

Academic Report - MARCH

Mrs. Michelle Dillard
Chief of Schools

We are thrilled to share the recent achievements of our Leadership Development initiatives within the DeKalb County School District. Here's a deeper dive into the exciting progress we've made throughout the month of March:

1. Empowering New Assistant Principals: We've just wrapped up our dynamic New Assistant Principal Consortium, a beacon of support for our novice leaders with 0-3 years of experience. Throughout the immersive sessions, our newcomers tapped into the wisdom of seasoned assistant principals, immersing themselves in the understanding and practical implementation of the Six Essential Systems. Moreover, we carved out invaluable reflection time, fostering spirited dialogues around infusing our district's core values of HPRIDE into the very fabric of our schools and learning communities.

2. Nurturing New Principals: Our commitment to fostering leadership talent extends to our New Principals Cohorts, where we've had the privilege of guiding principals in their formative years of leadership, from year zero to the remarkable milestone of year three. In our final learning opportunity session for this school year led by Dr. Emily Massey of The Principals Dynamic, our leaders aligned their learning to their next steps and forecasted actions for the 24-25 school year. They reflected on the transformative research of the Wallace Foundation, which was aligned with the five pivotal practices that undergird instructional leadership and connected to the Six Essential Systems. We bid fond farewells to our third-year principals, who shared their journey with a one-slide reflection and words of wisdom to the first and second-year principals. These leaders continue the focused work of shaping a vision for academic success, creating a high-performance learning culture, cultivating leadership in others, improving instruction, and managing people, data, and processes, which is the instructional work of our buildings.

[Allstar principals \(1\).pdf](#)

3. Piloting Fourth-Year Principal Support: This year, we dared to innovate by piloting a groundbreaking support program for our fourth-year principals in collaboration with Mrs. Cynthia Jewel of Educating Jewels, LLC. These visionary leaders delved into the heart of their individual Problems of Practice, charting bold strategies for the upcoming academic year. With a keen eye on integration, they explored how these challenges intersect with the Six Essential Systems, igniting a fire of innovation within their teams.

4. Expanding Support to Charter School Principals: As champions of inclusive leadership, we've extended our support to 48 new principals, including three remarkable Charter School principals. This collaboration, orchestrated in tandem

with the visionary Dr. Michelle Jones, Area Superintendent, speaks volumes about our commitment to fostering leadership excellence across all educational landscapes. Kudos to Dr. Jones for her unwavering support and belief in the power of our New Principals Academy and coaching!

5. Elevating Assistant Principal Development: Our Assistant Principal Academy has concluded with resounding success, marking the culmination of a transformative journey guided by Dr. Mike Rutherford. Through a year-long immersion in observation, coaching, and feedback, our assistant principals have emerged as beacons of leadership, poised to navigate the complexities of instruction by providing feedback that focuses on levers that impact instructional moves within the classroom.

6. Seamless Integration with CCV Process: It's heartening to witness the seamless integration of our leadership learnings into the CCV process. Area Superintendents, connected to Dr. Rutherford's insights, are weaving these learnings into the fabric of their strategic initiatives, enriching the daily integration of leadership effectiveness and coherence.

7. Planning for Future Leadership Initiatives: As we set our sights on the horizon, we're thrilled to embark on the planning phase of our Executive Leadership Series, an initiative designed to nurture adaptive and technical leadership acumen. Mrs. Fairweather and Ms. Ivey have collaborated to identify and begin the contracting process with five external partners to support district learning based on the data. In tandem, our Legal Symposium with Employee Relations promises to be a hallmark event, leveraging strengths and mitigating weaknesses to foster a culture of legal excellence within our district. The third and final iteration for this initiative is sure to be a success **on April 30th** and will close out this MIRACLES initiative for this school year.

<https://www.sogolytics.com/zRMX/OmniReport.aspx?share=F8F9Y5Z9D&sid=463>

Together, we're crafting a legacy of leadership excellence that will resonate throughout our schools and district.

Beth Kyle

Area 1 Elementary Schools

Area 1 had a busy month completing CCVs and completing second semester learning walks. Principals are busy preparing for the end of the FY24 school year and state testing along with working on their FY25 CSIP. Schools got a jump on hiring at the district's first job fair and the transfer fair.

This month our team celebrated Sarv Dharavane, a fourth-grade student at Austin Elementary, who won the Georgia State Spelling Bee and will represent DCSD and Georgia in the National Spelling Bee later this year. Sagamore Hills Elementary hosted their annual Math Tournament with over 230 students from 15 schools. Over 300 parents, family members, and DCSD staff

came out to support the students. Ashford Park and Montgomery Elementary both had teams place at the statewide Odyssey of the Mind Competition and qualify to compete at the National Odyssey of the Mind Competition the end of May in Iowa. We also welcomed Terri Bell Major, our Area 1 Mental Health Coordinator, and Megan Negrete, our Area 1 ELL Coordinator.

Trenton Arnold
Area 2 Elementary Superintendent

Area 2 has completed all second semester Learning Walks and CCVs. Feedback from the schools regarding the CCV experience has been positive, with Principals acknowledging how the process helped them to take a closer look at data and practices to match the success criteria and ensuring equity. Principals have also been able to see the alignment between the CCVs, progress monitoring tools, Learning Walks, classroom visitation and feedback and the importance of a well-written CSIP which should be the guidance for the school relative to instructional practices and culture and climate.

Kudos go out to several schools this past month, including Avondale ES for raising over \$16,000 in their Read-a-Thon, with top classes in each grade levels receiving prizes from the school's foundation and Brockett ES for their Walk-to-School event which was featured on Fox 5 (<https://www.youtube.com/watch?v=BQ3btBoNggg>). Area 2 is also moving forward with the Principal selection process for Avondale ES and Briar Vista ES and will have candidates for the Superintendent before the end of April.

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Ateshia Lester
Area 3 Elementary Schools

Area 3 finished our essential six systems check by conducting collaborative calibration visits in all schools. Area 3 Principals participated in CSIP training and continued their monthly literacy initiative with the Rollins Center focusing on fluency and the MTSS process. Culture and Climate Coordinators continue to monitor attendance, discipline and intervention data. The Mental Health Coordinator is supporting schools with the completion of SEL lessons. Our instructional content leads have spent their time supporting teachers with milestone readiness. Some highlights from our local schools include Rainbow ES being certified as an H-Pride School. Allgood and Canby Lane had 5 scholars selected to compete in the Metro Region Social Studies Fair for their top scoring projects. Redan Elementary has been chosen to participate in the Project Learning Garden Initiative. Barack Obama Magnet School of Technology has been selected as a finalist in the Innovative Solutions Laboratory competition.

Jacqueline Taylor
Area Superintendent – Middle Area

March priorities for the Middle School Area focused on the Collaborative Calibration Visits (CCV). However, ongoing support continued with direct modeling for teachers and 1:1 support

in the classroom as well as with collaborative planning. Coordinators modeled lessons, analyzed student work, and provided mini-PL sessions based on the school's needs. The Professional Learning offered during this month were: ELA Writing Genres, effective instructional strategies, and implementing the Push-In Model for English Language. Additionally, support was given during collaborative planning preparing for the GA Milestones by focusing on powerful standards, deconstructing standards, using the GADOE Learning Plans, and aligning instruction to the Achievement Level Descriptors.

The Middle School Culture & Climate (C&C) Coordinators also participated in the MS Area's CCVs. They continued the virtual meetings with Assistant Principals and provided support, as necessary. In addition, the C&C Coordinators hosted an initial virtual meeting with the Attendance Secretaries in the middle schools with a focus on consistent and accurate attendance entry daily and any support needed. The coordinators have participated in school attendance meetings and participated in PBIS walkthroughs with the district PBIS Coach. Additionally, the coordinators supported schools in the completion of the Georgia Health Surveys.

The C&C Coordinators have supported schools via restorative practices 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 in 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 during school Culture and Climate School meetings.

The Middle School Area will begin plans for next school year by calibrating the next steps identified in the CCVs, Reality Checks, Learning Walks, and daily observations. Our goal is to have a clear plan in place to address the specific needs of each school and to support administrators, teachers and students in improving instructional and behavioral management practices.

Area Superintendent – High Schools:

During March, the High School Area completed CCVs for schools providing feedback and support on next steps to schools around student achievement.

The High School Area Culture and Climate Coordinators provided principals with strategies to enhance building culture and dive deeper into strategies to support F.A.C.E. Advocates. Additionally, timelines were provided to front load information regarding the upcoming Restorative Practice roll out for SY24-25. Lastly, Culture and Climate coordinators helped establish school climate teams, school scheduling teams, and partnered with principals around school choice to streamline how to efficiently process parental requests.

The Special Education Coordinator attended the specially designed instruction-train the trainer (2nd session), provided SDI strategies with Druid Hills academic coach, and provided feedback on

the co-teaching Look Fors when providing observations. She collaborated with the instructional liaison and coordinator on a 30-day support plan.

The Math Coordinator collaborated with academic coaches, department chairs, and other school leaders to develop school-wide goals and support for their math departments. The first newsletter sent this month, outlined district and state resources, and provided general information to support math teachers and departments. Additionally, professional learning sessions in March are being held at Cedar Grove, Stephenson, and Stone Mountain High Schools. The math coordinator will visit schools to conduct the "How to Use MAP Data for Targeted Instruction in High School Mathematics" session.

March has been busy for ELA focusing on the instructional framework and analyzing student and teacher artifacts. We have seen aligned, standard-focused learning targets and success criteria, which provide teacher clarity around the learning intentions. There has been a continued focus on utilization of the GADOE writing checklists, exemplars, and rubrics, and we have had the privilege of seeing these resources implemented in instruction during our classroom observations. The goal is for all students, 9-12 to be exposed to these resources and have opportunities to use them during the writing process, which will better equip them with effective writing skills. As we move closer to EOC administration, there has been teacher support provided regarding unit pacing, exposure to priority standards, conditioning students for testing, and ensuring that students are not leaving blank responses. We want students to feel empowered and capable in their ability to express themselves and produce coherent writing, and our goal is to provide teachers with the skills necessary to help students do just that.

The ELL Coordinator identified areas of support for multilingual learners and teachers. An immediate area of support has been scheduling for multilingual learners, specifically intensive English students. Schools have been provided with GaDOE scheduling guidelines for ESOL and intensive English programs. In addition to ongoing meetings being held between the ELL Coordinator and instructional leaders on best practices when scheduling multilingual learners to keep them on track for graduation. Furthermore, the ELL Coordinator continues to observe classrooms providing feedback to teachers and instructional leaders, focusing on the use of subgroup data to drive instruction. A success from CCVs has been observing the use of subgroup data monitoring in schools with growing multilingual learners. The next steps include providing support to more schools in developing their use of monitoring subgroup data. This step will provide teachers with strategies to improve multilingual learners' learning experiences.

Additionally, the Mental Health Coordinator continued to partner with the Culture and Climate coordinators to conduct CCV walkthroughs with feedback. She has facilitated professional learning opportunities with the staff at DHST-S focusing on understanding stress and implementing self-care strategies in the workplace. She is scheduled to conduct a professional learning opportunity with the staff at Margaret Harris focusing on coping with grief and self-care. The creation of a comprehensive student attendance survey offered for use at Dunwoody High School, Stone Mountain High School, and Druid Hills High School was spearheaded by the

mental Health coordinator. This initiative aims to pinpoint root causes and trends behind student absenteeism, enabling tailored interventions to address individual student needs effectively. Fostering a partnership with the organization Beyond the Bell, the mental health coordinator is working with the organization to develop a plan for student groups at DECA to address stress management to enhance student well-being. Furthermore, the coordinator remains dedicated to providing ongoing support to schools during crises and addressing the emotional health concerns of students across the high school area.

Triscilla Weaver
Area Horizon Superintendent

MLK HS King's Halftime Band has been selected to participate in the Pearl Harbor Memorial Day Parade in Hawaii, a prestigious event that showcases their talent and dedication to music and performance. Their selection is a testament to their hard work and commitment to excellence, and the staff, students and community of MLK are thrilled to see their school be represented on such a significant platform.

