Marginalized Groups: A communicative diversity plan empowers marginalized groups by ensuring that their voices are heard and their needs are addressed in communication processes. This will lead to increased representation, advocacy, and empowerment within the organization or community.

Collaboration with another department for the specific month:

Communicative Diversity Plan- Dr. Norman Sauce, Dr. Evelyn Hall-Division of Staff Services
DCEIP Website- Monika Davis- Division of Instruction & Information Technology

Thurman Green
DeKalb Schools Oversight Executive

Dr. Donald Porter
Press Secretary

MIRACLES Priority update for the specific month and your role in it:

- Wrote video script for Dr. Sherry Evertt for Strategic Plan participation
- Wrote event script for Dr. Williamson for Mix and Mingle event
- Wrote press release announcing reelection of Mr. DaCosta and Mrs. Pierce
- Rewrote story about Principal of the Year Dodson and her journey into education
- Rewrote story on DSA assistant named DCSD Educational Support Professional of the Year. See: <https://www.dekalbschoolsga.org/students/dekalb-school-of-the-arts-honors-administrative-assistant/>

- I coordinated the rescheduled Decide DeKalb on-site interview with Dr. Horton on Friday, Feb. 23, in the AIC Auditorium.
- Participated in the interviews for Strategic Partnership Manager 1.
- Responded to the Chicago reporter asking about the appointment of Sarita Smith as the executive director of student assignment.

Collaboration with another department for the specific month:

- Rewrote Superintendent letter to certified staff inviting them to sign and return contracts.
- Media Statement regarding stolen catalytic converters from buses
- Media Statement regarding Cedar Grove Middle School employee accused of sending inappropriate messages to students.
- Referred questions about Chief Gober to Legal
- Wrote letter for Area Sup. Taylor to parent/Tucker City council member smoothing hurt/dismissive feelings during a previous phone call.
- Worked with C&I to set-up science fair preview of outstanding DCSD students and their projects
- Worked with Communications graphics and IT to have Edulog banner, QR code added
- Worked with Superintendent's office to craft family message regarding back in school following closure on Jan. 16. Distributed to all media
- Worked with various cabinet members to answer AJC about why schools were closed on Jan. 16 rather than remote learning.
- Worked with Research to produce press release for DCSD School Exiting the CSI, Promise and TSI Improvement lists
- Worked with Research to produce press release for DCSD Surpasses State in Key Component Scores on the CCRPI
- Worked with Decide DeKalb to lock in an interview with Dr. Horton and reserve the auditorium for the shoot on March 23rd. Topics: The "Most Important Thing" (MIT) we want viewers to walk away with from the taping is how DeKalb County Schools is investing in & preparing the next generation of DeKalb's workforce and the significant role those efforts have to the county's economic development initiatives. Another note to share is that our theme for the year is "It's Happening in DeKalb." And that means growth, opportunity, prosperity, innovation, jobs, development, it's all happening. Questions have been provided, but I've requested revision beforehand so the superintendent is prepared for the topics.

- Wrote draft of a Family Letter regarding a Stoneview ES teacher who was injured in her classroom by a special needs student
- Recommended that DCSD not participate in media story by Axios regarding its story on anti-CRT legislation affecting the teaching of Black history.
- Wrote a family letter for Cedar Grove HS regarding the death of a student, LaMarcus Parks, at the request of Dr. Sauce.
- Coordinated WSB-TV feature of LaMarcus with Cedar Grove HS Principal Spears and three students who were friends of LaMarcus.
- Share the Cedar Grove HS letter to multiple Atlanta media outlets.
- Wrote a family letter to Lithonia HS families about a weapon found on campus at the request of Drs. Weaver and McGhee
- Promoted and attended the Mental Health Awareness Assembly @ Lakeside HS— shot video and pix for social media.
- Wrote a family letter to Cross Keys HS families about a physical altercation and threats on campus at the request of Drs. Weaver and McGhee.
- Wrote a family letter to Fairington ES families about a weapon found on campus at the request of Damian Bounds.
- Referred WSB-TV to Doraville PD regarding the reported kidnapping attempt of a Sequoyah MS student after consulting with Chief Wright.
- We are gathering information about DCSD guidance for parents in keeping sick kids home to send to school.
- Rewrote story on renaming Avondale Stadium to honor coaching legend Napoleon B. Cobb. See: <https://www.dekalbschoolsga.org/students/avondale-stadium-renamed-to-honor-coaching-legend-napoleon-b-cobb/>
- Wrote draft of a Family Letter regarding a Stoneview ES teacher who was injured in her classroom by a special needs student
- Shared Sequoyah Middle and High School information with multiple media outlets in advance of the February 12 Board Meeting.

