



Academic Report Document – November 2024

Dr. Norman C. Sauce III , *Chief of Student Services*

Dr. Norman C. Sauce III began the month by focusing on the ESOL program evaluation and master planning project. He actively participated in curriculum steering committee meetings and engaged with Pre-K teachers during training sessions held in collaboration with Bright from the Start at Lithonia High School. Additionally, he attended a training course on interpreter ethics and a professional learning session with Vista Higher Learning further supporting the professional growth of district staff. Sauce attended the Personnel and HR Committee meeting with the superintendent, as well as the Superintendent's Advisor Staff meeting. He represented the Division of Student Service at the FY2026 budget development kickoff and participated in Curriculum Calibration Visit (CCV) at Narvi J. Harris Theme School, which included classroom visits with ESOL teachers. He also attended the Board District 4 Town Hall Meeting to stay informed and engaged with community stakeholders. In addition to administrative responsibilities, Dr. Sauce made time to support student athletics by attending the state cross-country championship. During the Board Advisor Meeting, the Division of Student Service presented the School Psychology Week proclamation, highlighting the importance of student well-being. He also attended the GLIS LIT professional development session with the Division of Curriculum, Schools, and Leadership.

A highlight of the month was assisting with presenting the Difference Maker Award to Dr. Zack Phillips, Executive Director of Early Learning. Dr. Sauce expressed pride in Dr. Phillips' impactful work in supporting the Department of Early Learning and Pre-K. Dr. Sauce also attended the Special Olympics Health Fair, celebrating inclusion and the achievements of exceptional students. Sauce worked collaboratively with the gifted team and Newton County Schools leadership to share and demonstrate resources on DCSD's shifts in gifted education. He also continued his regular monthly check-ins with the Gifted, Exceptional Education, English Learners, and Early Learning department leaders.

He participated in an Initiative One learning session and attended the Superintendent's Principal Communication Committee session, further contributing to leadership and strategic planning. Classroom visits were a key focus this month, with Dr. Sauce observing Pre-K3 and Pre-K4 classrooms at Peachcrest Elementary, Coralwood Education Center, Early Learning Center, as well as gifted classrooms at Livsey Elementary. He also conducted instructional observations and had collaborative support discussions with school leaders at Cedar Grove High School, Clarkston High School, Lithonia High School, and Towers High School. He conducted early learning and ESOL pulse checks to ensure alignment with program goals. Sauce participated in a National Alliance of Black School Educators (NABSE) national conference tour at the Early Learning Center and

DeKalb School of the Arts, showcasing district achievements.

A notable highlight was attending the NABSE Conference at the Georgia World Congress Center, where he was immersed in enriching learning sessions and professional development experiences on best practices serving children from diverse backgrounds. He described the conference as transformative, with valuable insights to bring back to the District. Dr. Sauce concluded the month with a heart of gratitude, reflecting on his role within the DeKalb County School District and expressing thanks for his colleagues and work family in anticipation of the Thanksgiving holiday.

Dr. Norman C. Sauce III
@DrNormanCSauce3

I thoroughly enjoyed my visit with Mrs. Jameson & her brilliant Pre-K scholars at Peachcrest Elementary School. I caught them in the midst of circle time - they wowed me with their prior knowledge of airplanes & all things aviation. What a visit! Go, Wildcats! @DeKalbSchools

Dr. Norman C. Sauce III
@DrNormanCSauce3

I was privileged to spend time this morning with Principal Dr. Castelle at Coralwood Education Center. She & her staff have cultivated an extraordinary & nurturing environment for our youngest learners with the most critical needs to thrive. Bravo, Dr. Castelle & Coralwood Team!

Dr. Norman C. Sauce III
@DrNormanCSauce3

I braved the rain for the dual treat at Livsey ES of hanging w/ main office extraordinaries: mother/daughter duo Mrs. Hill & Ms. Hill- & observing the maestro gifted teacher in action: Ms. Yisrael & her talented scholars' deductive reasoning skills! They are H-PRIDE personified!

Dr. Norman C. Sauce III
@DrNormanCSauce3

What a way to conclude a marvelous day! Our Bilingual Parent Advisory Council was 🔥🔥🔥 with energy & insights to drive improvements on how we support multilingual learners & families! Thank you, Supt. Horton & EL Department for your time & devotion for this important group.

Dr. Norman C. Sauce III
@DrNormanCSauce3

@NABSE_org Nat'l Conference Tour in @DeKalbSchools! We're thrilled to welcome leaders to our Early Learning Center to observe the impactful early literacy, numeracy & social development that Director Mr. Spince & his team engender. Thank you BOE Vice Chair Pierce for joining us!

Dr. Norman C. Sauce III
@DrNormanCSauce3

Respectfully, we just wanted to ensure that folks knew @DeKalbSchools was in the building @NABSE_org National Conference... #ILoveDCSD



Dr. Norman C. Sauce III
@DrNormanCSauce3

I was delighted to represent with some of my favorite folks @OfficialGHSA Cross Country State Championships. We cheered on our @DeKalbSchools scholar-athletes from Lakeside HS, Chamblee HS, Dunwoody HS, & Towers HS. We're so proud of them! And it was a gorgeous day for a run!



Dr. Norman C. Sauce III
@DrNormanCSauce3

Our paths crossed a number of times along our leadership journeys- & now I'm elated @Dr. Douglas, CGHS has returned @DeKalbSchools as Principal of Cedar Grove High School! It was great to meet today on how our Division will support his transition & school's success. Go, Saints!



Dr. Norman C. Sauce III
@DrNormanCSauce3

I was blessed to spend time with Clarkston HS Intensive English teacher Ms. Sorhaindo & her scholars today. I was amazed with the rich environment of language acquisition she fosters through multiple active learning modalities. Her scholars demonstrated their abundant genius!



Dr. Norman C. Sauce III
@DrNormanCSauce3

Special shout out to this awesome Clarkston HS trio: AP Mr. Powell, FACE Advocate Ms. Wimbley, & Science Coach Ms. Mears. I had a stupendous visit @mightyangoras - Sheltered ELA, Interrelated Social Stud., Intensive English- plus I learned all about Freshmen Commitment Ceremony!



Dr. Norman C. Sauce III
@DrNormanCSauce3

@DeKalbSchools Exceptional Education Parent Advisory Council was on 🔥🔥🔥 tonight! Sessions on student accommodations, modifications, least restrictive environment, assistive technology, & critical feedback! Thank you, parent leaders, & Exceptional Ed. Dept. for your vision.



Dr. Norman C. Sauce III
@DrNormanCSauce3

Ms. Lieberman & our stellar English Learners Dept. partnered with @VHLPreK12 to demonstrate the features of this powerful platform for language acquisition with our ESOL teachers in a great PL day! Thanks @SMHSUPDATES for hosting us. @DeKalbSchools



Dr. Norman C. Sauce III
@DrNormanCSauce3

@DeKalbSchools Early Learning & Pre-K Dept. facilitated a rich day of professional learning on quantity versus quality instructional norms in our early learning classrooms. Thank you Anne Honerbaum @GADeptEarlyCare for facilitating with us @Lithonia4ight!



Dr. Norman C. Sauce III
@DrNormanCSauce3

During today's PL Day I hopped over @LithoniaHigh while Principal Dr. @MCWilkinsPhD & her team were planning powerful practices & impactful experiences for their scholars! I'm so proud of their gains underway! Go, Bulldogs! @DeKalbSchools



Dr. Norman C. Sauce III
@DrNormanCSauce3

Today was a phenomenal session with our partners @RMCResearch as we plan for our comprehensive @DeKalbSchools program evaluation & master planning project around our ESOL programming. We appreciate the support of our BOE & Superintendent to embark on this journey. Stay tuned...





Dr. Norman C. Sauce III
@DrNormanCSauce3

Thank you [@The_Titan_Way](#) Parent Liaison, Ms. Tabatha Roberts, for your personal touch & SAFE Center tour today. I was thrilled to learn of the many ways you uplift our parents' access & support for their children. You well-deserve your Difference Maker Award from [@dcsd_careers!](#)

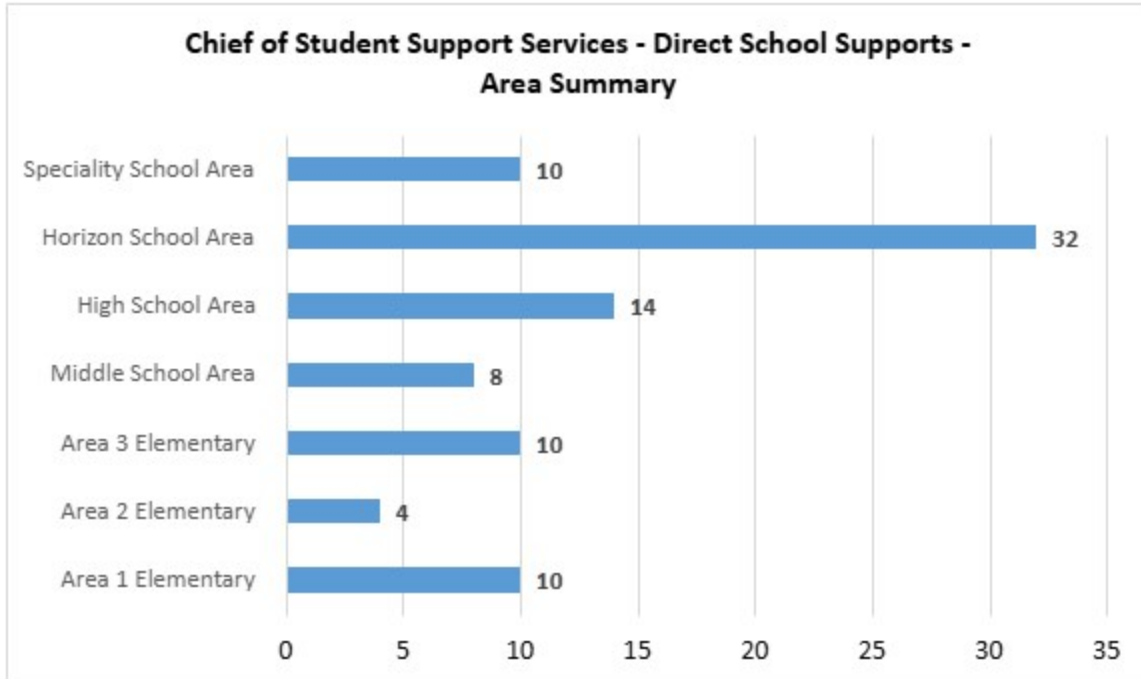


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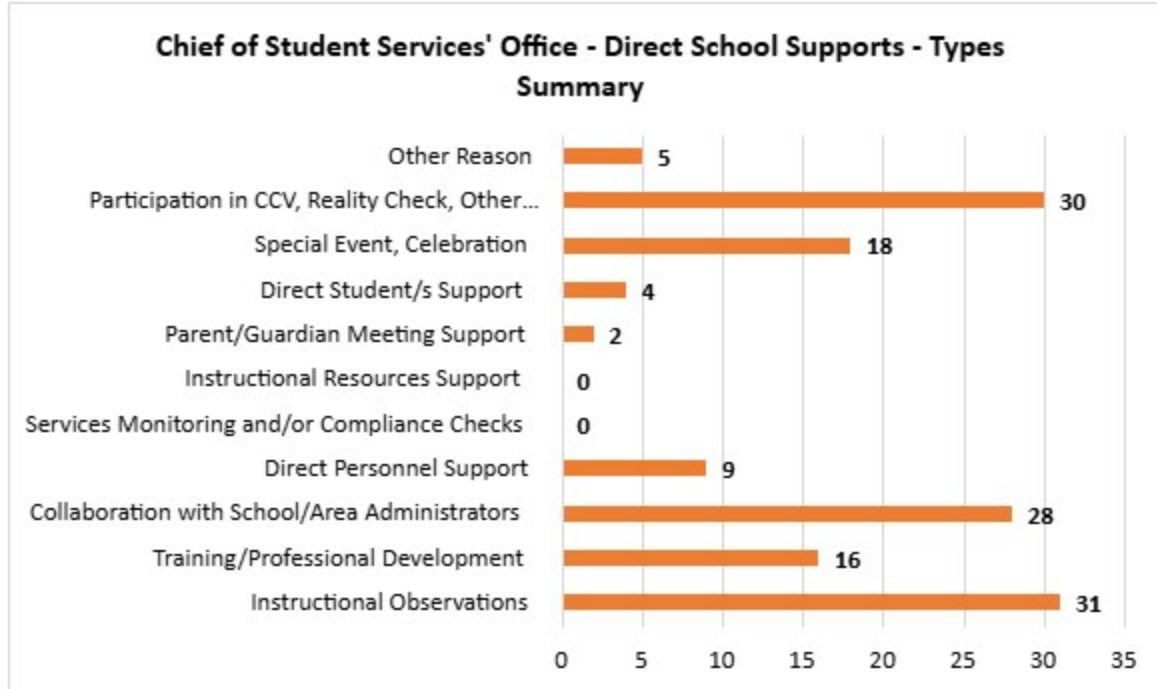
It was a pleasure to visit our [@DeKalbSchools](#) Early Learning Center as we continue our journey with [Waterford.org](#) to build our Pre-K educators' capacity around structured literacy - and we got to welcome Dr. LaTonya Donald to our Early Learning Team!



Direct School Supports by Chief of Student Services' Office Since Start of School Year:




Types of Direct School Supports by Chief of Student Services' Office Since Start of School Year



Dr. Evelyn Hall , Executive Director, English Learners

Instructional Language Plans (ILPs)

For the 2024-2025 school year, the DeKalb County School District implemented Instructional Language Plans (ILPs) to offer additional instructional support for English Learners who did not demonstrate positive band to band movement (students who did not show growth in their language skills) on the 2024 ACCESS 2.0 assessment. This growth is measured by comparing domain scores in listening, reading, writing and speaking with scores from the 2023 ACCESS 2.0 assessment. Out of the **4,888** students eligible for ILPs, **3,883 ILPs** have been implemented, representing **79.4%** of necessary ILPs.