More in Horizon news, Bethune Middle School was awarded 20 scholarships for female students to participate in the Beloved Community Leadership Academy's EmpowHer: Empowering Black Girls to Lead. The program focuses on Leadership and Character Development, Mental & Physical Health and Career Readiness. The students are expected to attend 7 sessions beginning in April. The program is a hybrid model. The program is sponsored by Goldman Sachs and One Million Black Women.

The Hank Stewart Foundation in partnership with DeKalb WorkSource sponsored an amazing career fair for the Towers Titans. Over 140 speakers/professionals inspired our students to explore various career fields. WorkSource interviewed and gave students job opportunities. Free haircuts and training were provided. A special thank you to Board Chair Dijon DeCosta and Vice Chair Mrs. Deirdre Pierce for supporting the event and providing closing remarks.

Lastly, Towers High School's concert band scored Superior during the DCSD Large Group Performance for the 2nd year in a row.

Michelle Jones
Area Specialty Superintendent

The focus for Specialty Area for March was Writing Across the Curriculum. The Area Support Team offered a professional learning on the March 8th District PL Day. Five mini lessons and exemplars for were shared with teachers to immediately implement in their classrooms. Additionally, the area support team participated in the CCV process for many of our schools and centers this month and have provided quality feedback. We also participated with our Area Reality Check where we reviewed data for Attendance, Behavior, Gifted, MAP Reading and MAP Math and provided artifacts for each category. The team continues to support school and center staff who request training or assistance. The Specialty Area was recognized for completing 100% of our Interval Data Reports for MTSS.

We have so much to celebrate this month! Coralwood Center was named one of five Spotlight schools this year and hosted the district team and community to showcase their portfolio of family friendly artifacts of community engagement. Kittredge Magnet won the state championship for the Helen Ruffin Reading Bowl. Their Middle School Math team won the Chamblee Math Tournament, and the Science Olympiad team won several medals. Wadsworth Magnet's students advanced to the regional level in the Social Studies Fair, the Science Fair and the Technology Fair and placed at the Science Olympiad. Robert Shaw TTS also had 2 students who placed at the Regional Social Studies Fair. DESA had 11 students who advanced to the state for the National History Day competition. Oakcliff TTS hosted a musical, Willy Wonka and the Chocolate Factory for the school and community. Fernbank Science Center hosted the Atlanta Science Festival. They have also done several interviews and provided educational materials for the upcoming Solar Eclipse.

Finally, the Specialty Area welcomed Mr. Gregory Wickersham as principal of DeKalb International Student Center.

Candace Alexander **Professional Learning**

In early March, we welcomed new members to our team and held a **Job-Alike Collaborative Planning Session** to review our understanding of the department's vision of "Unlocking Potential and Igniting Excellence." During the session, we discussed H-Pride, our Three Big Ideas, Professional Learning Communities Four Critical Questions, and our Learning Forward Standards. Furthermore, in support of our Strategic Goal Area 3 - Staff Effectiveness and the Miracles Framework A - Attract and Retain High-Quality Staff, members of the PL Family continue to wrap support around schools and departments by implementing various initiatives to enhance our training and development programs across the district.

Notably, we have already begun scheduling restorative circles for students at The Museum School, which highlights our proactive approach to fostering inclusivity and student empowerment. Our training session titled "Building Strong Teams through Restorative Practices" saw a robust turnout on the district's Professional Learning Day, indicating interest from multiple departments. This session emphasizes the importance of fostering strong, cohesive teams through restorative approaches, which aligns perfectly with our organization's collaborative ethos. In addition, we are continuing the "Fleetwise Leadership" training series, which highlights our ongoing efforts to enhance leadership skills and reinforce core values among fleet supervisors and managers. This series, which is already in progress, aims to elevate leadership effectiveness and promote organizational values such as H-PRIDE. Furthermore, as we move into the 7th week of the HB671 course, our commitment to inclusive education remains steadfast. Twenty-four new teachers are already benefiting from this comprehensive training, which focuses on effective strategies for working with students with special needs. **Well done, Mr. Jeremy Fuller!**

Strategic Alignment and support - Dr. Owens-Cunningham, Ms. Cecilia Chavis, and Dr. Foster-Mitchell recently facilitated a professional learning session for middle school teachers and

leaders. The focus of the session was to analyze student work using the R.E.A.P. protocol, which involves reviewing learning targets, examining student work, and planning for instruction. This protocol aligns with system four (progress monitoring and analysis of student work) of the Six Systems for an Effective School Environment. Throughout the session, the team emphasized the importance of the Formative Assessment Process, which is a process used by both teachers and students during instruction. The participants engaged in a collaborative planning session, where they utilized the REAP protocol to review, examine, and analyze student work from a current GaDOE math learning plan. The student samples came from one of our specialty middle schools. Finally, the group participated in the CSIP Collaborative Planning meeting, where our collaborative partners shared the 5-Why Protocol and CSIP updates, as well as CSIP exemplars. Overall, it was a fantastic addition to the PL Family!

Support with Data Protocol Tools - We would like to commend Branden Cox, a first year TAPP teacher candidate, for receiving positive feedback from Superintendent Dr. Horton for his effective use of the Grid Method, an instructional strategy he learned in TAPP, during his math class at Peachtree Middle School. Also, Stone Mountain High School has done an outstanding job of implementing the CCRPI Calculator Tool. During their CCV on March 12, 2024, they used the tool as an artifact for their Six Systems, impressing the reviewers with their commitment to using it accurately. In collaboration with Stone Mountain High School, the district has successfully implemented the CCRPI Content Mastery Tool for two additional content areas. Cross Keys High School also exemplified a commitment to educational excellence through their effective implementation of the tool on March 8, 2024, with the help of their science academic coach.

Customized Professional Learning - We are proud of our Professional Learning Request link which has shown progress, with a total of 21 requests (+5) so far, including 14 that have been completed and 7 that are currently in progress. This reflects a dedication to continuous professional learning in the district.

MIRACLES Mid-Year Progress Monitoring - The Professional Learning Department emphasizes H-PRIDE in our work and brings KUDOS to all members of the department. We would like to share the MIRACLES Mid-Year Progress Monitoring update, which is led by **Dr. Tiffany Norwood**:

- **M1** - We have launched the H-PRIDE Certification program for all DCSD employees, both Certified and Classified. The program aims to amplify the H-PRIDE Core Values and their impact on students' and organizational success.
- **M4** - We are providing professional learning experiences related to H-PRIDE to raise awareness of the impact of Cultural Competence on student achievement.
- **I6** - We reviewed attendance and participation data for Professional Learning events and have proposed, designed, and facilitated H-PRIDE learning opportunities for more than 200 employees in March alone, and over 446 employees throughout this school year.
- **A1** - We unified H-PRIDE professional learning opportunities to ensure cohesive messaging and high levels of excitement for H-PRIDE learning experiences.

- **A2** - We began drafting the H-PRIDE Professional Learning Website for employees to use as a resource hub.
- **A3** - We facilitated H-PRIDE professional learning with Great Expectations: Student Success with Equity and Access to address Strategic Goal Areas 1-4.
- **L1** - We are developing awareness and understanding of social-emotional learning among Certified and Classified employees through the H-PRIDE Certification Project. The project aims to promote academic success by improving learning conditions.

James Jackson

Executive Director Athletics

Congratulations to the Columbia and Tucker Boys Basketball Team for making the elite 8 in the boys' basketball state playoffs. Head Coaches **Phil McCrary and James Hartry** Congratulations to the Columbia and Arabia Mountain Girls' basketball team for making it to the elite eight in the girls' basketball state playoffs. **Head Coaches – Jerry Jackson and Eric Bell**

Congratulations to the Columbia HS boys' basketball team for reaching the final four. **Head Coach – Phil McCrary**

Congratulations to the Chamblee girls' and boys' middle school track and field teams for winning the Middle School Track and Field Championship **Head Coach - Terrance Jett**

Congratulations to the Arabia Mountain Girls' and the Southwest DeKalb Boys' Track and Field Teams for winning the JV Track and Field Meet. **Head Coaches – Nathaniel Webb and Montavious Coleman**

The Druid Hills girls' track team has competed nationwide this year under the leadership of **Head Coach Henrietta George**. The following young ladies participated in the following:

- **MTFXCCGA Invitational**
 - 4x100m relay **broke state record, #1 in US - 45.14**
 - Sanaa Frederick, Jadynd Bolden, Miya Carthan, Sole Frederick
- **Nike Indoor Nationals - New York**
 - 4x200m relay - 1st place (disqualified for lane violation)
 - Sole Frederick - 3rd place 200m dash
 - Jadynd Bolden - 8th place 400m dash
 - Sanaa Frederick - 9th place 60m dash
- **Christian Coleman Invitational**
 - 4x100m relay
 - **broke state record, #1 in US - 44.84**
 - Sanaa Frederick, Jadynd Bolden, Delali Setrana, Sole Frederick
 - Sole Frederick
 - 1st place 100m **#1 in US - 11.43**
 - 1st place 200m **#1 in US -23.27**
 - Sanaa Frederick

- 2nd place in 100m **#2 in US - 11.47**
- 2nd place 200m **#2 in US - 23.28**
- Jillian Kidd of Miller Grove participated in the 2024 Nike Indoor Nationals in New York, NY on March 8-10, 2024. Jillian ran the Emerging Elite Section 60 Meter Hurdles and placed 3rd overall in her heat (10th overall) with a time of 9.20. **Eric Keddo – Head Coach**
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Three soccer programs from DeKalb are ranked in the top ten in their respective classifications:

4A Boys Druid Hills **Head Coach - Thomas Bodnar**

4A Boys Clarkston **Head Coach –Hugh Brodderick**

5 A Girls Chamblee **Head coach - Carley Miles**

DeKalb Athletics held basketball camps on Saturday, March 16 and March 23 at various locations around the district. We had over 1000 students participate in the clinic. Thank you to the Elementary Coordinators and coaches for helping our young student-athletes learn the fundamentals of the sport.

Dr. Markisha Mitchell
Chief of Accountability & Continuous Improvement

RFP

The RFP for an instructional software resource evaluation company was shared with the BOE this month. The recipient of the RFP will collect data on all of our instructional software applications district wide, and through a series of analyses determine usage, impact on student achievement, alignment to goals/strategic plan, etc. If approved at the April board meeting, we will begin to plan the scope of work and timeline. The end goal is to have an approved comprehensive list of instructional resource software for schools to select from.

Read Across Dekalb

I had a wonderful opportunity to read to kindergarten, first and second grade students at Woodridge Elementary School. Marcia Coward’s department provided two excellent books – “The Light She Feels Inside” and “Black Boy, Black Boy.” Students enjoyed listening to both texts and were very open with sharing their thoughts and feelings about their individual “lights” and strategies they use to keep their light shining despite challenges.

Fernbank Visit

For the first time, I visited Fernbank Science Center to explore potential infrastructure and student exhibit improvements. The Director, Dr. Greenwood, is very passionate about increasing engagement and bringing the overall offerings of the center to the 21st century. Based on her list of priorities we will determine how to support improvements using ESSER funds.

Reality Checks

Reality Checks, the biannual progress monitoring workshop for all schools, are complete. Over the last month, Dr. Towns, Champion Dillard, Chief Stepney and I met with the 31 Horizon School Principals and each Area team to discuss attendance, discipline, growth, achievement and graduation rates (for HS). In the fall, school leaders identified areas of improvement based upon the data outcomes. This spring, they shared evidence of the interventions/programs they implemented in order to improve data outcomes. Survey results indicated overwhelming satisfaction with the Reality Check process and support from the district level.

CSIP Revamp Workshop

Every year schools develop a Comprehensive School Improvement Plan (CSIP). The plan outlines areas of improvement based upon a data analysis of student growth, achievement, culture climate and professional learning. School leaders incorporate measurable action steps that will be monitored over the school year. This year, we adjusted the CSIP to incorporate the Six Essential Systems and action steps based on research-based strategies for improvement. We met with all school leaders in small groups to train them on the revised process.

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

I participate in monthly GaDOE Meetings for Title I, Title II and ESSER to receive state and federal updates.