- Prepped Erick Hofstetter for on-camera interview with ANF about the Sequoyah site projects and timelines. See: <https://www.atlantaneewsfirst.com/2024/02/13/dekalb-county-school-district-seeks-approval-build-new-schools-doraville-site/>
- Coordinated WSB-TV feature of LaMarcus with Cedar Grove HS Principal Spears and three students who were friends of LaMarcus.
- Wrote a video script for Dr. Williamson encouraging participation in the ThoughtExchange survey focused on the District's volunteer policy.
- Wrote draft of a Family Letter regarding an incident @ Tucker HS where a parent was arrested at an unauthorized student pick-up location.
- Wrote draft of a Family Letter regarding an incident involving a weapon on campus @ Fairington ES.
- Wrote draft of a Family Letter regarding an incident involving parents being arrested for boarding a bus and stealing a purse while Lithonia HS students were onboard.
- Worked with Nurse Harris and Dr. Towns to provide guidance on when parents should keep sick kids home
- Worked with Critical Mention to troubleshoot general access to daily reports via the secondary account.
- At the request of Dr. McGhee, I wrote the draft of a Family Letter regarding a Towers HS basketball game physical altercation where OC spray was deployed.
- At the request of Dr. Michelle Jones, I wrote the draft Family Letter for Narvie Harris, ES principal, after the lockdown at school due to reports of a weapon on campus.
- At the request of Mr. Palmer, I wrote his eulogy remarks for the funeral of LaMarkus Parks, the Cedar Grove HS football player killed in an auto accident.
- At the request of Dr. Sauce, I wrote the draft family letter for the Redan HS principal regarding the physical altercation at the basketball game at Towers HS where pepper spray was deployed.
- At the request of Dr. McGhee, I wrote the draft of a Family Letter regarding a Towers HS basketball game physical altercation where OC spray was deployed.
- At the request of Dr. Michelle Jones, I wrote the draft Family Letter for Narvie Harris, ES principal, after the lockdown at school due to reports of a weapon on campus.

- At the request of Mr. Palmer, I wrote his eulogy remarks for the funeral of LaMarkus Parks, the Cedar Grove HS football player killed in an auto accident.
- At the request of Dr. Sauce, I wrote the draft family letter for the Redan HS principal regarding the physical altercation at the basketball game at Towers HS where pepper spray was deployed

Professional Learning Opportunities:

N/A

Direct support for Schools (Reference names if applicable):

- **Wrote family letter for Principal LaTonya Gray - DES regarding WWII lesson that caused upset parents, staff, and teachers.**
- **Worked with Stone Mtn Middle/Operations/Communications/ for EPA announcement of federal grant to purchase electric buses.**
- **Wrote parent letter for Stone Mountain HS fights with pepper spray**
- **Wrote parent letter for Stone Mountain HS intruderss/lockdown**
- **Media Statement for Heating issues at Henderson Middle**
- **Media Statement for Heating issues at Jolly ES**
- **Rewrote Principal Ronald Mitchell retirement letter to families at Dr. Ronald E. McNair Middle**
- **Wrote family letter for Columbia HS band boosters missing money and school taking over fundraising for now.**
- **Media statement and supported Tucker HS in its sewage backup and mitigation efforts.**
- **Wrote media statement for DeKalb Internation School Center families whose children were onboard a bus involved in a no-iunjury accident.**
- **Wrote family letter for McNair Discovery learning Academy regarding a student with a weapon on campus.**
- **Wrote family letter for Huntley Hills ES regarding a student with a weapon on campus.**