DeKalb Instructional Language Plan (ILP)

Student Information


Student	District Enrollment	Grade Level	IS
Student ID	ISL Enrollment	ISL Enrollment	IS
IS Status	Home Language	ISL Enrollment	IS
Enrolled in US	Years in US Schools	ISL Enrollment	IS
City/Town of Birth	ISL	ISL Enrollment	IS
Previous Prof Band	Current Prof Band	ISL Enrollment	IS
Next Year Target Band	ISL Enrollment	ISL Enrollment	IS

English Language Proficiency Tests

Test Name and Date	Composite	Listening	Reading	Oral
ACCESS to ELL 2-3	275	275	275	275
Reading	275	275	275	275
Writing	275	275	275	275
Comprehension	275	275	275	275
Library	275	275	275	275

Descriptors

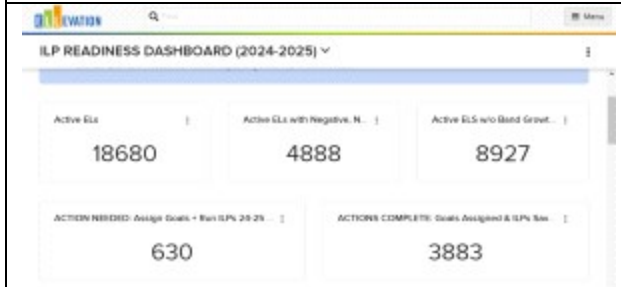
Domain	Current Descriptors	Summative Descriptors
Speaking	<ul style="list-style-type: none"> 3.4 Developing: Students at this level: <ul style="list-style-type: none"> • Exchange information in social and academic conversations • Develop main ideas from supporting details in oral, content-related discourse • Use varying strategies described only • Cite specific content-related evidence described only 	<ul style="list-style-type: none"> 4. Expanding: Students at this level: <ul style="list-style-type: none"> • Distinguish between multiple meanings of oral words or phrases in social and academic contexts • Analyze content-related topics or assignments based on oral discourse • Cite specific examples of content related detail • Compare notes based on visuals and oral descriptions using specific and some technical language
Listening	<ul style="list-style-type: none"> 3.4 Developing: Students at this level: <ul style="list-style-type: none"> • Exchange information in social and academic conversations • Develop main ideas from supporting details in oral, content-related discourse • Use varying strategies described only • Cite specific content-related evidence described only 	<ul style="list-style-type: none"> 4. Expanding: Students at this level: <ul style="list-style-type: none"> • Distinguish between multiple meanings of oral words or phrases in social and academic contexts • Analyze content-related topics or assignments based on oral discourse • Cite specific examples of content related detail • Compare notes based on visuals and oral descriptions using specific and some technical language
Reading	<ul style="list-style-type: none"> 3.4 Developing: Students at this level: <ul style="list-style-type: none"> • Exchange information in social and academic conversations • Develop main ideas from supporting details in oral, content-related discourse • Use varying strategies described only • Cite specific content-related evidence described only 	<ul style="list-style-type: none"> 4. Expanding: Students at this level: <ul style="list-style-type: none"> • Distinguish between multiple meanings of oral words or phrases in social and academic contexts • Analyze content-related topics or assignments based on oral discourse • Cite specific examples of content related detail • Compare notes based on visuals and oral descriptions using specific and some technical language



Standardized Test Results


46 Standardized Test Results available

Academic Period	Domain	Score	Progress
2024-2025	Reading	3-12 Reading Level 1 student meeting Level 2	No data
2024-2025	Writing	3-12 Reading Level 1 student meeting Level 2	No data
2024-2025	Speaking	3-12 Reading Level 1 student meeting Level 2	No data



ILP READINESS DASHBOARD (2024-2025)

Active ELL	Active ELL with Negative H.	Active ELL w/o Band Grant
18680	4888	8927
ACTION NEEDED: Assign Goals + Run ILP 20-25	ACTIONS COMPLETE: Goals Assigned & ILP Set	
630	3883	



ELL ELEVATION

Instructional Language Plans (ILPs) align with the DCSD Strategic Plan: Goal Area I: Student Academic Success with Equity and Access, and Goal Area V: Organizational Excellence, and the DCSD M.I.R.A.C.L.E.S. Framework for Continuous Improvement:

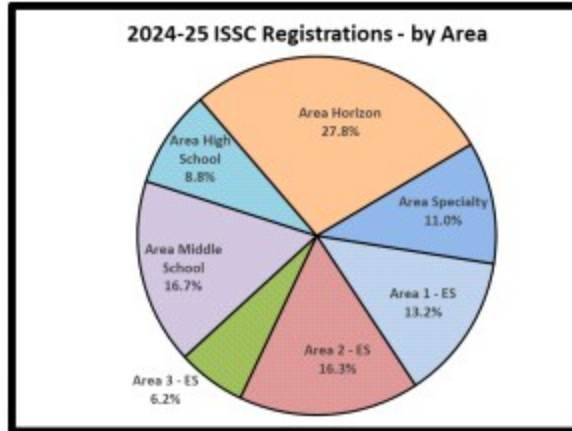
- M - Motion Towards Equity
- I - Improved Instructional Core
- R - Relevant and Rigorous Course of Study

Registration & Interpretation

International Student Screening Center Registration

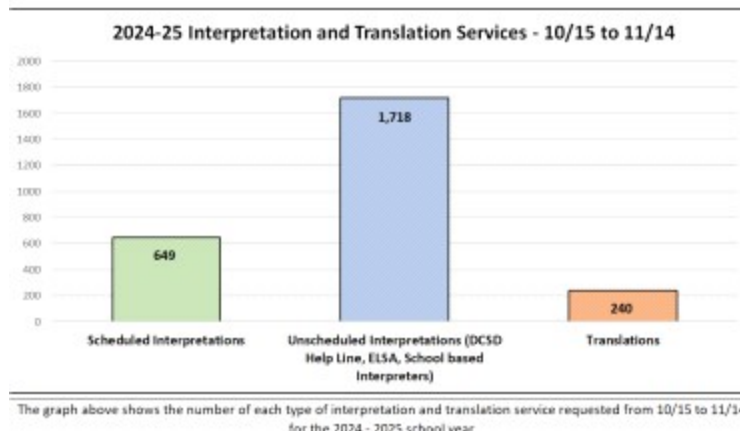
The International Student Screening Center (ISSC) continuously registers and screens students throughout the school year. This month, the ISSC registered and screened **227** students. To date, the ISSC has registered and screened **3,134** English learners this academic year.

ISSC 2024-25 SY 30 day Registrations	
Area	Students
Area 1 - ES	30
Area 2 - ES	37
Area 3 - ES	14
Area Middle School	38
Area High School	20
Area Horizon	63
Area Specialty	25
Totals	227



Interpretation & Translation Services

The International Student Screening Center (ISSC) provides interpretation/translation service during registration and at local schools for families with a Primary Home Language Other than English (PHLOTE). During the past month, the English Learners department provided **2,367** PHLOTE families with language access and translated **240** documents.



Interpretation and translation align with DCSD Strategic Plan: Goal Area II: School, Family, and Community Engagement and the DCSD M.I.R.A.C.L.E.S. Framework for Continuous Improvement:

- M - Motion Towards Equity
- C - Commitment to Accountability

2024-2025 Professional Learning

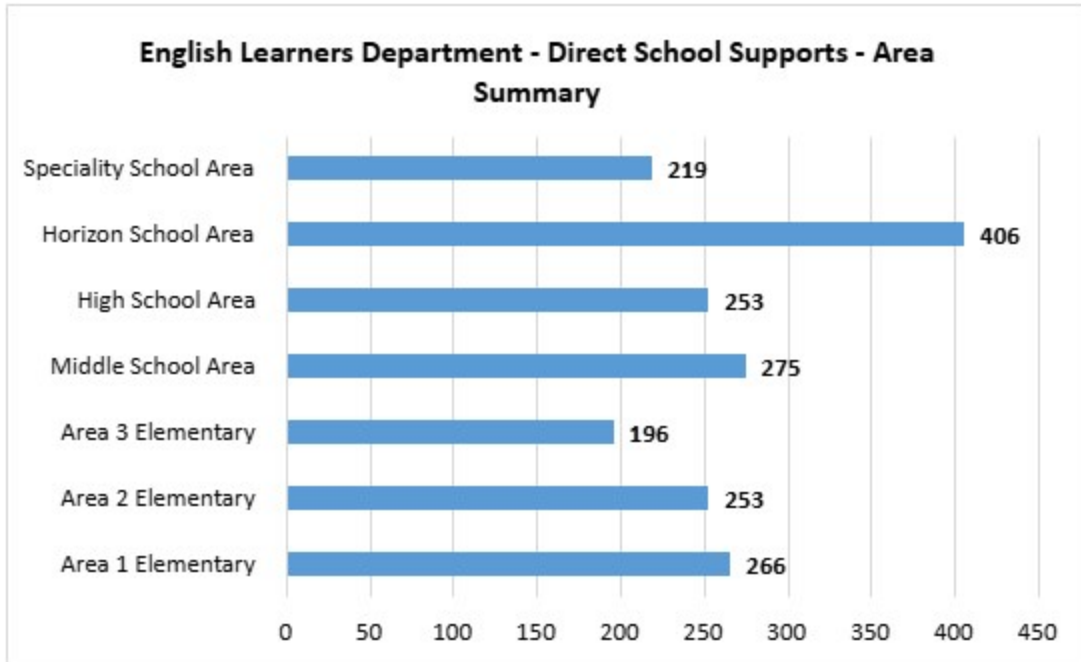
The English Learners Department offers various professional learning opportunities for teachers of English learners and all DeKalb County School District employees, including:

Professional Learning	Target Audience	Description
<i>Sheltered Instruction Observation Protocol (SIOP) Training</i>	K-12 teachers and administrators of English Learners	These engaging opportunities allow participants to gain valuable instructional strategies to make content comprehensible input for learners as they develop academic English in the content areas.
<i>Cultural Awareness</i>	K-12 teachers, administrators, and staff of culturally and linguistically diverse students	To meet the needs of our culturally and linguistically diverse population, this session allows all staff to explore cultural topics and discuss strategies for working with our students and families.
<i>Book Study – Unlocking English Learners’ Potential</i>	K-12 Teachers of English Learners	The focus of this book study is to support teachers of English learners with evidence-based strategies that focus on language development, academic discourse, and advocacy.
<i>Book Study - Teaching and Supporting Intensive English Students</i>	K-12 Teachers of English Learners; Intensive English Teachers	This book study provides Intensive English teachers with tools to support and welcome newcomers and their families and effectively implement instruction that is focused on language development.
<i>Book Study – Co-Teaching for English Learners</i>	K-12 Teachers of English Learners; Co-Teachers	The focus of this book study is to provide participants with guidance on how to collaboratively plan and provide instruction using co-teaching models.

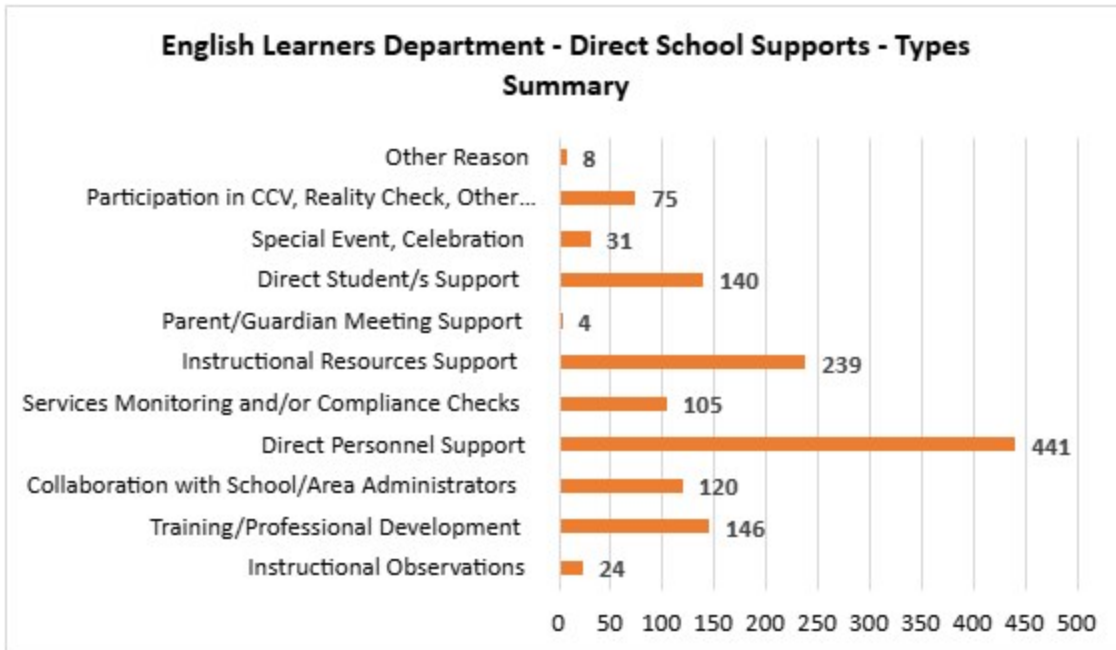
These opportunities align with the DCSD Strategic Plan: Goal Area 1: Student Academic Success with Equity and Access; Goal Area 2: School, Family, and Community Engagement; Goal Area 4: Culture and Climate; and Goal Area 6: Organizational Excellence, and the DCSD M.I.R.A.C.L.E.S. Framework for Continuous Improvement:

- M - Motion Towards Equity
- I - Improved Instructional Core
- R - Relevant and Rigorous Course of Study.