Title I & School Improvement Coordinators continuously meet with schools to discuss CSIPs, budgets, requisitions, travel, and progress monitoring. I review all school and district plans, budgets, and approve all requisitions for Title I, II, & ESSER to ensure that they are aligned to the intent of the grants. The budget amendments have been uploaded into the Title I budgets, and the carryover budgets are forthcoming.

Federal Programs, HR, Allotments, and the Planning department are collaborating to work on Comparability. DCSD currently has two schools that are not comparable. Adding additional staff is in process.

Cross-Functional Monitoring took place on March 5, 2024, with the GaDOE for all Federal Programs. The report will be available between 30-45 days.

The Continuous School Improvement Team (CSIP) Committee has been meeting since January to review, refine, and update the processes for the CSIP. We had a training session for all CSIP support personnel before the school-based meetings began on March 21, 26, 27, and 28. The feedback has been overwhelmingly positive about the emphasis on the root cause analysis, divisional supports that are present, and time away from the school buildings to focus on the work.

We began conducting pre – Consolidated LEA Improvement Plan (CLIP) meetings to map out the plan for internal and stakeholder input and collaboration on the district plan.

The Title I Parent Center Facilitators, with collaboration from the C&I math department, hosted a Math Carnival on March 16 at Redan High School. Almost 500 people attended this math event. There were a plethora of math games that were separated by grade bands, tons of volunteers, jumpie houses, math giveaways, and free food trucks. Parents, students, and the volunteers had a great time putting mathematics into practice.

As the acting ESSER/CARES Director (**VACANT Position**), I facilitated meetings with divisions to discuss final needs and budgets with the remaining ESSER funds. The ESSER team also has regular meetings with finance to discuss needs, reports and procedures. We are also collaboratively meeting with C&I to discuss the Academic Skills Center and summer programs extra activity process. The ESSER team provided a yearly ESSER survey for all internal and external stakeholders to offer input into the use and effectiveness of ESSER funds.

The team of six ACCs 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:
 - March Academic Coaches Academy (3/22/24)
 - Topics:
 - The Science of Reading
 - Integrated Approach to Student Achievement
 - Collaborative Learning Sessions
 - Differentiated topics based on Area needs
 - Topics included but were not limited to:
 - 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
- 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 monthly CSIP Improvement Strategy data
- Attending Short-Term Action Plan (STAP) Meetings
- Attending State/District Continuous Improvement Team (CIT) Meetings
 - Annual reviews for Tier 4 schools

Dr. Rebecca Braaten
Director of Research, Data and Evaluation

Eight (8) additional research proposals have been processed since our last monthly report; three (3) of the eight have been reviewed. Four (4) are scheduled to be reviewed in April; one (1) application was erroneously submitted as a Local School application. The researcher is not a DCSD employee and should have completed an External Application to Conduct Research.

The department processed eight (8) electronic online document requests during March. Of those eight (8), two (2) were online registration/application forms, two (2) were event/training feedback surveys, and four (4) were a stakeholder survey. The electronic online documents were created for the following divisions/departments:

- Accountability & Continuous Improvement
- Athletics
- Information and Instructional Technology
- Professional Development
- School Innovation/Governance
- Schools and Leadership

The department completed the following updates to online data platforms:

- Additional profiles in the eduCLIMBER platform have been created for all School Psychologists, Counselors, Lead Teachers of Special Education (LTSE), and PBIS Coaches attending training the week of March 25, 2024. Members of these groups have been added to the current 2023-2024 visualizations in the Achievement Dashboard.

- Additional grade validations have been completed for new courses with a parent course in the eduCLIMBER platform.
- Eleven (11) additional student profiles and fifteen (15) employee profiles have been merged to ensure there is only one profile in the eduCLIMBER platform.

The new elementary, middle, and high *School Profiles* were disseminated for final principal review and the feedback has been collected by the area offices. The final revisions are underway for all non-Center locations. All *School Profiles* will be posted on the district website for public consumption in April and print copies will be shared with various internal stakeholders. The final phase of the project will be the development of the Center School profiles. We anticipate completion of these additional *School Profiles* before the end of the school year.

The department has completed four (4) data and dashboard projects that support the data needs of internal and external stakeholders. As we enter the spring assessment season, several internal projects were focused on informing district leaders, such as gifted and talented data trends, DCSD Benchmarks constructed response grading rates and proficiency levels, and discipline data related to social media usage. Additionally, student-level data was supplied to our external partners, Student Success Agency and Communities in Schools-Atlanta. These projects have allowed district leaders to make informed decisions regarding student performance and program effectiveness.

Dr. Felicia G. Rhone
Director of Assessment Administration

ACT/SAT School Day: The ACT/SAT School Day Committee met on March 13, 2024. We revised the ACT/SAT School Day timeline to allow for the upcoming TregoED workshop on April 25, 2024. The Community Input Meetings will be held in May, 2024. We were able to meet with the Superintendent's Student Advisory Council on March 15, 2024. Dr. Rhone and Dr. Mitchell facilitated the meeting. Students were concerned that the senior class of 2025 would miss out on this opportunity next school year. Dr. Horton assured them that we would accommodate the Class of 2025 once approved.

ACCESS/Alternate ACCESS for ELLs Assessment: The ACCESS/Alternate ACCESS for ELLs assessment was completed on March 1, 2024. More than 17,000 EL students participated in the ACCESS assessment. Twenty-two (22) irregularities were reported by the schools. Two (2) resulted in an invalidation. School test coordinators are completing the pre-reporting data validation process to correct any student demographic data. The pre-reporting validation window will close on April 10, 2024.

2024 Spring Georgia Milestone EOG/EOC Main Administration: On March 19, School Test Coordinators responsible for administering the EOG and/or EOC attended the district mandated workshop. In attendance were:

88 ES STCs
29 MS STCs
25 HS STCs
14 Support Specialists

Following the face-to-face workshop, 2 virtual workshops were held to support STCs and the utilization of the DRC platform. Thirty (30) STCs attended the virtual sessions. During these sessions, we worked through the DRC platform, addressing the following:

- o Adding students to the platform
- o Releasing students from registrations
- o Adding students to registrations
- o Updating accommodations

On Friday, March 22, a make-up session and face-to-face support session was held in the Cabinet Room from 9 AM – 3 PM. During this time, 8 STCs who had missed the March 19th Main Administration Training met in the Cabinet Room for a make-up session. During this time, 12 STCs attended the face-to-face support session. During this session, we worked through the DRC platform, addressing the following:

- o Adding students to the platform
- o Releasing students from registrations
- o Adding students to registrations
- o Updating accommodations

NAEP: The NAEP assessments were completed on March 12, 2024. Ten (10) DeKalb County Schools were selected to administer the NAEP assessment.

Georgia Alternate Assessment (GAA):

The GAA 2.0 window opened on March 25. The main administration workshop took place on March 5th. In attendance were:

31 ES STCs
17 MS STCs
15 HS STCs
4 Support Specialists

A virtual Q&A session was held for all teachers administering the GAA 2.0. In attendance were: 111 teachers, paras, and administrators. During this session, Intellectual Disabilities Liaisons (Deanna Alexander, Tiffany Paul and Liz Broadley) and Nicole Harper discussed the following:

- o How to log onto DRC
- o What training must be completed before administering the assessment
- o How to administer the assessment
- o Any questions that need to be answered prior to the opening of the assessment window

Assessment Administration Monthly Newsletter:

March assessment newsletter completed. The April assessment newsletter is in process.

MAP: NWEA Horizon School visits were completed on March 14th. Horizon Schools reviewed the data from the previous testing window and learned how to use the Learning Continuum to drive targeted instruction. They examined their adherence to the NWEA Action Plans they received in December. This small group setting included school principals, assistant principals, academic coaches, MTSS Specialists, and the representative from NWEA, Patrice Newnam. Upon completion, using the data from the Horizon School visits, each school received a Spring Action Plan. The next MAP assessment window will open on April 9 and close on May 22.

Renaissance/Illuminate (DnA): Benchmark Assessments opened on March 1 and closed on March 15. The March 1 window was shared using a reformatted share plan. Each grade level 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. Since the new process was implemented, there were fewer than 10 reports of issues during Benchmark testing. The main issues encountered were sharing rights and accessibility. The Math Content Coordinator for Algebra addressed one issue of improper formatting. The final Benchmark Assessment is listed as optional. The window for it opens on May 1st and closes on May 15.

Renaissance/eduCLIMBER: A follow-up eduCLIMBER training for counselors, school psychologists, PBIS coaches, behavior interventionists, and Lead Teachers of Special Education took place March 27-28, 2024. This virtual training occurred via the Teams platform. It re-introduced how to access, navigate, and effectively use the platform.

School Visits/New School Test Coordinator Trainings: Most school visits are completed. However, new STCs were appointed in March, so more meetings and training must be conducted. Schools requiring either first-time visit or follow-up visit are listed below:

- Druid Hills MS
- Pleasantdale ES
- Evansdale ES
- Oak View ES
- Stone View ES
- Stephenson HS
- Tucker HS

2024-2025 Assessment Calendar: The first Assessment Calendar survey was conducted during the 2024 Spring EOG/EOC Workshop with all school testing coordinators participating in the survey. Results concerning the length of the testing windows for MAP and District Benchmarks are below:

What are your views on the **length of the testing window** for NWEA MAP.

[More Details](#)

● Too long	53
● Too short	5
● Just right	56
● N/A	5



What are your views on **the length of the testing window** for the DCSD Benchmarks.

[More Details](#)

● Too long	16
● Too short	28
● Just right	63
● N/A	12



Ms. Stacy E. Stepney
Chief Academic Officer

MIRACLES Priorities

DeKalb Virtual Career Academy

The DeKalb County School District's partnership with CEO Michael Thurmond and DeKalb County Government through Work Source DeKalb is one example of how we support the stakeholders of DeKalb County. Through our collective efforts, the 5th DeKalb Virtual Career Academy (DVCA) will launch in June 2024. Summer interns, ages 14-18 who are enrolled in high school, are allowed to "Learn While They Earn" by taking two courses - one academic enrichment course and one Career, Technical, and Agricultural Education (CTAE) course. All participants in this program will be paid for their development of job skills and work toward career readiness.

CTAE Industry Certification

Industry Certification is a collaboration between the Georgia Department of Education, the local school, and the state-level business/industry association. Local school programs must undergo rigorous reviews by leaders from business and industry to become industry certified. When a program becomes industry certified or re-certified, it receives a "stamp of excellence".

Chamblee High School (CHS)

The CHS Engineering and Technology Education (ETE) Program completed the ETE Program Certification process on March 19, 2024. Chamblee High School’s program was initially certified in 2009 and recertified in 2015. The evaluators recognized the Technology Student Association as one of the top 10 programs in Georgia based on their performance in the Georgia Technology State Conference in March 2024.

Arabia Mountain High School (AMHS)

The AMHS Business and Computer Science (BCS) Program completed the BCS Program Certification process on March 29, 2024. The evaluators from the Georgia Department of Education and Society for Human Resource Management (SHRM) recognized the support from the business advisory members present and their long-term commitment to the many CTAE programs at Arabia Mountain High School.

Dr. Sean R. Tartt
Deputy Chief Academic Officer

Summer Learning Programs

The DeKalb County School District launched the menu of summer programs in February that include academic academies, enrichment camps, credit recovery, and tutoring. Registration for the summer learning programs is accessible to all stakeholders via the district website. Likewise, the application for employment for staff went live on February 19th and will close in April. Please visit the following webpage to learn more about each summer learning program: <https://www.dekalbschoolsga.org/summer-school/>



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 SLP
- Magical Moments with Microsoft



Content Coordinators’ Collaboration

On March 1st, the Division of Curriculum and Instruction partnered with the Area office to hold the March monthly Coordinators’ Collaboration with content coordinators in job-like roles. Each month, collaborative work sessions are held with coordinators from Curriculum and Instruction, the Area office, and Student Support Services to calibrate and align support to schools. The next collaboration meeting is slated to take place in June. Teams are gaining momentum with each work session as they partner and co-labor to support the local school. These meetings allow us to collectively support and monitor curriculum implementation, review student work, analyze area/district trends, support teachers, and improve teaching and learning.