Portia Kirkland

Director of Communications

The Communications Department is an integral part of District offices as it supports various priorities, campaigns, and promotions. With its wide range of services such as creative design, marketing strategies, video production, photography, bilingual communications, media

relations, and strategic writing, the department plays a crucial role in the overall functioning of the organization.

With this said, all chiefs and departments such as Finance, Curriculum and Instruction, Operations, and Community Engagement and Empowerment, Human Resources, work closely with Communications on a day-to-day basis to meet their MIRACLES priorities for the month. Because internal teams have high level priorities, Communications is always on standby to provide support and ensure Cabinet and department heads can meet their deadlines.

High Level priorities for the month:

- **(M) Motions Toward Equity**
- **(C) Commitment to Accountability**

Communications Survey

Effective communication is crucial for the success and growth of DeKalb County School District. In collaboration with Thought Exchange, Communications has crafted a district-wide communications survey to identify how *families, staff members, and community members receive information, the effectiveness of the communication, and the value of the information received.*

The Department of Communications will encourage all stakeholders to participate and the survey will be made available in several languages. The survey results will enable the District to increase and improve our communications and better serve the needs of our district, scholars, and community.

The Communications Survey is set to be released January/February 2024 and distributed on the following channels:

- On the Road with Dr. Horton Newsletter
- News Flash
- Social Media
- School Messenger
- The District Website
- School Websites

Staffing

Communications welcomes Frida Flores who has been a contractor with DeKalb Schools TV (DSTV) for a few years. Frida is the host of DeKalb County School District's Te Eschua, a Hispanic Family Engagement television program that airs on channel 24 and keeps Hispanic Families in the know. In addition to managing the Fambassador program alongside the Family Engagement Department, Frida will also manage translation for Communications. Frida is being trained and in the process of creating a group for Hispanic families.

Communications Suite

Due to increased Comms staff, the Communications suite has been re-structured to accommodate team members. This reorganization was challenging but crucial in providing everyone with a comfortable space where they thought they could be productive. A shelf was custom-made for storage, and cubicles were strategically placed so team members could collaborate and continue to get the work done. The next steps are ordering a conference table for meetings and collaboration.

Completed:



The Communications Toolkit is complete and will be reviewed by Cabinet for feedback. Once approved, the toolkit will be provided to all school principals and placed on the Employee Portal here: <https://dcsd.sharepoint.com/communications/Pages/resources.aspx>.

Toolkit: https://issuu.com/dekalbschoolsga/docs/comms_toolkit_2024

Collaboration with another department for the specific month: Communications is providing Information Technology with photos so that the Cabinet website can be updated.

Completed Projects:

Salem Middle School
Brockett Elementary School
Arabia Mountain High School

In-progress Projects (web banner, letterheads):

Cross Keys High School
Coralwood Center
DeKalb Elementary School Of The Arts
E.L. Bouie Elementary School
Eagle Woods Academy
Early Learning Center
Fernbank Science Center
Flex Academy
GNET At Shadow Rock Center
International Student Center
Kittredge Magnet
Narvie J. Harris Traditional Theme School
Oakcliff Traditional Theme School
Robert Shaw Traditional Theme School
Wadsworth Magnet
Wynbrooke Traditional Theme School
Shadow Rock Elementary School
Princeton Elementary School
Stone Mountain Middle School
Columbia Elementary School
Murphey Candler Elementary School
Chapel Hill Middle School

Salem Middle School
PeachCrest Elementary School

Professional Learning Opportunities:

N/A

Direct support for Schools (Reference names if applicable): Communications has provided schoolhouses with the following support: Graphic design (logos, letterhead, flyers) and event coverage.