Direct School Supports by the Dept. of English Learners Since Start of School Year



Types of Direct School Supports by Dept. of English Learners Since Start of School Year



Kiana King, Executive Director, Exceptional Education
Departmental Highlights:

The Department of Exceptional Education understands that the dedication and hard work of staff form the backbone of any organization’s success. Through a series of events, personalized acknowledgments, and moments of appreciation, we are not just marking milestones, but also fostering a culture where individuals are valued. This month we celebrate Ms. Rasheeda Williams for receiving the Dream Maker Award for the Specialty Area and Ms. Tera Reid (Social Worker) for receiving the Educational Support Professional II for Specialty Area and the District! Congratulations to the Education Support Professional II of the Year Recognition to School Psychologists Carrine Jones (Hawthorne Elementary & DeKalb Academy of the Arts), Ambah Kioko (Marbut Theme), Jasmine Camp (Stephenson Middle), Giana Grice (Columbia Middle), and Cheryl Brummond (Cary Reynolds Elementary).



Additionally, Margaret Harris Comprehensive School collaborated with a non-profit organization to obtain a needed and generous donation that will impact educational access for two students with disabilities. Both students received custom wheelchairs, which will allow for increased mobility in the school and around the community. The Special Education Director participated in the celebration.



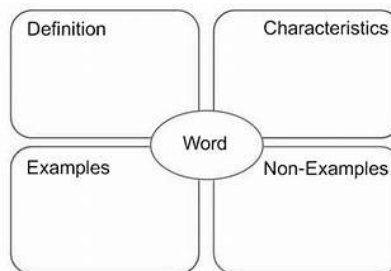
The School Psychologists received recognition at the district board meeting on November 11th for National School Psychology Week (NSPW). The theme for this year's NSPW recognition was **"Spark Discovery"** which recognizes the work that school psychologists do to help their communities seek out new ideas, effect change, and expand horizons for children and youth. The festivities began with several school psychologists supporting Unity Day in the Clarkston area. Superintendent Dr. Horton, Board Member Mrs. Whitney McGinnis, and Board Member Ms. Allyson Gevertz visited the Office of Psychological Service Booth to see the activities for supporting mental health awareness with our families and community stakeholders.

The mental health advocacy support continued with our annual participation in the Out of the Darkness Atlanta Walk, which promotes efforts to prevent suicide and to support those who were affected by suicide. We donated \$200 to this organization and walked in support around Piedmont Park. The school psychologists received professional development from renowned neuropsychologist/school psychologist Dr. Steven Feifer on the "Neuropsychology of Stress and Trauma– How to Develop a Trauma-Informed School." Last, the school psychologists received tokens of appreciation from the Office of Psychological Services and their assigned schools.



Professional Development Highlights:

The month of November was filled with professional development opportunities for teachers, administrators and support staff. On Wednesday, November 13, 2024, the specialty area ELA Coordinator provided Professional Development training on the Frayer Model for Eagle Woods Academy staff. The Frayer Model is a graphic organizer that assists students with learning new content. Students with lower reading skills and limited vocabulary can benefit from the visuals provided by the Frayer Model. EWA teachers will implement the Frayer Model across content areas for students in grades 6-12 with formal/informal observations and feedback.



GNETS PBIS Teacher (Ms. Floyd) and Social Worker (Ms. Quezada) presented to all District level Lead Teachers for Special Education on Trauma Informed Practices. Topics included the three types of trauma and developmental trauma disorder. Participants shared their core values and beliefs and how these values influence the way children are viewed and treated in their educational settings. Potential signs and symptoms of indicators of trauma were shared with specific examples.

During the district's Professional Development (PD) Day, Section 504 staff delivered three dynamic and highly informative sessions:

- **Section 504 for Administrators:** A focused session equipping school leaders with the tools and strategies needed to support effective 504 implementation at their schools.
- **Section 504 for Teachers:** An interactive workshop designed to deepen classroom educators' understanding of their essential roles in the 504 process, emphasizing collaboration and compliance.
- **Coding Hospital Homebound for Registrars:** A hands-on training session aimed at empowering registrars to accurately and efficiently code Hospital Homebound services ensuring seamless student support.

Additionally, members of the Section 504 team participated in the **Council of Educators for Students with Disabilities (CESD) 504 Conference** in Austin, Texas. This multi-day event provided access to leading research, best practices, and innovative approaches for supporting students

with disabilities. Our team gained invaluable insights into enhancing procedural fidelity, fostering stakeholder collaboration, and improving outcomes for students under Section 504.



School psychologists provided several professional development opportunities for families and educators this month. Jasmine Camp, school psychologist, provided a Social-Emotional Awareness (SEA) presentation for the parents at Pine Ridge Elementary School. Twenty-three parents were informed about the benefits of social-emotional learning and its influence on learning.



Additionally, 2 school psychologists provided an engaging and interactive presentation entitled “Autism: Understanding the Spectrum” for the educators at Avondale Elementary School. The 40 participants received information regarding the core concepts associated with an autism spectrum disorder. Information was also provided about the common misconceptions associated with autism and strategies to support the sensory, social, and emotional regulation challenges.



The fourth session of the train-the-trainer Specially Designed Instruction (SDI) series was also held this month facilitated by our very own GLRS staff. The final session will take place in December with a new Cohort of 25 teachers beginning in January. In addition, Metro East GLRS facilitated regional consortiums for both Autism and Parent Mentors.



Special Education staff facilitated 15 professional development sessions during the District's Professional Development Day on November 5, 2024, with 1194 staff members participating across all sessions.

Training topics included behavioral strategies, SDI, and Legal matters for school leaders were also facilitated for staff this month.



The Special Education Department has also noted a need for teachers and paraprofessionals to receive guidance and regular opportunities for training directly from Special Education Coordinators. This year, the “Special Ops” PL sessions were implemented and provide direct support and training from special education district administration to and for special education teachers and paraprofessionals. The first session for the series was facilitated on November 13, 2024 attended by over **50 teachers and paraprofessionals**; First topic understanding Parental Rights and a Free and Appropriate Public Education (FAPE).



As part of the Office of Special Education Transition Series, the second Parent Education Empowerment Resources and Support (PEERS) session was held on November 19, 2024, discussing Guardianship and **94 parents** attended. PEERS is a new initiative designed to educate families, promote engagement, and increase parental access to meaningful community resources. Next month’s topic is Medicaid Waivers on December 3, 2024.

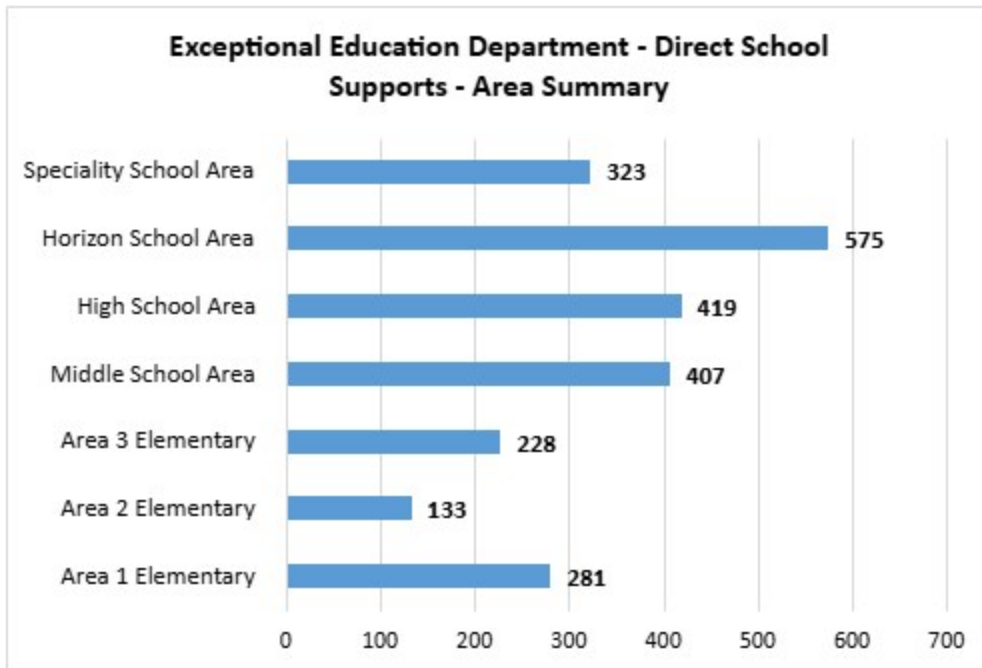
Academic Updates:

Our team has participated in and facilitated CCV visits this month. The GNETS staff did an amazing

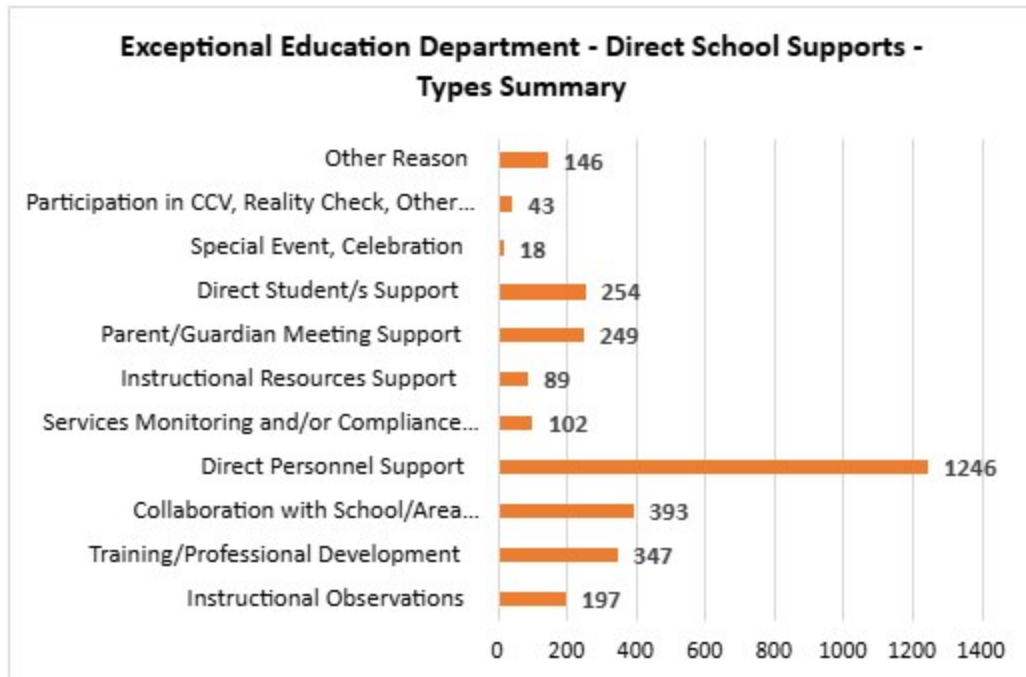
job presenting the six systems based on our educational setting. As a team, we have seen our discipline decrease and our students are on target to meet expectations for Reading and Mathematics based on the MAP Growth Reports. Leaders will receive written feedback to continue improvements for our students and staff.



Direct School Supports by the Dept. of Exceptional Education Since Start of School Year



Types of Direct School Supports by Dept. of Exceptional Education Since Start of School Year



Dr. Zack Phillips, Executive Director, Pre -K and Early Learning Center

The 5th Annual Early Learning Center (ELC) Voting Initiative was a total success as students exercised their civic duties. Students were allowed the opportunity to vote within a voting booth, select their favorite PAW Patrol Character on their ballot, and receive their very own voting sticker upon completion of the learning experience. Richmond County School District visited the Early Learning Center on Wednesday, November 13th to conduct instructional observations and meet with Dr. Phillips and Mr. Spince. Dr. Phillips and Mr. Spince also discussed the Standard Operating Procedures (SOPs), Non-Negotiables, and Historical Scope of the work being offered to young scholars throughout the district and the Early Learning Center. A follow up meeting is being discussed to invite the Superintendent and Chief Academic Officer from Richmond County to view the program at the ELC. Members of the (HR) Department recognized Dr. Phillips for being a Difference Maker within the DeKalb

County School District. The Difference Maker Award is a new initiative that was developed and launched by (HR) to recognize staff members deemed as honorees via submitted nominations. Lastly, NABSE conducted school tours on Wednesday, November 20th at various schools throughout the district and the Early Learning Center was the first stop on the tour. Dr. Phillips and Mr. Spince facilitated the school visit with the support of Dr. Sauce, Board Member (Vice Chair), Mrs. Pierce, Area Superintendent Dr. Jones, and other district team members. The event

was a celebratory occasion and guests from various states across our nation saw our young scholars busy at work within their instructional setting completing rich, robust, standards-based performance tasks.





Professional Learning Opportunities

The Early Learning/Pre- Department have worked diligently to offer various (PL) opportunities to district employees covering various topics: Waterford Supplemental Platform – Shadowing Experience for staff members, Science of Reading (SOR), Virtual Chat and Chews covering Classroom Orders, Assessment Checklists, and Class Rosters, Student Files, Temp Check, Weekly Updates, Pre-K (3&4) mandatory PL Day, etc. These excellent opportunities for staff members are aligned with the DCSD Strategic Plan and the DCSD MIRACLES Framework for Continuous Improvement.