Reality Checks

Attended Horizon and Specialty Area Reality Checks with division leaders to support schools. School principals and Area office leaders shared the evidence of impact based on strategies, interventions, and innovative practices/programs implemented. Leaders were presented with meaningful feedback, support, and next steps.

Collaborative Calibration Visit (CCV)

Dialogued with area team members, principals, and central office leaders to conduct classroom observations, share detailed feedback, and engage with school-based leaders to review artifacts aligned with the six systems. Leaders were presented with meaningful feedback, support, and next steps.

Mrs. Lummie Baker

Director, Educational Media and Instructional Materials

Georgia Helen Ruffin Reading Bowl Competition

Two DCSD schools advanced to participate in the State Helen Ruffin Reading Bowl Competition held virtually Saturday, March 23, 2024. Congratulations are extended to Kittredge Magnet School (Elementary School Level) and Lakeside High School (High School Level) for placing first place at the State Helen Ruffin Reading Bowl Competition. This is the second year in a row that Lakeside High School has won first place and the fourth year in a row that a DCSD high school level team has won first place.

Professional Learning for Teacher-Librarians

The March 8th Professional Learning Day offered a full day of learning and engagement for the school district's teacher-librarians. All teacher-librarians attended the featured presentation, Microsoft Learning Accelerators Copilot, which is an AI (Artificial Intelligence) companion designed to streamline the creation, review, and analysis of activities while providing students with real-time coaching. Additionally, teacher-librarians had the opportunity to attend the following vendor choice sessions: Newsela (Supporting Cross-Curricular Literacy and Differentiating Instruction); MackinVIA (How Diverse is Your Collection); Center for Puppetry Arts (Virtual Fieldtrips Unleashed); SAM Labs (STEAM and Coding/Exploring ways to support reading and literacy); and Page Turners (Using Picture Books to Teach Standards across Grade Bands). Teacher-librarians also had the opportunity to attend the following sessions that were led by their colleagues: Dr. Robbie Barber (Birds Aren't Real: Using Historical Absurdities to Teach Misinformation); Ms. Ebonie Thompson (Better Together: Collaborations Every TL/Media Specialist Should Try); Ms. Jennifer Jones (Unhinged Library Joy: Bring it!); and Ms. Connie Dowdy (Breakout EDU: Make learning fun!).

Mrs. Doryiane Gunter

Director, CTAE (Career, Technical and Agricultural Education)

Career Technical Student Organizations/Activities

Student Network Television Conference - From March 13th to March 17th, 20 students from Chamblee High School, Dunwoody High School, and the DeKalb School of the Arts participated in the Student Television Network (STN) National Competition. During this event, students had the chance to attend film workshops led by industry experts, honing their skills, and gaining valuable insights into television and film production. The STN Convention, held in Long Beach,

California, featured a variety of contests across different categories. These contests allowed students to showcase their creativity, storytelling abilities, and technical expertise.

Technology Student Association (TSA) - During the GATSA Leadership Conference, which took place from March 14th to March 17th, over 400 students from DeKalb County School District (DCSD) actively participated. The conference featured many competitive events at the middle and high school levels. These events provided students with an opportunity to showcase their talents, knowledge, and skills. A total of 51 top 10 awards were earned by middle schools during the conference. Across all high schools, 28 top 10 awards were achieved.

Family, Career, and Community Leaders of America (FCCLA) recently attended the GA FCCLA State Leadership conference held March 17th – 19th. Students from several middle and high schools participated in over 25 competitive events. Select students from Arabia Mountain High School, Cedar Grove High School, Chamblee High School, Columbia High School, and Stephenson Middle School were named National Qualifiers. All national qualifiers will compete at the national conference in Seattle, WA in June.

Community Engagement/Partnerships/Planning

The DeKalb County School District is excited to share its partnership with ShadowBox Backlot Film Academy. Beginning May 28th, students will be able to participate in a summer intensive program that is designed to provide a full overview of the mechanics and workings of a large-scale production as well as targeted skills-based training. Shadowbox Studios is an industry-leading state-of-the-art independent studio with a growing 850,000 square foot facility located in DeKalb County, Georgia. The CTAE team is currently finalizing the application process.

On Friday, March 18th over 40 students who are enrolled in our Teaching as a Profession pathway visited the Bagwell College of Education AVATAR “Olympics” Lab at Kennesaw State University (KSU). Students were given a full tour of KSU’s campus, including lunch in the dining hall. Students were also provided an opportunity to plan a quick “Getting to Know You” activity as a teacher who is meeting the class for the first time. Once the lesson was planned, students went into the AVATAR lab and interacted with students who were in the “first day of class”.

Mrs. Stephanie Brown-Bryant & Dr. Kimberlynn Weston Directors, K-12 Teaching and Learning

Xplorlabs & DeKalb County Fire & Rescue

Southwest DeKalb High School, Martin Luther King, Jr. High School, and Sequoyah Middle School are involved in the second round of our partnership with Xplorlabs and the DeKalb County Fire and Rescue this semester. This program has expanded from serving six classes to serving more than 32 classes this semester, and students are actively engaged in learning experiences that require them to use investigative, critical thinking and problem-solving skills. The exciting partnership in career pathways related to fire, law, and emergency services will continue throughout the summer. An expansion of the program is planned for the 2025-2026 school year.

Growing Readers

Eight instructional coaches and instructional leaders attended the Regional Meeting for Growing Readers on March 14, 2024, in Sandy Springs, Georgia. The professional learning session is a part of an ongoing series to improve literacy through high quality instruction. Participants are continuing coaching cycles and learning walks at Panola Way Elementary and Woodridge Elementary.

Georgia Spelling Bee

Sarv Dharavane, a fourth grader enrolled at Austin Elementary School, competed with the top 20 students in Georgia. Sarv won the **Georgia Association of Educators (GAE) State Spelling Bee** by correctly spelling the winning word "**dashiki**" in round seventeen. According to Sarv in his written statement today, "When I spelled my championship word right, I was nonplussed and elated at the same time." Sarv will advance to the Scripps National Spelling Bee in May 2024.

Capitol Art Exhibition

The Capitol Art Exhibition (CAE) is an annual student art exhibition in honor of National Youth Art Month. Four students representing Chapel Hill Elementary School, Dunwoody Elementary School, Wadsworth Magnet School, DeKalb School of the Arts, DeKalb Early College Academy, and Chamblee High School were selected to display their work in the State Capitol.

Social Studies Fair

The 2024 East Metro Regional Social Studies Fair was held on Saturday, March 16, 2024. Forty-two students participated in the competition alongside students from Rockdale County Public Schools. Twelve DeKalb County students will advance to the State Social Studies Fair on Saturday, April 13, 2024, at North Cobb High School.

National History Day

The 2024 South Metro Regional National History Day Competition was held Saturday, March 9, 2024. Twenty-two DeKalb County projects will advance to the State National History Day competition along with students across the state on Saturday, April 20, 2024, at LaGrange College.

Mrs. Janetta Greenwood
Director, Fernbank Science Center (FSC)

Grant Awards and Partnerships

In March, Fernbank Science Center was selected by the Georgia Board of Education to receive a \$5,000 GOLD Grant. GOLD (Georgia Outdoor Learning Demonstration) Grants are intended to increase opportunities for students to benefit from outdoor learning. The grant will support the development of a climate resilient garden as an addition to Fernbank Science Center's existing STEM (Science, Technology, Engineering, and Math) demonstration/model garden that is currently used to support outreach and teacher professional development. The garden will serve as a hands-on living laboratory for students during classes, offer exploratory learning opportunities for community visitors, and provide professional development for teachers as they develop their own outdoor experiential learning environments at their respective school campuses.

Single Visits and Outreach

Fernbank Science Center continues to provide planetarium visits, single visits, and outreach in science throughout the school district. In March, the Science Center served 9,940 DCSD students in grades PreK-12. For March, 870 students participated in single visit programming, 4,547 DCSD students participated in outreach programming, and 4,523 DCSD students participated in planetarium visits.

Scientific Tools and Techniques (STT) 2024-2025 Application Process

STT applications were due to schools on Friday, March 1, 2024. STT Liaisons at each middle school processed and scored applications and submitted them to FSC by Friday, March 8th. Additional time was afforded to schools that 1) had no application submissions or 2) needed more time to process applications. Applications are being reviewed by FSC and acceptance notifications will be sent to families and schools on Friday, March 29th.

Professional Learning Opportunities

On March 8, 2024, Fernbank Science Center hosted the April 8th Solar Eclipse professional development for teachers of grades K-12. Teachers investigated the solar eclipse phenomena that will help them lead students to build their own understanding of the phenomena in a way that promotes deep learning. With these learning experiences, educators received a variety of tools and resources to explore and plan for the upcoming solar eclipse. In addition, teachers received solar safe viewing techniques for observing the solar eclipse.

Special Events at Fernbank Science Center

Atlanta Science Festival

Fernbank Science Center hosted three events as a part of the Atlanta Science Festival, an annual celebration of the world-class learning and STEM career opportunities in metro Atlanta, featuring 100+ engaging events at venues across Atlanta.

- **FUNDamentals of Color and Light** - On Friday, March 15th, Fernbank Science Center hosted FUNDamentals of Color and Light where we engaged the community in a variety of art and science inspired activities to explore the wonderful phenomenon of the relationship between color and light. Approximately 700 participants attended the event.
- **Plants to DYE For** – On Saturday, March 15th, FSC hosted “Plants to DYE For” where visitors engaged in hands-on activities that explored the art-meets-science magic of natural plant dyes. Approximately 800 patrons visited the science center for this event.
- **How Do Astronauts Stay Healthy in Space** – Author of Space Care: A Kids’s Guide to Surviving in Space, Jennifer Swanson, held an interactive presentation on what it is like to live in space. Two sessions were held March 15th and 16th, and approximately 150 patrons attended each session.

DCSD Elementary Science Olympiad (ESO)

In addition to our Atlanta Science Festival events, this month Fernbank Science Center hosted the DeKalb County School District Elementary Science Olympiad (DCSD ESO) on Saturday, March 23rd. During this event, 35 teams from 21 schools across the school district

(approximately 350 students) competed in 27 Science Olympiad events, each designed to challenge and inspire young minds.

What truly made this event remarkable was the dedication and support of our volunteers. A remarkable team of 140 adult and student volunteers worked tirelessly to ensure the smooth execution of the Science Olympiad. Adult volunteers hailed from DCSD's gifted teacher cohort and Fernbank Science Center. High school student volunteers were from the National Honor Society, Science National Honor Society, and Beta Clubs at Chamblee High School, Druid Hills High School, Dunwoody High School, Lakeside High School, Southwest Dekalb High School, and Tucker High School. Their enthusiasm and commitment added a vibrant energy to the event, fostering an atmosphere of collaboration and learning.

Overall, the Science Olympiad was a testament to the power of community engagement and the boundless potential of young scientists. We look forward to continuing to inspire and empower the next generation of STEM leaders through events like these.

Leadership DeKalb Class of 2024

On March 21, 2024, Fernbank Science Center and Fernbank Elementary School co-hosted the Leadership DeKalb Class of 2024 on their Education Program Day. Their time at Fernbank Science Center comprised of engaging in a panel discussion with representatives from Fernbank Elementary School and a brief tour of Fernbank Science Center. Participants had the chance to hear about the various program offerings at Fernbank Science Center and the models of support provided to schools across the district.

Ms. Kanessa Fain and Dr. Scott McManus MTSS (Multi-Tiered System of Supports) Coordinator IIIs

In a commitment to ongoing enhancement, all schools have successfully conducted their inaugural MTSS Fidelity Implementation rubric evaluations. This self-assessment endeavor was a collaborative effort between School Leadership teams and MTSS specialists. Areas for advancement were identified, particularly in Level 1 (initial stage) metrics, highlighting the need for enhanced documentation within intervention plans and more effective identification of students requiring social emotional behavior (SEB) support.