Dr. Marcia Oglesby
Director of Grants & Partnership

High Level priorities for the month:

- **(S) Sound Fiscal Stewardship and Commitment to Accountability** – Met with principals in collaboration with Denise Revels to ensure principals are aware of the approved budget items outlined in the Memorandum of Understanding for the City of Stonecrest’s \$100,000 donation per school (12 schools - \$1.2 million for the schools in the Stonecrest area) and complete the required monthly report
- **(M) Motion Towards Equity** – Attend the Metro Partnerships monthly meetings with metro Atlanta school districts to discuss partnerships, funding and expanding support and resources for students, families, and staff in the metro area
- **(M) Motion Towards Equity and (C) Commitment to Accountability** –Grants and Partnerships informed various departments about the Georgia Foundation for Public Education’s Innovative Education Fund Grant and offered grant application support (i.e., Doryiane Gunter and Shakina Champion and followed up with Dr. Weaver (Horizon Schools) and Denise Revels to determine interest in applying for the grant)
- **(M) Motion Towards Equity and (C) Commitment to Accountability** – Provided support to Bobby Dunn, Boys and Girls Club of Metro Atlanta’s Program Manager and recipient of the Georgia Department of Education’s 21st Century Community Learning Centers Program’s 5-year grant award. With this grant award, BGCMA leads, plans and facilitates after school academic and enrichment activities at McNair Discovery Learning Academy for the McNair cluster students.
- **(C) Commitment to Accountability** – The strategic stakeholder survey was disseminated to community partners, and they were encouraged to complete the survey.
- **(C) Commitment to Accountability** – Assisted Public Safety with a new grant opportunity, the Homeland Security grant, and the required Memorandum of Understanding which is a requirement for Public Safety to be eligible to apply for the grant

- **(C) Commitment to Accountability and (S) Sound Fiscal Stewardship** – Collaborated with Public Safety and finance to ensure requirements are met as requested by the Governor’s Office of Planning and budget for the Public Safety Community Violence and Reduction Strategies grant
- **(M) Motion Towards Equity** – Promoted current grant opportunities and partnerships aligned to the MIRACLES framework and needs of schools and departments
- **(S) Sound Fiscal Stewardship and (C) Commitment to Accountability** - Attended the Environmental Protection Agency’s grant meeting on February 16, 2024, to discuss adjustments to the SF424, SF424 federal form, and budget worksheet.
- **(A) Attract and Retain High Quality Staff** – Assisted with transitioning the Alliance for a Healthier Generation/Kaiser Permanente \$25,000 grant award.
- **(M) Motion Towards Equity** – Met with Georgia Power to secure funding for programs and initiatives such as the Wellness Center, Shark Tank Competition and the SAFE Centers and other district and school programs. Additionally, Georgia Power is committed to extending the partnership to expand support across all areas in the district.
- **(M) Motion Towards Equity** - Continue to encourage teachers to post projects to Donors Choose; Grants and Partnerships created a special [DCSD Donors Choose landing page](#) on the platform; Teachers have received over \$5 million in resources through Donors Choose.
- **(M) Motion Towards Equity** – Currently participating on the planning committee for WorkSource DeKalb’s and DeKalb County Government’s summit; will serve on the leadership committee and assist with planning for the March 27, 2024 summit
- **(A) Attract and Retain High Quality Staff** - Monitor the release of the Teacher and School Leader Incentive Program grant and similar federal grant opportunities which provide incentives for teachers and school leaders.