DCSD Strategic Plan

Goal Area I: Student Academic Success with Equity and Access

Goal Area III: Recruit, Develop, and Retain Talent

Goal Area V: Organizational Excellence

MIRACLES Framework

M - Motion Towards Equity













I - Improved Instructional Core

R - Relevant and Rigorous Course of Study

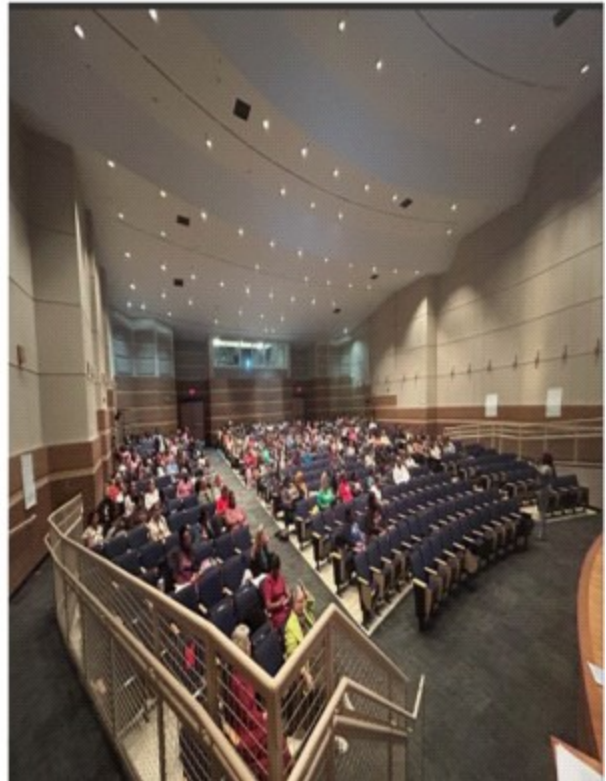


Waterford.org

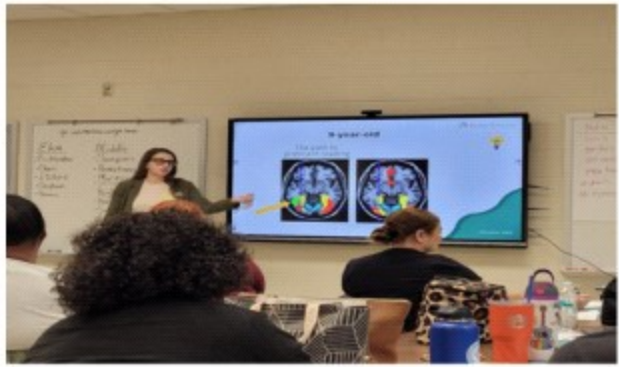
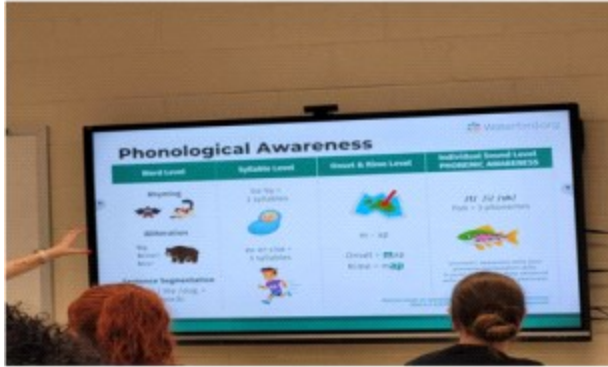
Heading

 CLOSED	vowel "closed in" = short sound CVC VC	 cat a/ta
 OPEN	vowel "open" = long sound CV V	go a/ta 
 CONTROLLED VOWEL	hoop i-v	farm ho/het bird 
 VOWEL TEAM	letters that represent one vowel sound sneak = one or more letters	street snow  night
 MAGIC e	long sound VCe	snake in/side 
 CONSONANT = k	final syllable C-k	table  cay/cay



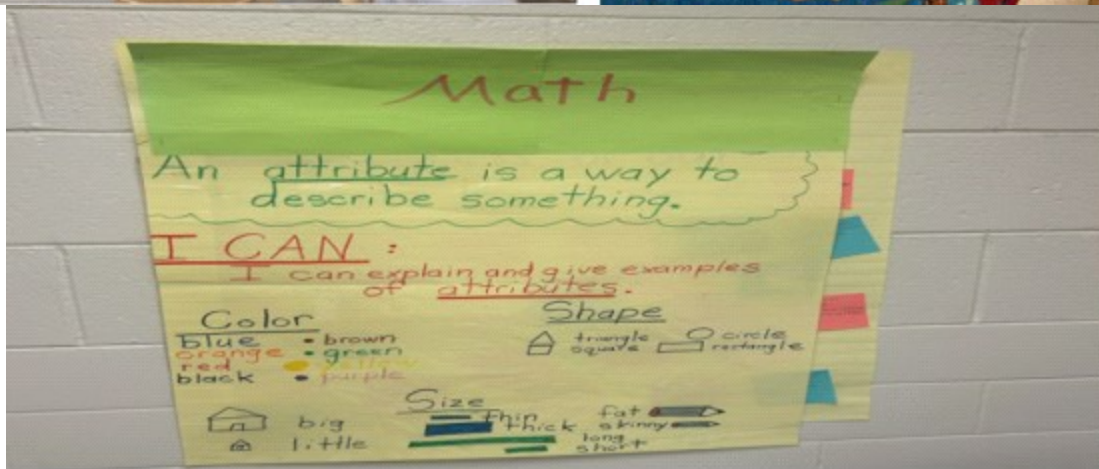






Instructional activities that have occurred throughout the month of November in numerous Pre-K (3&4) classrooms throughout the district supported various content areas and the Waterford online supplemental resource.







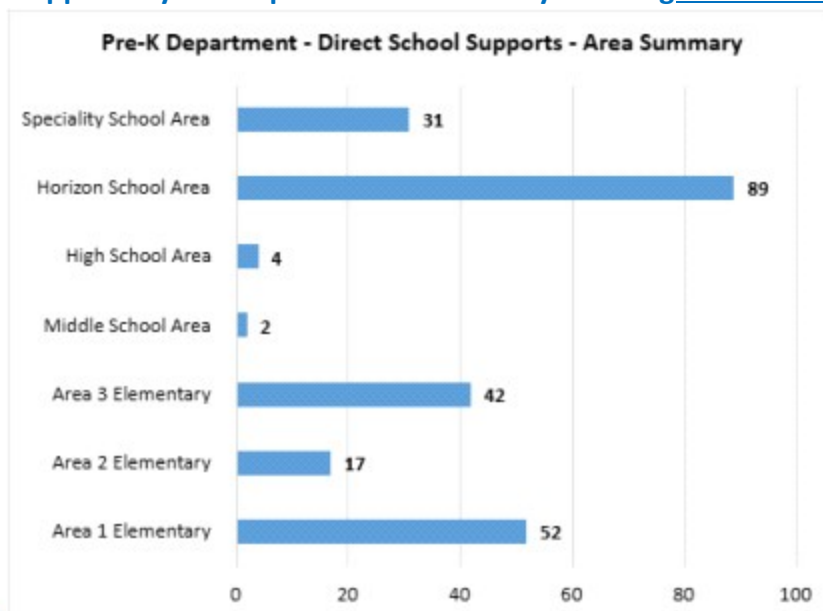
School Supports

The Early Learning/Pre- Department team continues to provide support to schools to assist with auditing of student files, instructional observations, providing feedback and guidance with MTSS Tier II and Tier III meetings, classroom environments, instructional planning school visits, parent concerns, etc.

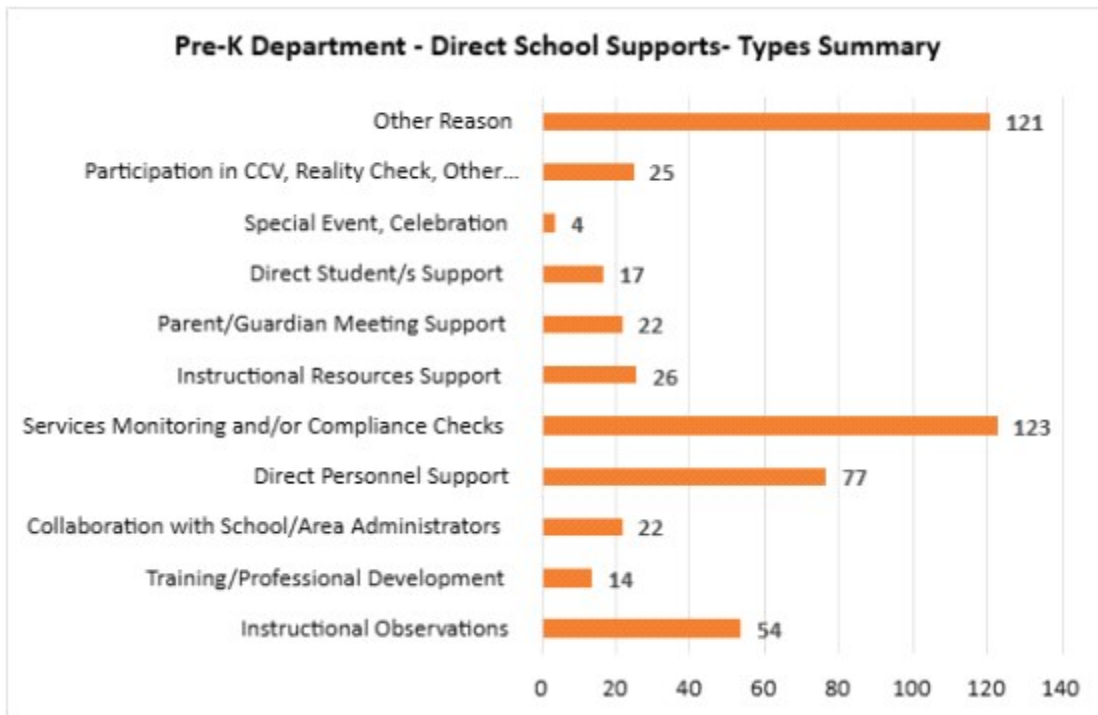
Department – Highlights

The Pre-K3 expansion classes and Pre-K4 pilot classes at the same ES locations in addition to the Early Learning Center continue to utilize the Waterford supplemental resource within their instructional settings. This wonderful instructional resource supports various content areas ranging from Literacy, Math, Social Studies, and STEAM. Additionally, this instructional resource will support teachers and paras with planning a plethora of instructional activities that are age appropriate and aligned to the GELDS standards and Frog Street Curriculum that’s embedded within their weekly lesson plans. The Science of Reading (SOR) stipend opportunity for Pre-K (3&4) teachers and paraprofessionals continues to be offered with staff members completing online modules which is above and beyond the mandatory Science of Reading (SOR) training for Pre-K (3&4) employees. This initiative is not mandatory but highly encouraged and we currently have over 110 staff members signed up to participate. Our 4th Science of Reading (SOR) PL training was a success and concluded on Wednesday, November 20th. Our 5th Science of Reading (SOR) training will take place on Tuesday, December 17th for (32) staff members. Additional meetings with the proposed Pre-K (3&4) lottery vendor have concluded and the department is in the final stages of vetting the ICA via the Legal Department for future next steps.

Direct School Supports by the Dept. of Pre-K and Early Learning Since Start of School Year



Types of Direct School Supports by Dept. of Pre-K and Early Learning Since Start of School Year



Donyell Atkinson and Kristen Drake, Senior Coordinators, Gifted Education

The Gifted Education Department concluded its Fall gifted testing for eligible students as it works towards increasing opportunities for students in underrepresented groups to be considered for state funded programs and services. Data sets from all of the assessments used in the district’s identification process will be uploaded in the Student Information System and Gifted Dashboard to assist the local schools with notifying parents of their child’s gifted status.

Senior Coordinators, Donyell Atkinson and Kristen Drake hosted its second Gifted Information Parent Session via ZOOM on November 12, 2024, with over 934 participants to learn about the district’s gifted identification process and gifted education of DeKalb students. Representation from the Gifted Education Department’s participation in local school’s CCVs, Leadership Parent Focus Group, NABSE Conference, and thought partners with Newton County School District regarding motion towards equity.

The Gifted Education Department offered several professional development sessions this month. Sixty-three teachers participated in three-hour sessions titled *Feedback Feeds Students Forward* on November 5, 2024. On November 11, 2024, John Lewis Elementary School hosted the full-day

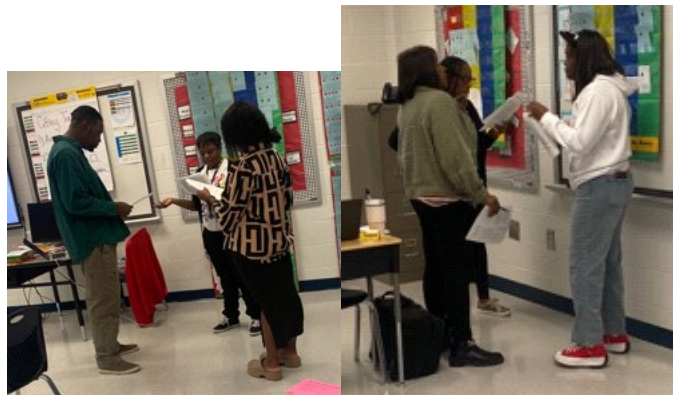
session, *Gifted Identification and Instruction*. This was the third of 12 sessions being offered this year, and teachers can register for future sessions in Frontline. Schools are also requesting professional learning sessions tailored to their needs, and the sessions addressing creativity had 46 teachers who participated.



Teachers solve math problems in *Feedback Feeds Students Forward*.