To bolster building-level practices, extensive training and support initiatives were launched for MTSS specialists. For instance, elementary MTSS specialists underwent comprehensive professional development on the iStation platform for dyslexia screening and intervention, constituting a part of a continuous training regime. Moreover, they received additional instruction on Trauma-Informed Care and structured literacy methodologies. Monthly virtual office hours were held twice to offer MTSS specialists direct guidance from district leaders. Furthermore, a mandatory training session focusing on the End-of-Year (EOY) procedures for MTSS was held on Thursday, March 28, 2024.

In pursuit of enhanced alignment and collaboration across divisions and departments, collaborative training sessions were arranged involving MTSS District Coordinators, PBIS specialists, Culture and Climate Coordinators, and Area Mental Health Coordinators. District Coordinators for MTSS contributed to the METRO RESA MTSS Consortium by delivering a professional learning session on stress management, emphasizing its impact on teacher-student relationships and consequent influence on learning outcomes. Additionally, second semester meetings between high school administrative and MTSS teams persisted throughout March, fostering ongoing synergy and progress.

Ms. Keatra Wright
Director, FLEX Academy

As of March 19th, FLEX Academy students have participated in a total of 10 interactive social emotional learning (SEL) modules with our counseling team.

Session III of FLEX Beyond the Day began Wednesday, March 13, 2024, and will conclude on Sunday, April 7, 2024. These students are enrolled in over 30 courses to support the districts' graduation rate.

Parent Teacher Conferences were held on Thursday, March 7, 2024, providing parents with the opportunity to partner with the teachers to ensure student success.

FLEX Academy continues to support all DCSD high school students by providing several avenues to obtain course credit towards graduation. Students are 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 maintaining a regular schedule at their respective home schools
 - Session I pass rate increased from 72% to 87% with the reenrollment of students into Session II.
 - Session II pass rate is 82%.
- **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.

Dr. Norman C. Sauce III
Chief of Student Services

Division Retreat

- On March 7, 2024, our Division of Student Services conducted a team retreat, for the first time for our brand-new division. The departments of Exceptional Education, English Language Learners, Gifted Education, and Pre-K and Early Learning now constitute this Division. Our retreat brought together team members from each of these departments. We participated in team building experiences, Six Systems introductions, vision casting

dialogue, exercises around clarity, consistency, and coherence in our support for schools – along with reflections on how our collective efforts will positively impact academic and other experiences for our scholars and families!



Dr. Evelyn Hall

Director of English Learners Department

EL Recognition and Achievement

DeKalb County School District has 27 high schools. Many of our high schools have had students receiving English Language Learner services recognized as their schools' Valedictorian and Salutatorian. For the 2023-2024 school year, we are excited to announce that we have **2 Valedictorians and 4 Salutatorians** who received English Language Learner services during their DeKalb County School District academic careers! Congratulations, scholars!

March 8th Professional Learning Sessions

The EL Department facilitated professional learning sessions for the March 8th Professional Learning to support teachers with using data to inform the instruction of English Learners. The following sessions were offered:

- *LAS Links: Utilizing Assessment Data for Intensive English Students*
- *ELLevation: Overview*
- *Lexia English: Student Overview & Language Frames*
- *Lexia Core 5: Progress Monitoring to Plan Next Steps & Using Data for Instructional Grouping*
- *Lexia Power Up: Data Analysis and Action Planning*
- *Vista Higher Learning: Utilizing VHL Central for Newcomers*
- *Imagine Learning: Digging Deeper into the Data*

Cultural Awareness

On March 12th, the EL Department facilitated the Cultural Awareness Workshop. To meet the needs of our culturally and linguistically diverse student population, the workshop is designed for all DSCD employees to explore culture topics and discuss strategies for working with our students and families. New American Pathways, a local refugee agency, partnered with the EL Department to provide additional information on serving refugee and immigrant students and their families.



Book Studies

The EL Department continues to hold book studies sessions for teachers of English Learners, administrators and support staff.

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

This month teachers participated in sessions on Chapter 5 on Designated English Language Development which focused on language acquisition strategies for Intensive English students and Chapter 6 on Integrated English Language Development which focused on academic language development and comprehensible input and output. Teachers engaged in collaborative activities and discussion about strategies to support their English learners in the Intensive English program.

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

This month teachers participated in sessions on Chapter 6 on Vocabulary Instruction, Chapter 7 Teaching ELs Background Knowledge, Chapter 8 Support Support ELs Reading for Multiple Purposes through Scaffolding Texts, and Chapter 9 Formative Assessment for ELs. Teachers led each chapter with robust conversations about conversations and provided their colleagues with teaching strategies to support their English learners.

Collaborative Calibration Visits

The EL Department participated in several Collaborative Calibration Visits (CCVs) at the local schools to provide support on effective support and instruction of English Learners in line with the 6 Essential Systems for Strong Learning Climate.

Gwinnett County Public Schools Visit

On March 18th, the DCSD English Learners Department facilitated a site visit for the Gwinnett County Public Schools ESOL Program Director and Welcome Center Director. The visit entailed an overview of our policies, procedures and process including:

- ESOL Program
- Screening and Placement Process
- Transcript Evaluation

Mrs. Kiana King

Executive Director of Exceptional Education

Parent Engagement: The Department of Exceptional Education hosted the Spring Parent Engagement Fair on Saturday, March 2nd. Over 200 families attended and walked away with meaningful resources specific to DCSD programming for students with disabilities. Parents were able to engage in 4 learning sessions facilitated by Exceptional Education staff. Parents attended a vendor market where resources were shared from Assistive Technology, special needs transportation, Section 504/HHB, Georgia Learning Resources System, Georgia Network for Educational and Therapeutic Supports, Pre-school, and Parent to Parent, just to name a few!



Professional Development: In continued support of providing special education teachers and paraprofessionals with ongoing professional learning, the Department of Special Education trained 526 staff members on the March 8th, the District's Professional Development Day. Staff registered and attended sessions focused on the Role of the Paraprofessional, Co-Teaching Essentials, Data Collection and Progress Monitoring, SDI-Evidence of Student Grouping and the Georgia Alternate Assessment.

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

In March, 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 third day of training on March 15, 2024. Cohort 2 engaged in day one of their training on February 29, 2024, and day two of their training on March 22, 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 Bening. On March 4, 2024, GLRS staff attended additional Specifically Designed Instruction (SDI) training offered by Dr. Tessie Bailey, project director for the PROGRESS (Promoting Rigorous Outcomes and Growth by Redesigning Educational Services for Students with Disabilities) Center

Through the Georgia Teacher and Provider Retention Project New Teacher Induction Program, Metro East GLRS has provided one training session, one virtual reality session, and thirteen coaching sessions 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 March 6, 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.

GLRS staff hosted a parent make-and-take workshop on March 12, 2024. Parents were provided with a tour of the Materials Production Center then given an opportunity to make a file folder game suited to their child's needs to take home. The Teacher Center also held Saturday hours on March 16, 2024.

Ms. Lila Brown**Director of GNETS**

Ms. Tuesday Griggs, counselor for Eagle Woods Academy, presented a wonderful Professional Learning Opportunity for GNETS staff on Tuesday, March 19th. Ms. Griggs shared self-care tips with staff from A-Z. Staff had a chance to share self-care tips with their colleagues. The PL was a great reminder for our staff to take care of themselves and recognize strategies to de-stress. Feedback from staff included a need for work/life balance and reflecting on their own self-care strategies.

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

The Section 504/HHB Office participated in several Collaborative Calibration Visits (CCVs) at various local schools to provide support aligned with the 6 Essential Systems for a Strong Learning Climate. In addition, the team participated in CSIP School Collaboration meetings.

In addition, the 504/HHB District Team is embarking on utilizing a new Section 504 platform to increase accountability, consistency in practices, and compliance throughout every school in the district. This month the 504 team facilitated several work sessions to allow guided support as local school 504 Chairpersons imported their school's 504 data into the new electronic 504 platform that will be live during the 2024-25 school year.

Also, the 504 Team visited completed 504 compliance audits for all DCSD high schools and followed the audits with school visits to review 504 implementation (strengths and areas of concern), provide feedback, and develop action plans to ensure general education students with disabilities can equitably access the learning environment comparable to their nondisabled peers.

The HHB Team visited Gwinnett County Public Schools to observe their HHB Tele-class model for high school students.

Dr. Zack Phillips, Director of the 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.

Early Learning Center Expansion Classes:

- (7) P3 expansion sites are currently operating within the district. Princeton ES officially started instructing students on Monday, March 18th.
- Some P3 expansion sites are still finalizing their staff recommendations for each class.

2024-2025 P3 Application/Lottery Window: The (2024-2025) P3 registration process will close on Thursday, March 21st. Seats will be awarded to parents via the Scribbles lottery platform on Wednesday, March 27th.

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

Special Event: On Friday, March 8th, Dr. Phillips and DCSD representatives met with representatives from Emory about a potential partnership with the Early Learning Center. The potential partnership would offer Behavior Health Services to students at the ELC. Students at the Early Learning Center celebrated Career on Wheels (COW), on Tuesday, March 12th. Also, the administration team at the Early Learning Center met with Dr. Joye Bradley, Director of Early Learning in Atlanta Public Schools about the Frog Street curriculum on Friday, March 15th. Currently, Atlanta Public Schools is researching another curriculum to purchase and wanted to garner our prospective prior to finalizing their plans on upgrading their current curriculum.

Ms. Stephanie Lindstrom and Ms. Kim Rhodes, Pre-K Coordinators

2024-2025 Pre-K3 & Pre-K Lottery Process and Successful Run: All fliers and documents that accompanied the application process for the lottery were translated into the top 15 languages for DCSD and shared with schools. Several hundred calls and emails from all stakeholders were fielded and provided the appropriate troubleshooting and support to successfully submit applications for the lottery, if applicable. The lottery closed on Thursday, March 21st. There were 2891 applications submitted. The verification of documents upload: proof of birth, address, and parent ID for all applicants is in process. Lottery results will be emailed to applicants on

Wednesday, March 27th. The notifications are emailed out in batches throughout the day directly from the vendor.

March 8th District PL: District-wide PL was provided to 240+ Lead Teachers and Paraprofessionals at the AIC. After an examination of the current classroom practices and the BFTS program visit reports, the areas of needs were ranked. The top three areas were identified. The ECE team along with the BFTS specialist, Anne Hornerbaum, presented the three topics:

- Lottery Review for the 24-25 Year
- Essentials of Writing for Little Hands
- Using Creativity to Enhance Structural Format
- Introduction of the new Chief of Student Services concluded the meeting



Class Visits: As of 3/22/2024 191 Pre-K classroom visits have been made by the Early Childhood team. During these visits, the team provides feedback and recommendations to ensure compliance with the BFTS grant. Additionally, classroom instructional practices, behavior



management, and teacher requests support occur during these visits.

Ms. Donyell Atkinson and Ms. Kristen Drake, Gifted Education Coordinators

Summer Learning Program: The gifted department is proud to offer Serendipity to all identified gifted students in the DeKalb County School District in grades 1-6. The goal of this summer program is to provide extended enrichment beyond the traditional class schedule by allowing students the opportunity to participate in culinary arts, visual/performing arts, music, physical and/or health education, world languages (Spanish), STEAM, STEM, and computer science/technology. Currently, over 260 students are registered. Thirty-seven teachers applied to support the program to address relevant and rigorous courses of study through the MIRACLES framework. Parents can still register for Serendipity until April 30, 2024 using this

link: <https://www.dekalbschoolsga.org/summer-school/serendipity-summer-enrichment-program/>.

Professional Learning Opportunity: On March 8, the gifted department offered “Student Success Through Stations,” a three-hour professional learning session for teachers. The focus was on differentiated instruction and collective teacher efficacy as it addressed learning environments that support student success in the MIRACLES framework. Over 60 participants experienced five stations addressing art integration, Google maps, artificial intelligence, and district resources through Clever/Launchpad. One teacher responded, "Station teaching and learning brings a lot of interaction and student voice in the classroom." Another wrote, "I also enjoyed hearing from colleagues and learning what works best for them in their classes."