Completed:

- **(S) Sound Fiscal Stewardship** – State Farm grant (\$75K) award transitioned to Wrap Around Services and Student Advancement
- **(M) Motion Towards Equity** – Surveys were submitted to community organizations and schools to assess which partners are supporting schools.
- **(C) Commitment to Accountability** – Surveys and the Strategic Survey were emailed to partners.
- **(C) Commitment to Accountability** – The Grants and Partnerships website has been updated to include information regarding partners, vendors, and how to become a partner and includes a Partnership Interest Survey link.
- **(C) Commitment to Accountability** – Contact partners who are interested in partnering with the district

MIRACLES Priority updates for the specific month and your role in it:

- **(C) Commitment to Accountability** – Ensure the district completes all follow up requirements for Clean School Bus Initiative grant
- **(C) Commitment to Accountability** -
- **(S) Sound Fiscal Stewardship and (C) Commitment to Accountability** – Met with principals in collaboration with Denise Revels to discuss the City of Stonecrest donation
- **(C) Commitment to Accountability** – Updated the Grants and Partnerships website with the new partners list, Partner vs. Vendor information and How to Become a Vendor and responded to emails and completed Partnership Interest Survey forms; the team will schedule meetings as the partners submit the Partnership Interest Surveys
- **(S) Sound Fiscal Stewardship** – I will work directly with Public Safety to ensure the quarterly grant report is submitted to the Governor’s Office of Planning and Budget.
- **(M) Motion Towards Equity** – Assist Public Safety with vetting the new Homeland Security grant, designed to provide funds to purchase equipment
- **(M) Motions Towards Equity** – Established a process for monitoring the partnership surveys that were distributed to community partners.

Collaboration with another department for the specific month:

- Collaborate with Denise Revels, Director of Wrap Around Services regarding the City of Stonecrest donation.
- Collaborate with Fleet Services and Transportation to respond to the Environmental Protection Agency’s requirements for the Clean School Bus grant.
- Serve on the planning committee with WorkSource DeKalb, the CTAE department, and other community leaders to plan the WorkSource DeKalb’s education summit.
- Collaborate with finance to stay abreast of active grant awards and transition new awards and donations to finance and the awardees.
- Schedule meetings with partners and specific departments and schools to discuss inquiries and partnership opportunities.
- Invited Shakina Champion, Director of School Governance and Innovation, to attend the meeting with Rondah Thomas, Area Manager with Georgia Power

Professional Learning Opportunities:

N/A

Direct support for Schools (Reference names if applicable):

- Chamblee High School – met with The Coalition, a new district partner, and Chamblee High School
- McNair Discovery Learning Academy and McNair High School – 21st Century Community Learning Centers Program grant implementation support

Marcia Coward
Manager of Family Engagement

2024 is off to a great start! On Friday, January 12th, Anne Ferreira and Hau Dim (Esther), Family Engagement Liaisons, spearheaded the inaugural session of the Fambassador Program within the Burmese community. An engaging group of 20 parents from Indian Creek ES, Dunaire ES, and Jolly ES communities actively participated, showing eagerness for knowledge and empowerment. The session commenced with a meaningful restorative practice exercise. During this initial gathering, we delved into the intricacies of the Fambassador Program, explored critical aspects of our district, and delineated the mission of the Family & Community Empowerment Department. With a focus on personal development, we aimed to enhance parents' public speaking skills while instilling pride in their identity and heritage. Y All Fambassadors (34) will play a pivotal role in mobilizing their communities to complete strategic plan surveys, ensuring their voices are heard and acknowledged.

Adult Learning

We are currently at 62% of our enrollment target for students. We are gearing up to launch boot camps and testing blitzes, which we anticipate will bolster our HSE completion numbers. Another recruitment round is scheduled for January 18th and 24th, which is expected to further increase our enrollment figures. Our IET numbers are currently low, but there's an optimistic outlook with the new cohort for custodial training. Two out of the three individuals who completed the training have received their certification. We currently have 15 registrants for the upcoming round, and I am hopeful that a significant number will successfully complete the program. We are also working on initiating an IET for School Nutrition as well as CDL credentialing for Bus Drivers.