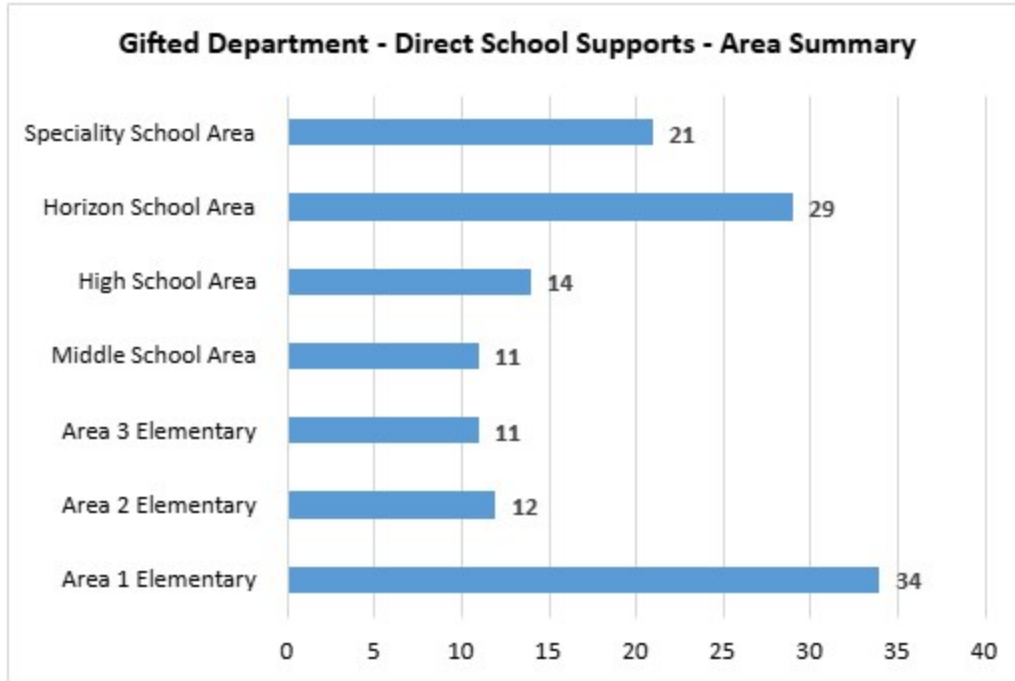


Teachers experience the power of feedback in the *Thoughtful Learning Line* activity.

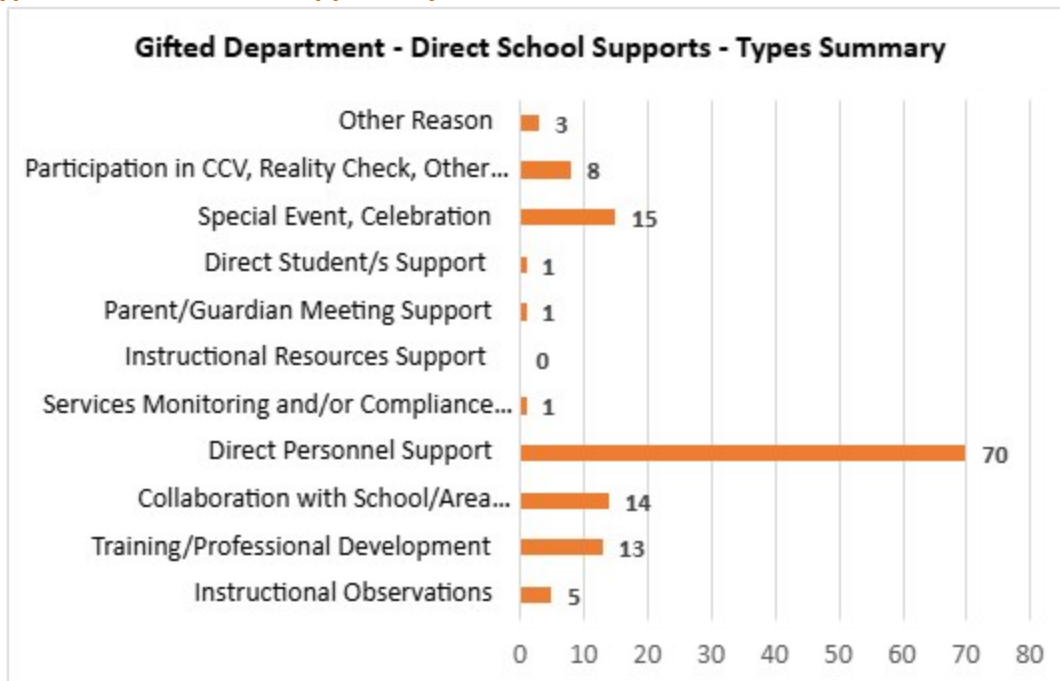


Teachers engage in dialogue during *Gifted Identification and Instruction*.

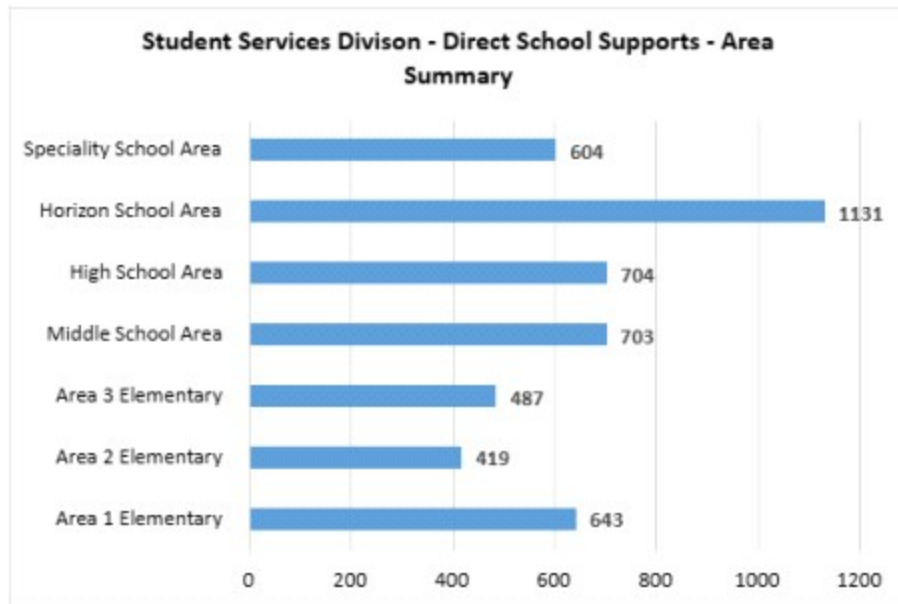
Direct School Supports by the Gifted Education Team Since Start of School Year



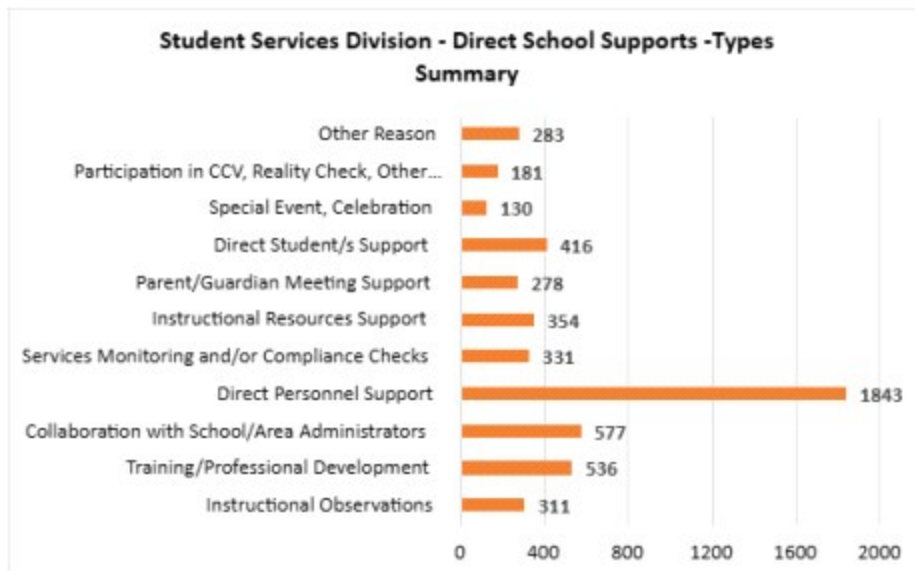
Types of Direct School Supports by Gifted Education Team Since Start of School Year



Direct School Supports by Division of Student Services' Personnel Since Start of School Year



Types of Direct School Supports by Division of Student Services' Personnel Since Start of School Year

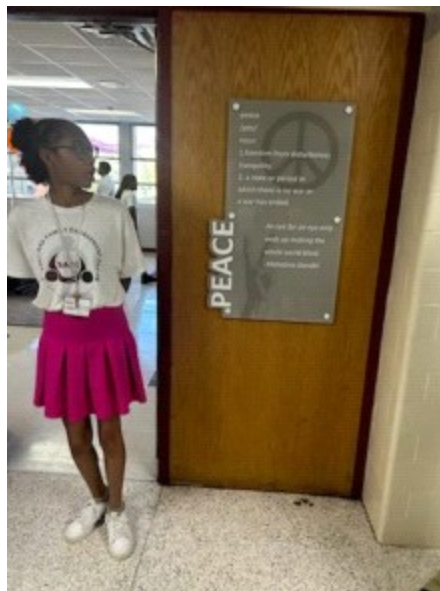


Dr. Kishia K. Towns , *Chief of Wrap Around Services*



Towers High School Student and Family Engagement (SAFE) Center

The Division of Wrap Around Service has supported the students in a variety of academic, behavioral, and wellbeing activities throughout the month of November. SAFE Centers are all equipped with a Zen Den and a therapist from Pathways to assist students in managing their emotions in a healthy manner and a Social Worker Liaison. In addition, Towers High School also has a Zen Garden that includes fresh flowers, herbs, and vegetables that will be maintained by the students. A special thanks to Mrs. Denise Revels, Director of Wrap Around Supports, and the Social Work Department for their hard work and commitment to the students at Towers High School. The students and staff are extremely grateful for the mural created by Mr. Henr Blackmon, Art Teacher at Kelley Lake Elementary School.



***NABSE Comes to Ronald E. McNair Discovery Learning Academy**

Ms. Shayna Bishop, principal of Ronald E. McNair Discovery Learning Academy (DLA), and staff were excited to welcome visitors from the National Alliance of Black School Educators (NABSE) as a demonstration school in the DeKalb County School District. Educators from all over the country and Canada came to McNair DLA to learn more about collaborative planning and more specifically to see the school-based health center (SBHC) that recently opened in October 2024 as a full- health clinic. The SBHC was developed in partnership with Emor Hospital and Medcura to ensure access to healthcare within the school. The availability of the SBHC provides immediate, preventive, acute, dental, and behavioral care for students, parents, and staff. The district is excited to have the SBHC because it will decrease chronic absenteeism, improve academic performance, and enhance mental health support.





**Mr. Christopher Key, Executive Director, Student Advancement
School Counseling Office:**

P.U.S.H Badging

In alignment with the current Naviance Implementation MIRACLES priority, badging criteria is currently being finalized to support P.U.S.H. Plan implementation. The badging will allow schools to use specific metrics to become P.U.S.H. Plan Certified and for specific users to become Naviance Ambassadors. Badging criteria will be shared with the counseling coordinator team for review and consultation. Seniors who successfully complete the B.R.I.G.D.E. Law Tasks will receive a graduation cord.

Elementary Level Professional Learning

The first of four professional learning series sessions for Elementary School Counselors was hosted by D. McTyre on November 11, 2024. There were 83 elementary school counselors present in the session entitled “[Elementary School College and Career Readiness.](#)” In review of exit assessment data, 75% of participants left the session with an enhanced understanding of the alignment between career readiness and social emotional learning core competencies. Click [here](#) to view the professional learning digital notebook utilized during the session (includes activities, resources, best practices, and a recording of the session).

Senior Conferences

As of November 11, 2024, the senior advisement completion rate stands at 72%. Out of 5,764 12th-grade students, 4,175 seniors have attended their advisement with their counselor.

[Senior Advisement Data Chort 2025.pdf](#)

As of November 14, 2024, we have received 4 new HB 91 applications to process. [HB91 Applications \(1\).pdf](#)

125 Students have submitted Early Graduation Applications from Cohort 2025. Elizabeth Andrews High School has 15 students who have been submitted as October graduates.

- 1 - Cohort 2025
- 8 - Cohort 2024
- 4 - Cohort 2023
- 1 - Cohort 2022
- 1 - Cohort 2021

Post-Secondary Transition - Student Advancement

- Apply to College Month Activities- November 2024 included a host of activities ranging from college campus tours to on-site visits by college representatives. See details included below.

Cedar Grove	11/19/24 - Cost of College Session w/College Bound Representative	36
McNair HS	11/21/2024- Apply to College Day	Senior Class



High School	Date / Description of Event or Activity	Results (Data) How many students attended?
Arabia Mountain	11/21/24 – Georgia State University Campus Tour	40 Seniors Attended
MLK Jr	11/19/24 – Senior Parent Night	92 (approx.) Parents attended MLK Jr Senior Parent Night. I shared relevant information about the Post-Secondary PUSH Plan Implementation, Senior Advisor Liaisons, Naviance, and current post-secondary programming at the school. The Scholarship Academy was also invited to provide a brief overview of how to create a FSA ID.
MLK Jr	11/20/24 - The Scholarship Academy – College Affordability & Scholarship Essay Session	31 Seniors were introduced to strategies and tools to effectively find scholarships that align with their academic and personal profiles by walking through The Scholarship Research Pyramid, identifying scholarship brands, and identifying at least one good fit scholarship.





High School	Date / Description of Event or Activity	Results (Data) How many students attended?
Clarkston-	GA Match- Clarkston High	60 students
Clarkston	GA Match- Georgia Piedmont Technical	40 students



— DISTRICT SECURITY TRAINING

High School	Date / Description of Event or Activity	Results (Data) How many students attended?
Lakeside	<p>November 20, 2024 The Scholarship Academy</p> <ul style="list-style-type: none"> Students learned how to craft a compelling scholarship essay highlighting their strengths and goals. Students developed an outline or draft of a competitive essay using the Essay Puzzle, Essay Template, and Scoring Rubric. <p>November 21, 2024 Kennesaw State College Tour</p>	<p>40+ students Recap Email From Facilitator</p> <p>44 students</p>
Redan	<p>November 19, 2024 The Inspire Project – Employment Panel</p> <ul style="list-style-type: none"> - Panelist include workforce development and human resources personnel - Panelist included two recruiters from business that hire recent high school graduates - Networking, Access, and Insight are all top priorities 	<p>20 Students Pre-Event Survey Data Event Recap Media</p>
Tucker	<p>November 15, 2024 Apply To College Day</p>	<p>56 students Image Artifacts</p>



High School	Date / Description of Event or Activity	Results (Data) How many students attended?
Columbia High School	11/18 ASVAB Prep: 80 Students sat for ASVAB prep with SGT. Adjai	80
Columbia High School	11/19 Attended MATCH Day at GPTC. Attended tabling event with GPTC, Atl Tech, and Clayton State, Attended FAFSA and TRIO presentations, toured GPTC, and applied.	29 students attended 24 applied and got on the spot acceptances, 5 were juniors
Elizabeth Andrews HS	11/20 College Fair	All Seniors and Juniors attended (about 200 Students)
Columbia HS	11/20 ASVAB in House Testing Day	65 Students Tested

Dr. Darnell Logan, Director, Student Relations

Mrs. Denise Revels, Director, Wrap Around Supports

School Social Work

Wrap Around Services Coordinates Mentoring Program at Fairington Elementary School

The Fairington Elementary School Mentoring Program is designed to create meaningful connections between dedicated faculty members and students who may benefit from having a supportive adult advocate within the school community. Faculty members participating in the program commit to mentoring one student, dedicating 30 uninterrupted minutes to meet with them twice a month. The selected student may be one they currently teach. In addition, participants attend two 30-minute meetings, either before or after school, to exchange strategies and best practices for supporting students who may be facing challenges related to motivation, self-esteem, or other areas of concern.