Dr. Kishia K, Towns
Chief of Wrap Around Services



Mr. Christopher Key
Executive Director of Student Advancement

Post-Secondary Transition Specialists

Georgia Institute of Technology and Emory University Illuminate College Preparatory Program serving 168 students in 3 cohorts (8th, 9th, & 10th grades). The Illuminate Program closing ceremony was held on 3/16th at the Bill Moore Student Success Center at Georgia Institute of Technology. DeKalb County Scholar Parents Recognition Plan – Guest Speaker Justin Whitening Redan HS Graduate – Emory University Senior.



The Post-Secondary Team hosted 2 District-Wide Virtual Free Application for Federal Student Aid (FAFSA) support events during the month of March (3/11 & 3/18). In addition, the PSTS Team hosted an in person FAFSA Night event on March 20th at the Administrative and Instructional Complex (AIC) Auditorium presented in partnership with Georgia Student Finance Commission and the Scholarship Academy. Ongoing FAFSA completion events continued to be conducted at DeKalb County School District (DCSD) High Schools.

The Post-Secondary Transition Specialists updated the March 2024 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](#)

The Post-Secondary Transition Team hosted "Apply to College" events held at DCSD High Schools with an increased emphasis on Career Focused Institutions and Technical College System of Georgia with "March Match Madness" Theme. PUSH Plan element of College Applications. Over 1200 students were serviced and assisted with their post-secondary planning during this event. Approximately 230 college applications were submitted by DCSD students during these events.



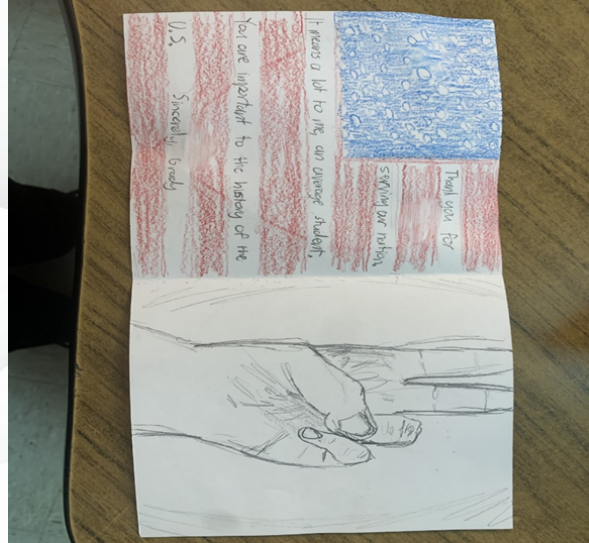
Mrs. Denise Revels
Director of Wrap Around & Support Services

After School Extended Day Programs

The ASED program serves 4,147 elementary school students throughout the district. Programs range from the academics to the arts and our students are exposed to numerous opportunities to learn and grow through enriching activities. An example of exceptional programming and parental involvement includes the 155 students enrolled in the ASED program at Livsey Elementary School. Our high level of parental engagement adds to the success of the overall program.



Livsey's ASED students wanted to do something special for our Veterans, and they made cards showing their love and support for those who sacrifice so much to keep our country safe!



Title IV – Check & Connect

“SPOTLIGHT”

Shanterica Davis M. Ed
Student Engagement Coach
Druid Hills High School

Ms. Shanterica Davis has developed a partnership with Georgia Work Based Learning. The collaboration provides summer job opportunities for our Check and Connect students, while instilling in them the importance of attendance, professionalism, and resume writing. These skills are crucial for their future success, and this program is designed to help them build confidence and improve critical thinking skills.

The workshops were engaging and interactive and impressed upon students their self-worth, while preparing them for the workforce and pursuing their future goals. All the students will have opportunities to apply for summer jobs, and practice job readiness skills to increase their chances of securing a position.



Attendance Specialists, Noa Rhodes, Jasmine Berry and Loretta Montgomery attended the NYAR Conference: National Youth Advocacy and Resilience in Savannah, GA on March 3-6, 2024. The Attendance Specialists attended multiple sessions, and they landed on 3 key sessions that are most relevant to improving new attendance strategies. These breakout sessions were: Supporting Sick Students: Understanding the Social and Emotional Impacts of Illness and Injury conducted by Elizabeth Marston, MSW, LCSW. TEAM Student: Putting Families and Students First conducted by Gabrielle Brundidge, school counselor at Lee Roy Myers Middle School, and Radical Youth Work: A Community Based Approach to Working with Youth, Young Adults, and Families, conducted by Weston Robins, school counselor.

In attending these sessions, the Attendance Specialists gathered and learned a plethora of strategies that could benefit DCSD. The “Supporting Sick Students” session highlighted ways we could help hospital homebound students through a social-emotional approach. The “Radical Youth Work” session put an emphasis on allowing students to give input on policies, and not always sticking to the status quo. For example, student led strategies put scholars at the center of everything we implement. Finally, the “Putting Families and Students First” session explained

how providing free and easily accessible resources to parents increases engagement, and the speaker also highlighted ways to fully use community-based resources.

School Social Work

Chapel MS and Murphey Candler ES

School Social Worker, Lorese Garfield of Chapel Hill Middle and Murphey Candler Elementary Schools partnered with Hope Outreach Ministries to establish a food pantry in both schools, which were developed due to the increase of requests for food assistance from both schools. Despite the number of food pantries in the area, an assessment revealed that parents were unable to access the resources. As a result, Ms. Garfield established the partnership to alleviate hunger in the community by helping families in need. Both administrators are interested in serving 100 or more families for SY24.



Dr. Darnell Logan

Director of Student Relations

Positive Behavior and Intervention Support (PBIS)

Over the past thirty days, the following tasks were completed by the PBIS team. Cohort 8 completed PBIS Tier 1 Readiness. The team began TFI walkthroughs for all PBIS schools. The team collaborated with Multi-Tiered System of Support (MTSS), Culture and Climate Coordinators, and the Mental Health Coordinators. New Positive Behavioral Interventions and Supports (PBIS) school level coaches completed the new PBIS Coaches Professional Learning Academy. The team attended School-wide Information Systems (SWIS) Facilitator Training and Association of Positive Behavioral Supports (APBS) International Conference.

Over the next thirty days, the PBIS team will facilitate PBIS Tier 1, Day 1 Training for Cohort 8. The team will complete TFI walkthroughs for all PBIS schools and attend school level PBIS team meetings to provide coaching and support. The team will continue collaboration with MTSS,

Culture and Climate Coordinators, and Mental Health Coordinators. The team will meet to collaborate with APEX representative. The team will host the PBIS District Leadership Team meeting. A new external coach will be onboarded. The team will continue coaching/planning meetings with Metro RESA school climate specialist.

Student Discipline/Student Reintegration

The Hearing Officers scheduled (132) DDP (District Due Process) Hearings; (35) canceled due to Discipline Team Meetings (DTM). Additionally, Student Relations cleared (119) 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 is 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 received refresher training in January. In addition, sessions will be conducted with schools and area principals as requested.

Technical assistance will continue to be provided to schools relative to local bullying issues as they arise. Furthermore, bullying complaints are reported to the district via EthicsPoint, the GaDOE Hotline, See Something/Say Something, and other methods. Those reports are forwarded to the Area Superintendent and the Facilitator of the Bullying Campaign for available support when needed.

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.

During the March 2024 Committee of the Whole presentation, the Chief Information Officer was able to provide a comprehensive update regarding the state of technology in the DeKalb County School District. The presentation started by establishing the pivotal role technology plays in realizing the business objectives of any organization. For DCSD and any K-12 institution, student access to equitable learning experiences is key.

Each month, DIIT intentionally begins our updates with a summary of our five goals. These goals ensures the "why" for technology in DCSD is focused on supporting learning and work that prepares students to be productive and successful members of society when they leave us. The best way a technology division can contribute is via a mission to provide an empowered digital learning environment equipped with innovative technology, consistently accessible to all students.



The updates we provide below speak to our work in ensuring this learning environment is in place to cultivate and support the brilliance in all students. For a preview of the entire presentation, please visit the following link:

https://simbli.eboardsolutions.com/meetings/TempFolder/Meetings/DIITUpdates_CoW_March_2024-rev_1622080jjeh5s1rednnkc1xhb24jysd.pdf

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

AEUC is focused on testing preparation. Preliminary meetings are being held to ensure our infrastructure is prepared to support all testing activities. Our annual bandwidth test will be conducted on Thursday, March 28th, and will involve every school in the district coming online to perform a test run for us to determine traffic load. In addition, we are in the final preparations of determining which schools have Chromebook and power adapter shortfalls. DIIT will provide loaner devices to schools with shortfalls to ensure every student is guaranteed a device.

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 8 as of Friday, March 22, 2024. Prior to week 8, we completed 48 schools or 841 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 been completed at the WBBC, Sam Moss, and AIC.

The next step is installing the devices for door access and intrusion alarm systems. The standardization meeting for building access was held and the team is pulling the information together for a cohesive SOP to be established and created. School Installations will begin soon! For the SPLOST Cabling Project, the first baseline school installations will begin the week of March 25, 2024. Three schools (elementary, middle, and high school) and an administrative office will be included in this initial installation. Stay tuned!

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 OLR and Parent/Student Portal translations are 100% complete and have been activated in Infinite Campus. The attendance letter, report card, and transcript translations require considerable manual setup work, and we are working collaboratively with K12SG on setup and testing prior to activation. Overall, the translations work is approximately 90% complete, with finalization anticipated the first week of April 2024.

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 100% complete, next year scheduling is well underway, and the project is on track for finalization by the end of April 2024.

Ms. Terri Webb, Manager III of Instructional Technology
AI Cohort Update

Instructional Technology has successfully concluded the 10-week DCSD AI Cohort for the 2023 – 2024 school year on March 17, 2024, with 106 participants. The primary purpose of the 10-week AI cohort initiative was to empower educators within the DeKalb County School District with the knowledge and skills needed to effectively integrate Artificial Intelligence into their classrooms. This cohort covered 4 components, AI Basics, AI in Action (tools within our ecosystem ready to use), Teaching with AI, and Learning with AI. Our celebration is on its way! Stay tuned for more information.

DCSD Technology Competition Update
Georgia's Student Technology Competition Results

Instructional Technology hosted the 2024 Technology Competition on Saturday, January 20th, at Dr. Ronald McNair Middle School. Over 800 Digital Dreamers showcased their creativity, critical thinking, and problem-solving skills through technology projects. 56 first place projects advanced to compete in the GA Student Technology Competition held on March 2, 2024, in McDonough, GA. Among these remarkable entries, 13 emerged victorious, showcasing the exceptional talent and dedication of our students.

State Technology Winners:

- 7- 1st Place Winners
- 5- 2nd Place Winners
- 1- 3rd Place Winner

Save the Date- Technology Symposium Update

DCSD Teachers, Principals, and Instructional Staff, 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.

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

The Learning Systems Team has been busier than ever! The team successfully submitted all data for the Civil Rights Data Collection (CRDC) on March 15, 2024 in advance of the final extension deadline of April 1, 2024. This is a very time-consuming and arduous task. In addition, the Learning Systems Team completed the integration of Infinite Campus to Everyday Labs for Daily Attendance and Analysis

Reporting. Lastly, support for preliminary school allocations for FY25 CSIP (Continuous School Improvement Program) and Title I Budget tracking was provided.

The Enterprise Business Systems Team has on-boarded two Business Systems Specialists to provide Tier I/SME support for Munis (ERP, ESS, and Time and Attendance) and Frontline Professional Growth. The Enterprise Business Systems Team continues to support the three (3) ERP Environments

- ◆ Munis Phase I
- ◆ Munis Phase II
- ◆ ERP Legacy System CrossPointe and Frontline
- ◆ Professional Growth
- ◆ Employee Management
- ◆ Asset Management

The Visualization Team and the Web Team continue to update and publish the public dashboard for the student devices. The dashboard is updated weekly based on Monday morning Frontline Asset Management data.

Mr. Joseph Swing, Manager III, Enterprise Systems

Telecommunications is 95% complete with the migration of T-Mobile cellular Phones to AT&T Cellular Phones. Of the 908 Cellular devices, 859 have been migrated. There are currently 49 cellular phones left to migrate not including new user requested devices.