Satellite IMPACT Hub (Parents Center) - Sequoyah MS

We are eagerly looking forward to collaborating with Computdot. Plans are in progress for our computer literacy program for adult learners. Tentative dates are set for March 4 for Sequoyah and March 5 for CK, with GED dates to be determined. The MOU is pending. We continue to inform parents about the Family-Friendly Schools Audit, shared through social media and the Area 1 Title 1 Parent Conference.

Food Talk

In collaboration with The University of Georgia Snap-Ed, will host "Food Talk" in Spanish for our Hispanic families at Stone Mill ES. Participants of the 8-week Expanded Food and Nutrition Education Program (EFNEP) receive a certificate from the University of Georgia upon completion of at least 6 of 8 classes. The EFNEP program covers four key areas: nutrition, physical activity, food safety, and food resource management. Participants have used the certificate to apply for entry-level food services jobs such as McDonald's, Burger King, Wendy's, etc., because the program provides foundational knowledge on food and food safety. Other students have used the certificate to apply for culinary programs. This will be a face-to-face session for one hour with the families. Parents will have the opportunity to witness healthy

cooking demonstrations, sample the food, and receive gifts for participating. You can view the flyer [here](#).

Collaboration with another department for the specific month:

Marcia Coward
Manager of Family Engagement

Fambassador Program

On February 9th, the Fambassadors Graduation Celebration marked the conclusion of a series of workshops dedicated to our committed Fambassadors. This event, aimed at honoring their dedication and accomplishments, united Fambassadors, their families, staff, and supporters in a joyous and memorable gathering.

The celebration began with a warm welcome from Anne Ferreira, recognizing the efforts and commitment of the Fambassadors throughout the program. This was followed by inspirational speeches from program mentors like Hau Dim and guest speakers such as Marcia Coward, who shared words of encouragement and wisdom with the attendees. Elizabeth Pa, a Fambassador, delivered a touching speech during the event, expressing the personal significance of the Fambassadors Program and her intention to apply the acquired knowledge to support her community. Additionally, a student highlighted the deep pride and sense of accomplishment experienced through parental involvement in school activities, emphasizing the crucial role of parental engagement.

A highlight of the evening was the presentation of certificates to each Fambassador, recognizing their program completion and community contributions. The joy and pride evident on the faces of the graduates and their families as they received their certificates were palpable. Refreshments were served, allowing guests to mingle and celebrate the graduates' achievements over delicious food and drinks representing their diverse cultures.

Volunteer Recruitment & Training Update

Demone Gunter is actively recruiting and training potential volunteers for the DeKalb County School District. Since the beginning of the 2023-2024 fiscal school year, these efforts have resulted in 2388 Level II and Level III Volunteers prepared to contribute to the district's and schools' initiatives.

The DCSD Communication Department will include the DCSD Volunteer Flyer in Dr. Horton's weekly newsletter to recruit volunteers for DCSD Signature Events on 2/12/24.

Read Across DeKalb Initiative Preparation

As March approaches, the Department of Family and Community Empowerment is gearing up for the exciting celebration of "Read Across America." We will commemorate this initiative by promoting "Reading in the Great Outdoors."

The following schools have been selected for this initiative:

- Flat Shoal ES
- Panola Way ES
- Woodridge ES
- Dresden ES
- Murphey Candler ES
- Stone Mountain ES
- Pine Ridge ES
- Shadow Rock ES
- Montclair ES
- Peachtree ES
- Stoneview ES
- Redan ES

The event will feature guest readers, including community collaborators, district staff, and board members, who are enthusiastic about sharing their love for reading with the students. Additionally, students will have the exciting opportunity to board the Magic Reading Bus (Mobile IMPACT Hub) to explore a world of captivating books and select one to take home. This initiative aims to provide students with additional reading materials for their home libraries, contributing to their ongoing educational journey.

Collaboration with another department for the specific month: Ed Media, Curriculum & Instruction Art and Music Coordinator, Miller Grove HS Leadership.