School Social Worker Ms. Wigfall and School Counselor Ms. Blow coordinate the program. Teachers and staff identify students based on their social, emotional, behavioral, or academic needs. Documentation, including sign-in sheets and completed worksheets, is maintained to



track progress and engagement. Through this initiative, the Fairington Elementary School Mentoring Program aims to empower students by providing consistent guidance and fostering their growth and confidence.



***SAFE Center at Redan HS and Student Advancement Collaborate**

Juan Moore, SAFE Center Social Worker Liaison and Post Secondary Transition Specialist, Keydrick Barlow from the Student Success Center collaborate for a first-time entrepreneurship program. The Inspire Project is an initiative designed to engage juniors and seniors with the 4 Es: Employment, Enrollment, Enlisting, and Entrepreneurship, with the goal of helping students create actionable transition plans for life after graduation.

The first event focused on entrepreneurship, featuring a panel of millennial entrepreneurs who shared their personal journeys, offered practical advice, and provided valuable networking opportunities. A special highlight of the event was the attendance of Mr. Justin Defoor from Kingdom Lead Ministries, who generously announced two \$1,000 scholarships for graduating seniors, adding an inspiring and impactful element for our students.



Looking ahead, the SAFE Center at Redan HS plans to host





additional panels covering each of the remaining 4 Es, offering students diverse perspectives and actionable insights to support their future goals. This series is an exciting step toward empowering our scholars to make informed decisions and take confident steps toward their aspirations.



Attendance Roundups and Climate and Culture Integration

The Social Workers and Attendance Specialists are actively conducting attendance roundups to keep parents and students engaged and on track. These proactive efforts identify and address attendance concerns by reviewing records, reaching out to families, and addressing barriers to regular attendance. Strategies such as home visits, phone calls, and meetings are used to promote accountability and support students in staying connected to their education.

Attendance Specialists also play a vital role on the DCSD Climate and Culture Integration Team, working to foster a positive, inclusive school environment. The team addresses systemic factors affecting attendance, behavior, and engagement by implementing restorative practices, strengthening relationships, and integrating social-emotional learning. By aligning policies with respect, equity, and community-building, the team enhances school climate, boosts attendance, and supports students' academic and social emotional wellbeing.



Dr. Triscilla Weaver, *Chief of Equity*

Equity

November marked a significant shift for the Equity Department as we began collecting district-wide data for both the Equity Audit and Field Trip Priority. We are collaborating closely with our Equity Audit Vendor (Public Consulting Group) to aggregate DCSD data in the areas of: District Demographics, Instruction & Academic Programming, Finance & Budgets, School Climate, Professional Learning, Family & Community Engagement, and Organizational Management.

We reached out to several community partners, including Ethiopian Community Association of Atlanta, Center for Pan Asian Community Services Latin American Association, Latino Community Fund, and We Love Buford Highway to provide insight and updates on the forthcoming equity audit surveys and focus group participation.

Our field trip committee has obtained school-based standard operating procedure data from all schools. We also met to begin the process of analyzing SOPs in the areas of: Affordability, Curriculum Alignment, Timing and Accessibility. Our committee will reconvene in January to finalize SOP analysis protocol.



The month of November has been a month of transition. As we transition into winter sports with the kickoff of basketball, wrestling, swimming and diving. We are still finishing up fall sports with Columbia and Stephenson football teams making it to the second round of the GHSA playoffs and Stephenson proceeding to the third round. Please see our athletics website for more information on the great things happening in DCSD.

In preparation for next year, I've started meeting weekly with the Budget Department to discuss our budget planning for the next school year. I have collaborated with the Compensation Department to develop a process to streamline stipend payments. I continue to host weekly meetings with our athletic staff to discuss upcoming events and new and updated policies and to engage in necessary professional development. I have met with our Public Safety Department to discuss coverage for our GHSA playoff games and for our winter sports to ensure the safety of our stakeholders. We are actively updating our website and strengthening our relationship with the Communications Department. The review and update of our Athletic Handbooks and Standard Operating Procedures is an ongoing process. I am working closely with our Director of Athletics to ensure we are aligned on all fronts. Please see below for more details on the items we've been addressing.

Brandan Lane, Director - Athletics

The Athletics Department has been making significant strides in alignment with district and department goals through targeted initiatives and collaborations. Over the past month, we have partnered with various companies to implement professional development opportunities for our staff, ensuring continuous growth and enhanced performance across the department. Additionally, I have collaborated with the Safety and Security Department to ensure all athletic events are adequately covered, focusing on games with higher ticket sales. I have worked with Operations and Facilities teams has addressed critical needs, including repairing courts for various sports, preparing softball and baseball fields for the upcoming spring season, updating and repairing tracks in preparation for track season, and upgrading swimming pools by ensuring functional phone lines are installed to comply with GHSA. I have also collaborated with the

Transportation Department: we have worked daily to ensure all schools have their transportation needs met while prioritizing the safety of our student-athletes. Their support and teamwork have been great in achieving these goals.

I facilitated CPR/AED training for over 200 coaches district-wide, enhancing the safety and preparedness of our athletic staff. We also organized and hosted professional development sessions for all athletic directors in the district, equipping them with the tools and knowledge to lead effectively. Significant effort has been dedicated to updating the Athletic Handbook and implementing new Standard Operating Procedures to improve the efficiency and consistency of our department. Lastly, I attend numerous athletic events both within DeKalb County and



beyond. I actively supported our elementary, middle, and high school teams. These events allow me to connect with student-athletes, coaches, and the broader community .

Kina M. Champion, *Director - School Innovation*

Each year, the district accepts applications from existing charter school governing boards seeking to renew their charter contracts. During the month of November, a team of internal and external reviewers continued the formal evaluation of DeKalb PATH Academy’s charter renewal petition. The Superintendent’s site visit was held on November 7. On November 8, DeKalb PATH Academy submitted its response to the Initial Clarification Memo and its final revised petition. The DeKalb Board of Education will take action on the Superintendent’s recommendation at its January 13, 2025, business meeting.

The School Innovation Department annually hosts a competition that awards funding for proposals that demonstrate innovation in addressing school-based problems of practice. Multiple awards up to \$10,000 each are awarded to school-based teams to implement their innovative solution(s). After a successful Innovative Solutions Lab (ISL) Pitch Day at DeKalb School of the Arts, School Innovation is excited to announce the Fall 2024 ISL awardees. The following schools will be awarded the full amounts requested in their ISL proposals: Dresden Elementary School for “Designing Dragons” (\$10,000), International Student Center for “Full STEAM Ahead” (\$9,665.10), Lithonia High School for “21st Century AVID Classroom” (\$10,000), Princeton Elementary School for “Sensory Room” (\$10,000), Stephenson Middle School for “Wellness Room” (\$10,000), and Woodridge Elementary School for “Makerspace” (\$6004.10).

Sarita Smith, *Executive Director - Student Assignment*

The month of November is all about processing school choice applications, communicating with families, and collaborating with schools that require additional information. Every staff member on our team is assigned a program to review and process. We are also uploading fall MAP data to review those programs that require that information. We finished the school choice open enrollment window with 13,985 applications! We are hearing from families who missed the

window or were unaware of the timeline changes. Many of these families are not current DCSD students but are accustomed to the January timeline. We are working with those families to share our rationale and problem-solve.

The 25-26 Infinite Campus registration form has been edited and is being translated. The application will open mid-December, after lottery results are shared with families. This process allows families to register for the new school (if applicable) and for next year’s planning scheduling and FT allotment. The registration support school visits are resulting in systemic changes and supports that will streamline efforts to provide a quality experience for families and accurate data in the system. We have launched an OOA code project to ensure all students



are coded correctly, We are partnering with IT, and planning to develop this system. School registrars will need to update OOA codes often and complete an annual audit.

SAP is off to a great start. Each committee has met twice, and they are accustomed to the SAP process and doing well with the challenging status quo and the data. After learning more about each committee and reviewing exit ticket data we shifted the next few SAP meetings to teaching. Because DeKalb is so dynamic, we believe we need to spend time learning is necessary. We will also dedicate one meeting of the whole to answering questions before we move into the next segment of the meetings. SAP has also supported the Druid Hill modernization project by employing SAP practices and the leadership team in preparing for the meetings.

Dr. Loukisha Walker, *Executive Director - Student Mentorship & Partnerships*

Over the past month, I collaborated extensively with the Research and Partnerships department to lay the groundwork for securing funding through a GADOE grant. These efforts included multiple planning sessions and follow-up meetings to work through logistics and establish clear next steps for the grant-writing process. Additionally, I presented three key initiatives from the Student Mentorship & Partnerships (SMP) department—FACE Advocates, Leader in Me, and the new districtwide Mentoring Program—to Schools & Leadership, highlighting their significance in fostering student success and community engagement.

I also facilitated a productive meeting with the newly formed MBK/OSK Advisor Boards, where we explored impactful topics such as the power of mentorship, leveraging community resources, and fostering innovation in mentorship programs beyond the classroom. The discussion emphasized bridging the gap between schools and the community while focusing on sustainability and growth for the future. In addition, I conducted monthly check-in meetings with FACE Advocates to review progress, address challenges, and provide guidance, ensuring alignment with departmental goals and student outcomes.

Dr. Candace Alexander - *Chief of Continuous and Improvement Accountability*

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

Title I Coordinators, Accounting Associates, and Budget Specialists continued meeting with public, private, and charter school staff to discuss the items listed below. These items are reviewed to ensure alignment with the Strategic Plan and goals created within the Continuous School Improvement Plan (CSIP):

- Open POs
- Professional learning



- Travel
 - FY25 budgets
 - Tutorial
 - Spending
-

OFP continued to review, approve, and verify extra activity packets and stipends throughout November. The funding sources were Title I and Title II

The ESSER team continued working on:

- Monitoring the progress of late liquidation of items obligated by 9/30/2024
- Closing Open POs and track the spending of the grant
- Monitoring documentation of capital and non-capital inventory
- Meeting with Davis-Bacon Consultant and Operations about Davis-Bacon paperwork
- Meeting with finance
- Continuing closeout of grant

Automation of OFP Paperwork

- Reviewed and tested updated forms from RDE with internal staff
- Began using the electronic Technical Assistance (TA) forms with OFP staff and school-based staff
- Began training with Qualtrics

Continuous School Improvement Plans (CSIPs)

- A monitoring and implementation plan was created by the Area Superintendents to incorporate the CSIP monitoring within the CCV visits throughout October-November
- Areas Superintendent Updates – CSIP Workshop Meeting Options (A or B)
- CSIP Progress Monitoring
- CSIP Survey Results - Updated
- Draft Timeline and Technical Support Topics
- Chief Meeting

Parent Family Engagement

- **November 5** – Parent Liaison Training - 50 participants: Building Parent Capacity with Content Connections and Collaborations, Staff Capacity Building to Parent Capacity, & What does the Audit look like? Your Role in Preparing for Compliance
- **November 7** - Title I Parent Facilitators invited Title I families to the annual Curriculum and Cuisine event at Henderson Middle School. Families embarked on a distinctive journey across the continents which encompassed Mathematics, History, College & Career Readiness, and the flavors of Cuisine.



- **November 14** – Bridge Builder Series at Peachtree Middle School – Families participated in
 - Literacy & Fluency Escape Rooms - Families chose an Escape Room based on their child's level (Beginner to Advanced) to help improve their child's reading and comprehension skills
 - Mindful Wellness - Families learned strategies to better their scholar's emotional journey
 - Next steps for Parents & Scholars
 - Distributed resources

Dr. Felicia Rhone - Director of Assessment & Accountability

- **DCSD School Test Coordinator's Handbook**

The Assessment Administration Department has updated content in the School Test Coordinator Handbook. The handbook is being reviewed by all school test coordinators for feedback, due on Nov. 22, 2024.

- **EOC:** There were 8,903 students uploaded to the DRC Insight platform in preparation for the EOC assessment in December 4-12, 2024. Twenty school test coordinators attended the Winter 2024 Georgia Milestone EOC Administration Workshop on November 13, 2024. A make-up session was held for Monday, November 18, to ensure all STCs have been trained and are prepared to train their staff on the designated November 20 deadline. Testing will begin on Wednesday, December 4, 2024.
- **GAA:** GaDOE has reported flags during the Spring SY24 GAA Administration. Eleven schools were flagged for IRRs that needed to be investigated and submitted to the assessment office and then submitted to GaDOE. STCs will interview the test examiners, obtain a written statement and then complete the IRR. The due date for the IRRs is Friday, Nov. 22, 2024.
- **ACCESS/Alternate ACCESS for ELLs:** There were 18,587 students uploaded to the WIDA AMS platform in preparation for the ACCESS assessment in January.
 - ACCESS & Alternate ACCESS materials were ordered for 131 schools.
 - Each year, all certified staff members administering the ACCESS and Alternate ACCESS must complete the required WIDA training and certification

for all ACCESS and Alternate ACCESS grade-level tests they will administer. As of October 20, 2024, the Assessment Department has created 181 new accounts in the WIDA Secure Portal so new teachers and test coordinators can begin required WIDA training for the ACCESS and Alternate ACCESS assessments. Fifty-eight (58) of the accounts were created after October 20, 2024.