Telecommunications also continues to monitor daily call volume and utilization. The district is averaging about 30k calls a day and the system sees line utilization of about 40.04%.

Ms. Gwen Brame, Manager III, IT Business Operations

The IT Business Operations department directly supports the CIO by managing and monitoring the division's budget, human capital activity, and other operational responsibilities. It is budget season, and a major focus for the past thirty days has been wrapping up expenditures for this fiscal year as well as providing metrics to refine DIIT's budget proposal for the next fiscal year. IT Business operations has also been working tirelessly to monitor all vacant positions and support recruitment and interview processes necessary to fill these positions. Although much work must be done to fill DIIT positions, we welcomed our Deputy Chief Technology Officer, Dr. Kermit Belcher to provide outstanding leadership to our Instructure and Operations Unit.

Dr. Yolanda Williamson
Chief of Community Engagement & Innovative Partnerships

Dr. Yolanda Williamson
Community Engagement

High Level priorities for the month:

Staffing

- Deputy Chief of Communications –Resume Reviews have been accomplished and interviews have been re-scheduled for April 2024.
- Strategic Partners Manager- Position filled.
- Project Manager- Position filled.

Superintendent’s Staff Advisory Council

Once again in March, the staff advisory council convened to continue their discussions and express their thoughts and concerns on a range of topics. Additionally, they had the opportunity to explore the Mobile Impact and Student Success Bus, discovering the diverse array of services it provides to students and parents. Furthermore, they visited the Family Impact Hub, where they were informed about the multitude of programs and services accessible to all schools.

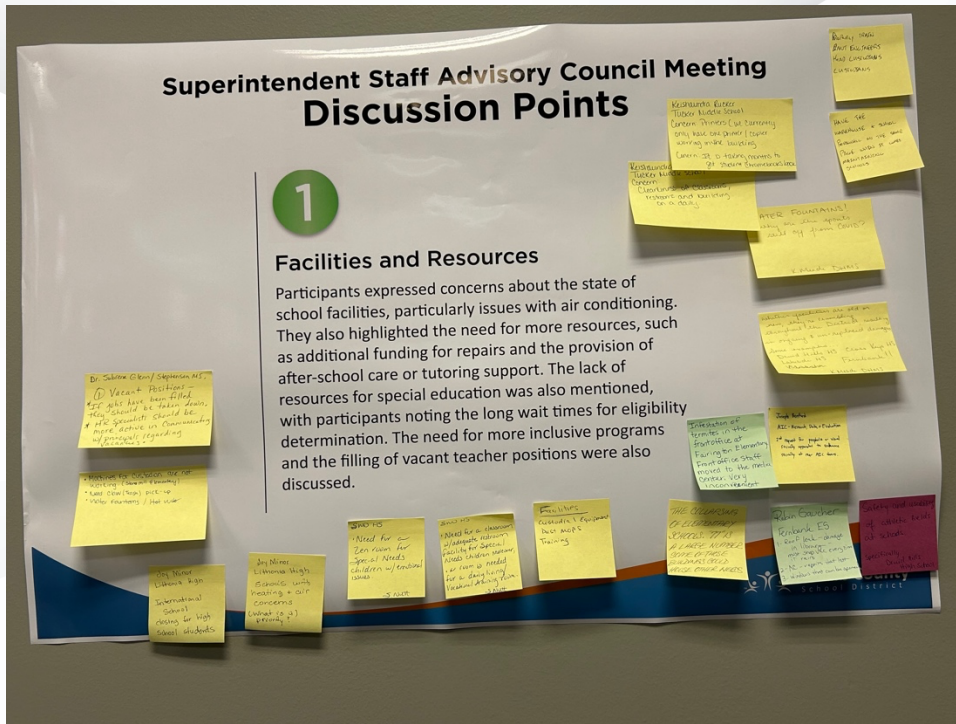
We are grateful to our partners at Stars & Strikes for generously providing the meeting space for the Staff Advisory Council.



Staff Advisory Council in Conversation with the Chiefs



ThoughtExchange Discussion Points for Staff Advisory Council



Thought Exchange & New Advisory Council

The launch of a new Superintendent’s Exceptional Education Parent Advisory Council (SEEPAC) is underway. The members of the Council have all been notified of their acceptance. Each board district is represented by at least one member. In preparation for the first meeting which will be held during the month of April, participants have been asked to complete the following ThoughtExchange:

With the objective of improving student outcomes in mind, what are some topics or concerns that you would like to discuss for the upcoming Superintendent's Exceptional Students Advisory Council meetings?

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. Please see a summary of the responses and the word cloud (The words are sized based on how many thoughts they appear in) below. There were 220 participants, 96 thoughts, and 2000 star ratings. The survey began on February 4, 2024 and closed on March 15, 2024. The survey was accessible to all stakeholders, including the participants on the Parent Advisory Council.

The responses to the question about the existing volunteer policy (Board Policy IFCD, School Volunteers) were varied. Some respondents felt that the policy was beneficial and provided

peace of mind, ensuring the safety of children. However, many respondents found the policy to be cumbersome and restrictive, particularly the requirement for level 3 volunteers to undergo background checks and fingerprinting. This was seen as a deterrent to volunteering, especially for those who found it difficult to travel to the county office. Some respondents suggested that the process could be made more accessible by offering training and verification at varied locations and in different languages. Others were unaware of the policy or the different levels of volunteering. A few respondents felt that the policy was overly burdensome and hindered inclusivity.

Click a word to hide it from the Wordcloud



Hidden words

No hidden words

Settings

Related words are the same color

ThoughtExchange logo

Done

Next Steps for Family Engagement on Volunteerism

Improve Communication of policy

Approach 1: Send out regular communications about the volunteer policy, including updates or changes, to all stakeholders.

Approach 2: Provide clear, easy-to-understand explanations of the policy, including what is required at each volunteer level.

Approach 3: Offer opportunities for potential volunteers to ask questions and get clarification on the website, perhaps a Chatbot could be considered or some other quick way for stakeholders to get answers.

Approach 4: Find a more suitable location on the website to disseminate information about volunteering and the process of becoming a volunteer.

Increasing Accessibility of Volunteer Training and Verification

Approach 1: Offer volunteer training and verification at varied locations, including local schools, to make it easier for people to attend.

Approach 2: Provide training and verification at different times, including evenings and weekends, to accommodate those who work during regular business hours at the beginning of each semester.

Approach 3: Consider implementing mobile units for training and verification, which could travel to different regions to reach more potential volunteers.

[Volunteer Training – Parent Family Engagement \(dekalbschoolsga.org\)](https://dekalbschoolsga.org)

Website for DCEIP- In progress

The IIT Department has shared a beta site where the leaders of Communications, Family Engagement, Grants & Partnerships, and the Foundation are currently reviewing and updating content for their respective sections.

Mix & Mingle for Community Partners

Since the Foundation's debut is scheduled for June 2024. Planning for this event is underway.

Exploration of New Community Partners

Emory AI Center for Learning

Hank Stewart Foundation

Corners Outreach

ATE Educational Consulting

Dr. Kendrick Savage, Creator - Savage Motivation, LLC

Paint Love

Teall Properties Group (TPG)

QEB FOUNDATION, WQEB 97.3 is a Community Alliance for Empowerment (CAFE)

Kate's Club

Ink Well Publishers (Beverly Floyd)

Communicative Diversity Plan

This goal is currently in the data collection phase. A scheduled meeting with Gwinnett County Schools revealed some practical ways that we can readily adopt to enhance our efforts to communicate to non-English speakers (website, graphics, PDFs) We discussed the potential benefit of a platform to house all district level communication to include: district alerts, social and web share, newsletters as well as classroom communications to include: 1:1 and group messaging, forms, permission slips, and etc.

The next exploratory meeting will be with Prince George Public Schools (Prince George, VA), and Hurst-Euless Independent School District (Bedford, TX) and a district in south Florida (TBD).

All of the information collected from the various districts will be discussed in an advisory meeting for feedback and input in the development of the Communicative Diversity Plan.

Tanya Arrington

Manager Strategic Partners

Meetings/Presentations for Further Review

Cognia (MyVoice):

The meeting (with Robert Neu, Senior Director) was an introduction to a program they have developed called My Voice which will help the superintendent and principals drill down the data and address issues like teacher burnout and the culture of the building. The program looks at 10 different drivers/indicators that allow teachers to give real time feedback on different areas and allow administrators to go into the platform and come up with real time solutions/conversations based on this data. The goal of the program is teacher retention and a healthy school culture

K12 Insight- Let's Talk:

The meeting (with Joseph Douglass, Regional Sales Director) was an opportunity for DCSD to look at how we can streamline communication and route phone calls and emails to a specific person/team. The service (Let's Talk) is designed to allow DCSD to be more efficient and productive in responding to our stakeholders' needs through AI-powered technology. All calls are logged into the system and responded to within 48 hours (about 2 days). The yearly subscription price is \$350,000 and the one-time fee for set up is \$50,000. The system was

designed to save thousands of labor hours. A meeting will occur after spring break with the IT department, Chief of Staff and Superintendent Horton.

Dr. Amelia Jefferson
Project Manager

Task Management and Annotations

The Division of Community Engagement and Innovative Partnerships is in the process of developing a SharePoint Site to support the MIRACLES Framework Priority, *Progress Monitoring*. This site will provide a central location to house stakeholder feedback. During Superintendent Dr. Devon Q. Horton's community visits, highlights of *What's going well?* and *What support is needed?* is documented. This platform has been shared with the Superintendent's Cabinet to review and follow up weekly. Finally, a Project Tracker was added to the Site to provide the District Chiefs with a process to pull out their department's information to systematically address *glows and grows*.

Thurman Green III
Foundation Oversight Executive

The Foundation is engaging in preliminary meetings around career exploration, environmental education, and ecosystem building between education and business communities. Most recently, the Foundation attended the Dream DeKalb Education/Workforce Summit in ways to strategically prioritize building a sustainable workforce in DeKalb County. A goal is to develop opportunities to implement the College and Career Academies model in conjunction with CTAE programming in DeKalb County School District. Currently, DeKalb County School District is the only district in Metro Atlanta without a College and Career Academy. Potential partnership opportunities also exist with Georgia Power as we collectively work to identify a meaningful strategy towards skill building and career development for DeKalb County School District students. In addition, the Foundation will continue to build out infrastructure and center its work to properly support the district.

The Debut for the Foundation is scheduled for May 21, 2024. Planning for this event is underway.

Dr. Donald Porter
Press Secretary

The Press Secretary's office serves as the primary point of contact for all news media inquiries and actively participates in many direct and indirect support functions across DCSD divisions. A monthly summary of these activities for March 2024 includes:

2024-03-27 At the request of Stone Mountain HS Principal Michael Costa, I rewrote his March 27, 2024, family letter informing of a lockdown due to three unidentified individuals in the school

2024-03-27 At the request of Dr. Lisa McGhee, I rewrote a family letter for Dresden ES regarding a weapon at school.

2024-03-27 At the request of Trenton Arnold, I edited a family letter for Smoke Rise ES about an unsubstantiated report of a weapon on school property.

2024-03-27 Worked with Chief Palmer to draft and release a media statement to WSB-TV about allegations against a DCSD Police officer:

The safety and well-being of students and staff are top priorities for the DeKalb County School District (DCSD). Allegations of inappropriate or unlawful behavior are taken seriously and addressed according to established District policies and procedures.

Following an incident on March 13, 2024, allegations were made against a DCSD Police Officer working at the DeKalb Alternative School. Due to the serious nature of the accusations, the officer was placed on administrative leave pending the outcome of an internal investigation.

DCSD is committed to maintaining the integrity of the ongoing investigation and legal process. Further statements will not be issued until the investigation is complete.

2024-03-27 At the request of Dr. Beth Kyle, I rewrote the principal letter to Henderson Mille ES families announcing a weapon found on school property.

2024-03-25 Rewrote web story of Dr. Syreeta McTier honored as Educational Support Professional II of the year. See: <https://www.dekalbschoolsga.org/default/dr-syreeta-mctier-honored-as-educational-support-professional-ii-of-the-year/>

2024-03-25 At the request of Mr. Trenton Arnold, I edited a family letter to McLendon ES families alerting them to an alleged threat.