- District ACCESS assessment coordinator participated in the following Live Webinars in preparation for the ACCESS for ELs administration:
 - WIDA Webinar: ACCESS for ELs Technology Support and Online Preparedness
 - GaDOE ACCESS for ELs/WIDA Alternate ACCESS Pre-Administration Training
 - WIDA Webinar: Kindergarten ACCESS for New Test Administrators
 - WIDA Webinar: Managing Student Information for ACCESS Testing

- **GKIDS:** Teachers are actively assessing students using this formative assessment instrument.
- **MAP Growth:** The MAP Growth Winter Administration window opened on November 11, 2024, and will close on November 19, 2024. In preparation for the assessment window, administrators were given guidelines to prepare for a better administration session, including access checks and testing logistics.

Subtest	Grade Testing
Reading	K-10
Math	K-10
Language Usage	3-10
Science	3-8

- Horizon Schools on all grade levels, continue to receive in-school support through NWEA facilitators on how to improve the use of MAP data to drive instruction.
- **MAP Fluency:** MAP Reading Fluency has been implemented across the district in grades K–3, with access to Coach currently in elementary Horizon Schools. The use of both MAP Reading Fluency and Coach is intended to increase students’ reading fluency and comprehension and, in turn, increase students’ academic success in all areas.
- The Assessment Administration Department will begin school visits in all 31 Horizon Schools to ensure:

- Re-delivery of training on MAP Growth and MAP Reading Fluency has taken place.
- MAP Action Plans are completed and are being followed. Evidence of artifacts will be required during the visits.
- Any gaps in training have been identified and addressed.

○ The MAP facilitators expressed their concerns to the Assessment team, highlighting two main issues: teachers were having trouble login into the



platform, and they were not adequately prepared for the MAP follow-up training.

- Additional MAP training held for Shadow Rock ES, Stoneview ES, Snapfinger ES on Nov. 21, 2024.

Assessment Department support was provided through assistance with proper access, providing direction to training materials, assisting with progress monitoring and providing answers to district-level expectations.

- **District Benchmarks:** Benchmark 3 for high schools using block scheduling began November 4-11, 2024. Current participation data shows that 4,681 students took at least one assessment in the American Literature, US History, Algebra C&C, and Biology combination during this window.

American Literature	1,637 assessed
Algebra C&C	532 assessed
Biology	1,378 assessed
US History	1,134 assessed

- Final grading reports should be completed by November 22, 2024.
- For all elementary, middle, and traditional high schools, the next benchmark window for the Fall semester (Benchmark #2) will open December 2-13, 2024.
- The remaining assessments, created in conjunction with the University of Georgia and Curriculum and Instruction, are now available in Renaissance for C&I review. Tests will be reviewed and made available to schools upon approval from C&I Content Coordinators by November 25, 2024.
- Additional Renaissance DnA training held for Cedar Grove HS Nov. 21, 2024.
- **AP Exam:** Orders for the Spring administration of the AP exams were due on November 15, 2024. Only one high school had not placed an order. High schools on a financial hold, were able to order test materials once evidence of payment was secured.

- **Assessment Team School Visits:** The assessment coordinators visited the following schools in October and November to offer support to new school test coordinators. Their school’s assessment plans were reviewed, and assessment coordinators shared feedback. School visits will continue through January. There are 39 new school test coordinators. We have 13 more to visit.

1. Stoneview Elementary School – STC: Glennis Jackson
2. John Lewis Elementary School – STC: Sandra Saintil



3. Woodward Elementary School – STC: Courtney Archie
4. GLOBE Academy – STC: Kristen Karably
5. Briar Vista Elementary School – STC: Kate Jones

6. Snapfinger Elementary School – STC: Natasha Patten Thompson
7. Stone Mill Elementary School – STC: Antwain Anderson
8. Narvie J. Harris – STC: LaToya Johnson
9. Oak View Elementary School – STC: Iris Downs
10. Montgomery Elementary School – STC: Laura Brooks
11. Miller Grove Middle School – STC: Timothy Warren
12. Druid Hills High School – STC: Charvonne Bailey
13. Cedar Grove High School – STC: Shenetria Wyche
14. Lithonia High School – STC: Whitney Green
15. Chamblee High School – STC: Renee Moorman
16. Tapestry Charter – STC: Michael Kepler
17. Arabia Mountain High School – STC: Tammy Rogers
18. Tucker High School – STC: Keaunna Gilstrap
19. Redan Elementary School – STC: Ashley Bivins
20. Miller Grove High School – STC: Johnathan Page
21. Cedar Grove Middle School – STC: Tracee Johnson
22. Miller Grove Middle School – STC Timothy Warren
23. Tucker Middle School – STC: Chasity Hylton
24. Wadsworth Magnet – STC: Keisha Owens
25. McNair Middle School – STC: Tiffany Castillo
26. International Student Center – STC: Kenyon Bizzell

Dr. Rebecca Braaten , *Director of Research, Data and Evaluation*

The Department of Research, Data, and Evaluation (RDE) facilitated five (5) professional learning sessions during the district-wide November Professional Learning Day. Topics included the following:

- Georgia School Climate Surveys and STAR Ratings
- Using SLDS to Identify Students’ Academic Strengths and Opportunities
- SLDS Part 2: Data Analysis Using Excel

- Tips for Navigating the District’s Research Application Progress and Submitting a Successful Research Proposal
- Basics of Excel-lence

On Thursday, November 14, 2024, RDE and Federal Programs presented at the Fall Pac Cross Council meeting. The topics were as follows:

- CSIP and Parent & Family Engagement



- CSIP Improvement Processes and Implementation Continuums
 - Public Data Dashboards
 - Types of CSIP data
-

RDE facilitated additional MARS-related training sessions for the following end-users during November:

- Social Workers
- Area Climate and Culture Coordinators

The department processed thirteen (13) electronic online document requests during November 1-18, 2024. Of those thirteen (13), seven (7) were online registration/application forms, one (1) was an event/training feedback survey, and five (5) were stakeholder surveys. The electronic online documents were created for the following divisions/departments:

- Department of Assessment Administration
- Department of Athletics
- Division of Diversity, Equity, and Inclusion
- Division of Information & Instructional Technology
- Department of Professional Learning
- Division of School Leadership
- Division of Student Services

Three RDE team members served as guest readers during National Reading Week. Support was provided at the following school locations: Stone Mill Elementary, Oakcliff Elementary, and Narvie J. Harris Elementary.

The department has completed fifteen (15) data and dashboard projects for internal and external stakeholders. These projects include the following types of data: attendance, discipline, student demographics, student grades, and local, state, and national assessments. Additionally, interactive dashboards were created to monitor course completion for various programs, including elementary and middle school social-emotional learning courses, middle and high school BRIDGE law courses, and GALearns professional development literacy courses. The

department also provided essential data to support program evaluation audits for the Division of Diversity, Equity, and Inclusion, as well as the Division of Curriculum and Instruction.

Mrs. Michelle Dillard, Chief of Schools



The Schools and Leadership has been busy with teaching and learning. We have had a short month for November and December. We have been busy with finishing up CCVs and Reality Checks. Our schools have begun to monitor the CSIPs with school leaders and teams. This has been a great review to see how the schools are implementing their goals. Our principals have also completed the first PPLC and are working on the Breakthrough Principles Book study which was a MIRACLES priority.

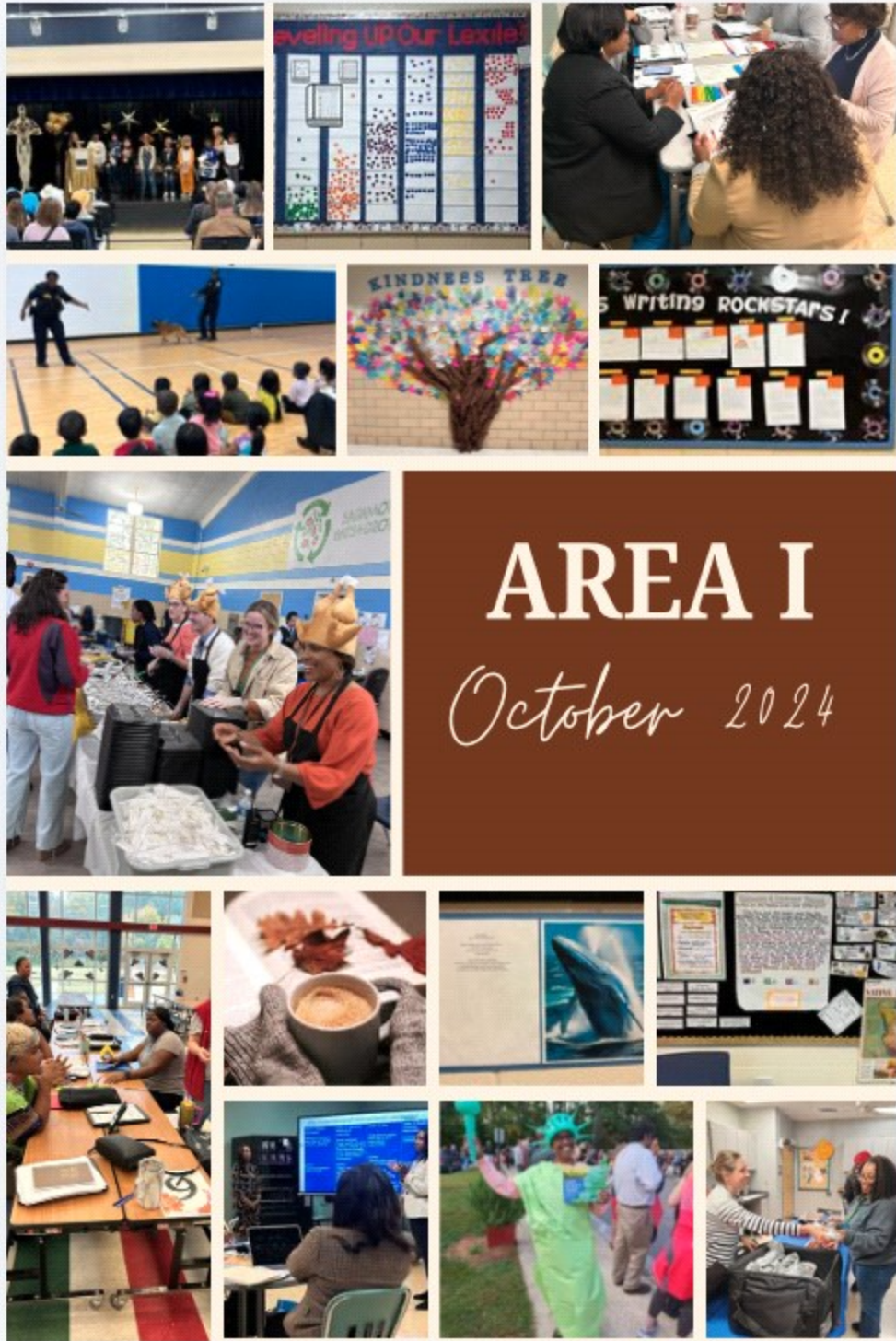
The schools are participating in the MAP training principal plus 2 for middle and high school. They have created ACTION plans based on the outcomes of the data. The NWEA coaches are going into those schools with coaches working with the math and reading PLCs.

Beth Kyle, Area 1 Elementary Schools

While November was a short month, Area I was able to pack in a lot of activities. Principals and AP learned more about PLCs during professional learning sessions. Principals also were able to present to their peers from Breakthrough Principals in order to support one of the district's MIRACLES priorities.

The Area team was able to complete CCVs and learning walks while providing individualized support, modeling and professional learning for schools in the Area. Many of the coordinators collaborated with Curriculum and Instruction to provide professional learning on the district-wide PL day. The English Language Arts Coordinators and Math Coordinator worked with principals in small groups at the PLO. Principals were assigned specific writing samples or math tasks from the curriculum to bring in artifacts from students. The coordinators then worked with them on how to analyze the student work and utilize resources as a part of their PLCs.

Some highlights from schools included in the photos below are the Austin Academy Awards, where students select a book and write an opinion essay. Essays are nominated by their peers and then they vote on a winner. Chesnut is hosting a Lexile Level Up drive. Car Reynolds is highlighting their "Writing Rock Stars." Ashford Park is growing a Kindness Tree where each genuine act of kindness is recorded and added to the tree. Oak Grove had a book parade as a part of their literacy day. Brookhaven PD K-9 unit visited John Lewis Elementary. Finally, there were largely attended Thanksgiving luncheons. Including a "We are thankful for you" lunch provided by Henderson Mills PTO for the team.



Terri Brown , Area 2 Elementary Schools

During November, Area 2 Elementary completed all CCVs and learning walks side by side with school leaders. Feedback was provided by the Area team through both SchoolMint and the notice and wonder protocols. Remaining Reality Check conferences were also completed by the Area Superintendent and Executive Administrators.

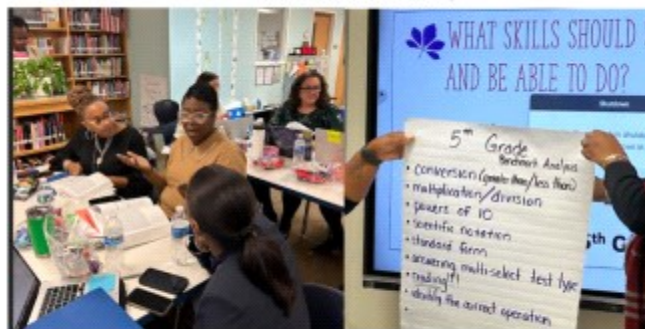
The Area 2 Elementary Reading-ELA Content Coordinator and Area Superintendent facilitated narrative writing professional development for 5 school sites (Briar Vista, Fernbank, Laurel Ridge, Rockbridge, Smoke Rise). Five mini-lesson strategies for writing were modeled and practiced by teachers. Both the Area 2 Reading-ELA Coordinator and Mathematics Coordinator with the Area Superintendent and Academic Coach Coordinator facilitated a session with the academic coaches to address strategies and unit pacing.