2024-03-25 At the request of Dr. Triscilla Weaver, I rewrote and offered suggestions for a letter announcing the new principal to Elizabeth Andrews families.

2024-03-27 Arranged and attended the AJC story of the Lakeside HS student assembly to remember the five students lost this year due to driving accidents.

2024-03-14 At the request of the superintendent and Board member McGinniss, I drafted a letter from Dr. Horton to elected officials encouraging support for a \$1-million audit that could make areas around 22 DCSD schools safer.

2024-03-13 Completed presentation draft of State of the District speech for the superintendent.

2024-03-13 At the request of Dr. Lisa McGhee, I edited the family communication for Clarkston HS families observing Ramadan.

2024-03-14 I rewrote the media release announcing the Overwhelming Return of Educators for the 2024-2025 School Year Celebrated. See:

<https://www.dekalbschoolsga.org/students/dcsd-celebrates-overwhelming-return-of-educators-for-2024-2025-school-year/>

2024-03-13 I delivered a DRAFT of opening remarks for Mr. DaCosta for the State of the District.

2024-03-13 I delivered a DRAFT of closing remarks for Mrs. Pierce for the State of the District.

2024-03-13 Wrote Media Release about the expansion of IGNITE DeKalb Teacher Residency Program to Include Paraprofessionals In Addressing Educator Shortages. See: <https://www.dekalbschoolsga.org/students/dcsd-expands-ignite-dekalb-teacher-residency-program/>

2024-03-13 Responded to multiple media inquiries regarding alleged late payments from superintendent to former district.

2024-03-12 At the request of Dr. Stoddard at Lakeside HS, I edited her family letter announcing the death of a student in a car crash.

2024-03-11 Responded to multiple media inquiries regarding the follow-up to unsatisfactory health score at Druid Hills MS. Reevaluation passed with a perfect 100!

2024-03-11 At the request of Jacqueline Taylor, I rewrote the principal letter for DHMS announcing a perfect score on the reevaluation of its school cafeteria.

2024-03-08 Rewrote the media release of the latest Cognia Review of DCSD and improved results. See: <https://www.dekalbschoolsga.org/news/latest-cognia-review-highlights-improved-board-governance-commitment-to-continuous-improvement/>

2024-03-07 At the request of Dr. Billingsley, I provided a template family letter of a physical altercation on campus.

2024-03-07 At the request of Dr. Weaver, I provided suggested edits to a letter to Lithonia HS families announcing a school lockdown in response to a student crisis.

2024-03-04 I rewrote the principal letter that went home to Druid Hills MS families announcing an unsatisfactory DPI health score in its cafeteria. This letter was distributed to multiple media outlets upon request.

Jamelia Potter

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.

Saving our Students (S.O.S.) - In the DeKalb County School District (DCSD) community, gun violence, vaping, human trafficking, bullying, vaping, and cyberbullying have become critical issues impacting our students, families, staff, and community. DCSD is launching a Saving Our Students "S.O.S." campaign to raise awareness about the detrimental effects of these issues in our community. This campaign will involve PR, marketing, media, a march, and video efforts to reach a wider audience and spread our messages effectively. This campaign will be implemented for the 2024-2025 school year.

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 April 2024 and distributed on the following channels:

- Hitting the Road with Dr. Horton Newsletter
- News Flash

- Social Media
- School Messenger
- The District Website
- School Websites

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.

Completed Projects (graphics):

Stephenson High School
Martin Luther King Jr. High School
DeKalb Early College Academy
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

Dr. Marcia Oglesby
Director of Grants & Partnerships



Dr. Yolanda Williamson, Chief of Community Engagement and Innovative Partnerships, attended the proclamation presentation from the DeKalb County Government on behalf of Dr. Devon Q. Horton. The DeKalb County government took the initiative to formally acknowledge and honor the contributions of the City Schools of Decatur, the DeKalb County School District, and the Chamber of Commerce for collaborating to form partnerships to support college and career readiness in DeKalb County. This recognition was extended during the inaugural Dream DeKalb Summit, signifying the importance of the involvement and support of the community's aspirations and endeavors. The proclamation served as a testament to their dedication and collaboration in shaping the vision and future of DeKalb County.

Dream DeKalb: Education and Workforce Visioning Summit – Pioneering for the Future



Career, Technical &
Agricultural Education

The Dream DeKalb: Education and Workforce Visioning Summit - Pioneering the Future was held on Wednesday, March 27, 2024, at the Georgia Piedmont Technical College Conference Center. The Grants and Partnerships team, Doryiane Gunter, and the CTAE department worked collaboratively with the Chamber of Commerce to plan the first annual Dream DeKalb Summit.

DREAM DEKALB
Education and Workforce
Visioning Summit
Pioneering the Future with a
New College and Career Academy
in DeKalb County

REGISTRATION
QR CODE

<https://bit.ly/3THD9eH>

Wednesday
March 27th, 2024

8:30 AM - 11:00 AM

Georgia Piedmont Technical College
Conference Center
495 N. Indian Creek Dr.
Clarkston, GA 30021

Join us as we shape the future of education and workforce development in DeKalb County. Be part of the conversation as we unveil plans for a new College and Career Academy, designed to empower students for success in higher education and the workforce.

Click here for more information →

The DeKalb Chamber of Commerce, in collaboration with key partners: Georgia Piedmont Technical College, Georgia Power, Dr. Triscilla Weaver who attended on behalf of Dr. Devon Q. Horton, Dr. Gyimah Whitaker, Superintendent of the City Schools of Decatur, and the DeKalb County Government, were thrilled to announce the Dream DeKalb: Education and Workforce Visioning Summit. This is the first of a series of planning sessions designed to support the county's school systems' efforts.

This groundbreaking event will not only focus on education and workforce development, but also unveil a vision for creating a new college and career academy in DeKalb County. The Grants and Partnerships team: **Darius Williams, Michael Harris, Libritta Anderson-Griffin and Marcia Oglesby** supported the planning, communications, and logistics of the summit in collaboration with the Chamber of Commerce and **Doryiane Gunter**, Director of Career,

Technical and Agricultural Education (CTAE) and other members of the CTAE team.



Grant Application Submissions



Innovative Education Fund Grants

Libritta Anderson Griffin, Coordinator II - Grants and Partnerships, supported various schools and departments by submitting three Innovative Education Fund grants on March 15, 2024. If awarded, Flat Shoals Elementary School, Stone Mountain Elementary School, and School Innovation and Governance (Ms. Shakina Champion) will receive \$25,000.00 - \$50,000.00 each over 18 months to pilot an innovative education program that has the potential to impact student outcomes and transform teaching and learning in schools. The purpose of the grant is to provide funding to Georgia schools and districts implementing innovative programs at various levels.

Michael Harris, Manager I, Partnerships submitted the Make Ready grant to Georgia Power. If awarded, the grant will provide funds to purchase electric bus charging infrastructure.

Grant Awards

- K-5 Numeracy - \$79,000.00 – This Georgia Department of Education grant was awarded to seven schools to secure funding for the purchase of instructional resources to support the implementation of Georgia’s K-12 mathematics standards and funding for evidenced-based numeracy interventions.
- Alliance for a Healthier Generation/Kaiser Permanente Mini-Grant – \$25,000.00 – This grant was funded by Kaiser Permanente to support the Total Rewards project to create Staff Mindfulness/Wellness Rooms in schools throughout the district. The Mindfulness/Wellness Rooms are designed to provide a space for staff to decompress and relieve stress, anxiety, and various levels of debilitating life stressors. Activities related to personal wellness and mental health awareness will also be provided in the designated space for school staff.

Partnership Interest Surveys

The Grants and Partnerships Department received 7 surveys from potential partners and vendors.

Name of Organization	Description of Service	Partner	Vendor
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Learn 4 Life	To improve meaningful outcomes along the cradle to career continuum for all children with a data-driven analysis among partners who want to improve educational outcomes.	X	
National Wildlife Federation	Inspire a lifelong connection with wildlife and wild places through our children's publications, products, and activities.	X	
Latin American Association	Empower Latinos to adapt, integrate and thrive by providing the services of economic empowerment, immigration services, family stabilization and well-being, youth services, and civic engagement and advocacy.	X	
DeVry University	A private, for-profit college that offers online and hybrid programs in business, technology, and healthcare	X	
College AIM	Partners with Atlanta area high schools to help students get into technical, two-year and four-year postsecondary programs.	X	
ARW Brown Educational Coaching Services, Inc.	Providing strategic solutions to parents seeking clarity, less stress and successful completion of IEP Transition goals.		X
Communities in Schools	Youth-serving and dropout prevention organization providing wraparound student support.		X

Marcia Coward
Manager of Family & Community Empowerment

Satellite IMPACT Hub



During the **Schools Spotlight celebration** held at Sequoyah Middle School, Principal Sedrick Anthony emphasized the significant contributions made by Family Engagement Liaisons Anne

Ferreira and Angelica Rosso to the school community. Their endeavors in implementing programs, collaborating with external organizations, and providing vital assistance directly within the school have greatly benefited both students and families. The Family Engagement Department was well-represented during the event, where comprehensive information was shared regarding the department's objectives and areas of focus. This initiative aims to fortify connections between families, schools, and the broader community, nurturing a supportive and inclusive educational environment. Additionally, as part of the ongoing commitment to literacy, various resources, including books, were distributed to attendees, highlighting the school's dedication to fostering literacy skills among students and instilling a lifelong love for reading.

Overall, the Schools Spotlight celebration served as a platform to acknowledge and showcase the impactful work of the Family Engagement Liaisons, as well as the continuous efforts to enrich literacy and community engagement at Sequoyah Middle School.

Our computer literacy sessions for parents at both the Sequoyah and Cross Keys locations are progressing smoothly, with parents thoroughly enjoying the classes and gaining valuable knowledge from them. It is our goal to expand this training to our parents across the district.

Mobile IMPACT Hub



On March 1, 2024, we launched **Read Across DeKalb** at 12 of our Horizon Schools: Woodridge ES, Flat Shoal ES, Panola Way ES, Dresden ES, Murphey Candler ES, Stone Mountain ES, Pine Ridge ES, Shadow Rock ES, Montclair ES, Peachtree ES, Stoneview ES, and Redan ES. We were delighted to have 63 guest readers volunteer to read to our students. Over 5500 books were successfully distributed to our students to take home as part of this effort, which aims to promote literacy and a love for reading among our student population.

By providing these books, we hope to cultivate a culture of reading both inside and outside the classroom, nurturing a lifelong passion for learning and exploration through literature. The event was highly successful, enjoyed by students, schools, and guest readers alike. We eagerly anticipate an even more successful event next year and are exploring the possibility of extending Read Across DeKalb into the summer, reaching out to the community and our apartment complexes throughout the district. This expansion aims to further promote the joy of reading and literacy among our students.

Adult Learning Program (GED & ESL)

We are thrilled to announce our latest initiative aimed at supporting adult learners in acquiring

industry-certified credentials to advance or enhance their careers. It is noteworthy that many of our ESL students have expressed interest in this area and are eager to get started. To address this, we plan to commence this journey with our Sequoyah adult learners and subsequently expand to other sites. The ServSafe program will equip our adult learners with the necessary knowledge and skills to pass the ServSafe Food Protection Manager Certification exam. This will also contribute significantly to our Foodservice employment pipeline.



Congratulations !

are also in order as the Technical College System of Georgia (TCSG) celebrates our EAGLE Delegate, Mr. Elmo DeSilva (2023 GED Graduate), and Outstanding Teacher of the Year, Dr. Verna Ramdeen. Dr. Ramdeen was chosen as the Regional OTOTY and ranked as one of the 4 top performers at the state level. Mr. DeSilva served as a Custodian at Indian Creek Elementary School, and was promoted to Plant Engineer once he received his GED Diploma. We are proud of our students and the quality Instructors supporting their goal of obtaining their High School Equivalency Diploma. To date, 16 students have obtained their GED and we hope to see that number grow to 58 before graduation day on June 3rd.