For the Area 2 Elementary Principal Learning Opportunity, all principals engaged in an item analysis to review the achievement from 5th grade mathematics benchmark 1. The top three most missed questions for the area were analyzed and discussed collectively. Additionally, schools set goals for writing by reviewing the area's writing data from previous Milestones over a three-year period. MIRACLES priorities were also addressed including Breakthrough Principal book study, weekly reports, and the student ID project. Finally, trends from CCV visits were highlighted and discussed.

Area 2 Elementary also celebrated Dr. Latalia Robbins from Smoke Rise Elementary being named the DCSD Teacher of the Year and Ms. Ruth Cabrera from Briarlake Elementary being named the First Runner Up for DCSD ESPOTY1.

Area 2 Elementary also celebrated both Georgia Literacy and Math Leaders: Briarlake, Briar Vista, Laurel Ridge, and Livsey Elementary!

Area 2 Elementary



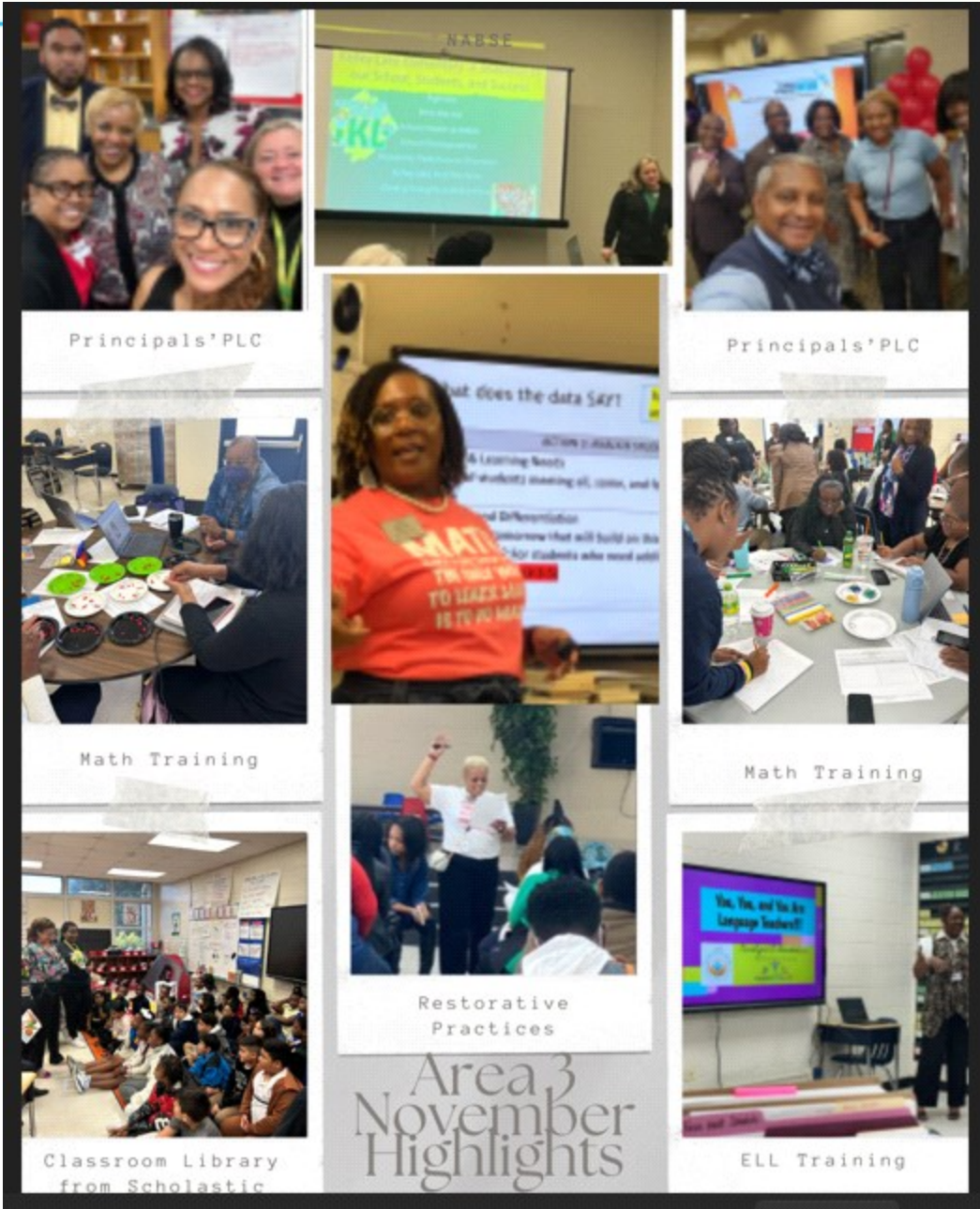
**November Area Principal Learning Opportunity
Breakthrough Principal Book Study & Benchmark 1 Analysis**



During the month of November, Area 3 Principals participated in their Principals' Professional Learning Communities to observe instructional practices, provide feedback to the host principal and reflect on identified data for that cohort of schools. Also, Leaders began chapter presentations on our book study "Breakthrough Principals" by Benjamin Fenton, Jaime Aquino, and Jean Desravines.

The Area 3 ELA Coordinators utilized the District Professional Learning Day to provide all Area 3 teachers training on informational writing techniques. Our Math Coordinator continued collaboration with Metro RESA to provide professional learning to all Area 3 Math Teachers on Diving into Math Standards for Unit 4 and Unit 5. The ELL Coordinator supported our schools with the understanding we are all language teachers, while the SWD Coordinator trained teachers on strategies for Specially Designed Instruction. Culture and Climate Coordinators continue to provide training to schools on restorative practices while the Mental Health Coordinator assist leaders with monitoring Second Step Lesson delivery and redelivery of trauma-informed care.

Some highlights from our local schools include Redan ES being certified as an H-Pride School. Kelley Lake ES was recognized by the National Alliance of Black School Educators as a demonstration school and received a classroom library from Scholastic. Princeton ES was awarded \$10,000 from the Innovative Solutions Laboratory Competiton to create a calming sensor space. Barack H. Obama ES and Princeton ES were named Georgia Literacy Leader Schools and Princeton ES for their growth in 3rd Grade Reading. Rainbow ES and Columbia ES were named Math Leader Schools for their growth in 5th grade Mathematics.



Principals' PLC

Principals' PLC

Math Training

Math Training

Restorative Practices

Classroom Library from Scholastic

ELL Training

Area 3
 November
 Highlights



Jacqueline Taylor, Area Middle Schools

For the month of November, the Middle School Area team facilitated CCVs to address the Six Systems of Effective School Environment. Each visit focused on Tier 1 & 4 teachers, IEP compliance, EL engagement, Culture & Climate, staff wellness, and effective instructional practices. In addition to conducted CCVs the Middle School Area Team has contributed to student success by providing the following supports.

The Executive Administrators facilitated sessions on: Principal Coaching Teachers, PPLC, and Reality Checks. During the Area PLO, the EAs shared Middle Area EOG writing data as well as strategies to improve writing scores.

Math Coordinators facilitated and participated in various professional learning sessions, including Deconstructing Standards, Mathematics Non-Negotiables, 3-Act Math Tasks, and the use of Achievement Level Descriptors tailored to specific school requests or identified needs. As a result of continued collaboration with the K-12 Secondary Math Coordinators, the Middle Area Math Coordinators facilitated two district grade-specific professional learning sessions. The interactive sessions afforded math teachers the opportunity to explore strategies to design engaging and meaningful student work using the Georgia Department of Education (GA DOE) Instructional Learning Plan (ILP). Math teachers dove into the framework of the ILPs, identified possible misconceptions, wrote guiding questions, made adjustments to fit the needs of their students, and aligned classroom activities with grade-level standards and student-centered learning goals. Teachers had an opportunity to participate in ILPs as students and as teachers, use manipulatives, and experience the implementation of CRA or 3-Act Math Task.

ELA Coordinator contributed by providing immediate support at the school level and by collaborating with other DCSD Departments to provide ongoing support. Immediate school support included a combination of observing modeling providing feedback, conferencing, and providing resources. StudySync support was provided to all middle area ACs and/or ELA Dept. Chairs through group email and through targeted information sent via ACC newsletter. In addition, the ELA Coordinator collaborated with personnel in Educational Media. Our goal was to discuss the current reality in middle area Media Center libraries, share information, and brainstorm ideas to expand support for literacy growth through our Media Centers.

EL Coordinator provided comprehensive support through professional learning (i.e., Building Background and Planning the Lesson, Monitoring Documentation, and Student Data Analysis). Additional support was given to novice EL teachers through classroom observations and modeling of lessons with intensive and sheltered classes. One-on-one advisement sessions were held with veteran teachers for Individual Language Plans (ILPs), StudySync, software proposals, and addressing complex instructional challenges. The EL coordinator also met with principals to address critical issues such as: scheduling challenges due to rising EL populations,



overcrowding concerns, and a need for training and support for underqualified staff without ESOL certification.

Culture & Climate (C&C) Coordinators participated in the Culture & Climate School Team, attended the Collaboration Integration Meeting at the Student Relations Center, participated in school attendance meetings, and continued to collaborate with Wrap Around Support personnel to address the needs of students and families within the middle schools. In addition, the coordinators have supported schools by addressing parent concerns and serving as thought partners with school leaders to ensure clear communication concerning school practices and protocols. The C&C Coordinators monitored district cell phone initiatives while in schools currently piloting cell pouches and lockers. The coordinators conducted Attendance Audit Walks with attendance secretaries. Additionally, the coordinators reviewed school websites, analyzed school discipline and attendance data, and supported school leadership as needed and/or requested.

Mental Health Coordinator facilitated staff trainings on Mental Health First Aid Training and two evening parent workshops. Additionally, the MH Coordinator provided support to individual schools and staff as needed.

Thomas Glanton, Area High Schools

High School Area Twitter Feed:

https://x.com/DCSD_HSArea

This month, the High School Area took a proactive role in promoting civic engagement and ensuring equitable access to the voting process for our students. In collaboration with the Decatur Alumnae Chapter of Delta Sigma Theta Sorority, Inc., we provided transportation to polling places across DeKalb County. This initiative allowed students who wanted to vote or observe the voting process to participate actively, making their voices heard and gaining firsthand experience in democratic engagement. The Rock the Vote initiative reflects our district's commitment to fostering a sense of civic responsibility among our young people, empowering them as informed and active citizens.

- ELA: Coordinators designed and delivered professional development workshops on both *Milestones Writing Resources* and *Aligning Standards, Learning Targets, Success Criteria and Performance Tasks* in the three-part lessons.
- Mathematics: Coordinator facilitated a professional learning session during the participants actively engaged in the "Do the Math" protocol to unpack an Algebra Concepts and Connections learning plan in Unit 5. The participants also collaborated with peers to identify instructional strategies to implement in each part of the instructional period.
- Climate and Culture: Coordinators participated in attendance meetings with school stakeholders to address chronic absenteeism and strategize interventions.



- Special Education: Coordinator has provided productive feedback during classroom observations, offered targeted follow-up support and training based on needs identified in CCVs, and collaborated closely with the Exceptional Education Department to address various parent concerns.
- **Mental Health:** Coordinator facilitated restorative circles, engaged with staff on mental and emotional well-being, and collaborated with school personnel to strengthen SEL initiatives. Additionally, Coordinator conducted Mental Health First Aid Training, equipping participants with the skills to identify, understand, and respond to signs of mental health and substance use challenges in adolescents.
- **Multilingual Learner:** Coordinator facilitated professional development sessions focused on instructional strategies designed to enhance students' processing of content. She also modeled standards-based instruction in the Intensive English classroom.

The High School Area Team remains committed to driving positive change through continued collaboration, strategic planning, and a focus on student-centered initiatives.

Derrick Hardy, Area Horizon Schools

November was an exciting learning and celebration month for Area Horizon Schools. Professional learning big wins included over 280+ participants in the Elementary Math professional learning sessions led by Coordinators Morrison & Andrews. We conducted a mental health professional learning session (trauma informed care) for principals and assistant principals at Rockbridge ES.



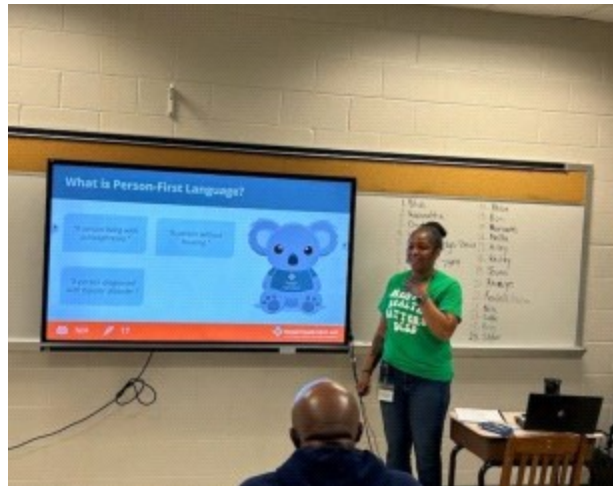


Snapfinger Elementary School was celebrated on two separate occasions with a library card registration event and a celebrity book reading by Scholastic.

Ronald McNair Discovery Learning Academy was selected as a demonstration school by the NABSE Leadership Conference to highlight the on-campus health center supporting all families within the cluster.

Dresden Elementary School hosted a book giveaway with Action News First.

Lastly, five of our fantastic Superintendent PAC Fellows presented during the 2024 NABSE Leadership Conference.





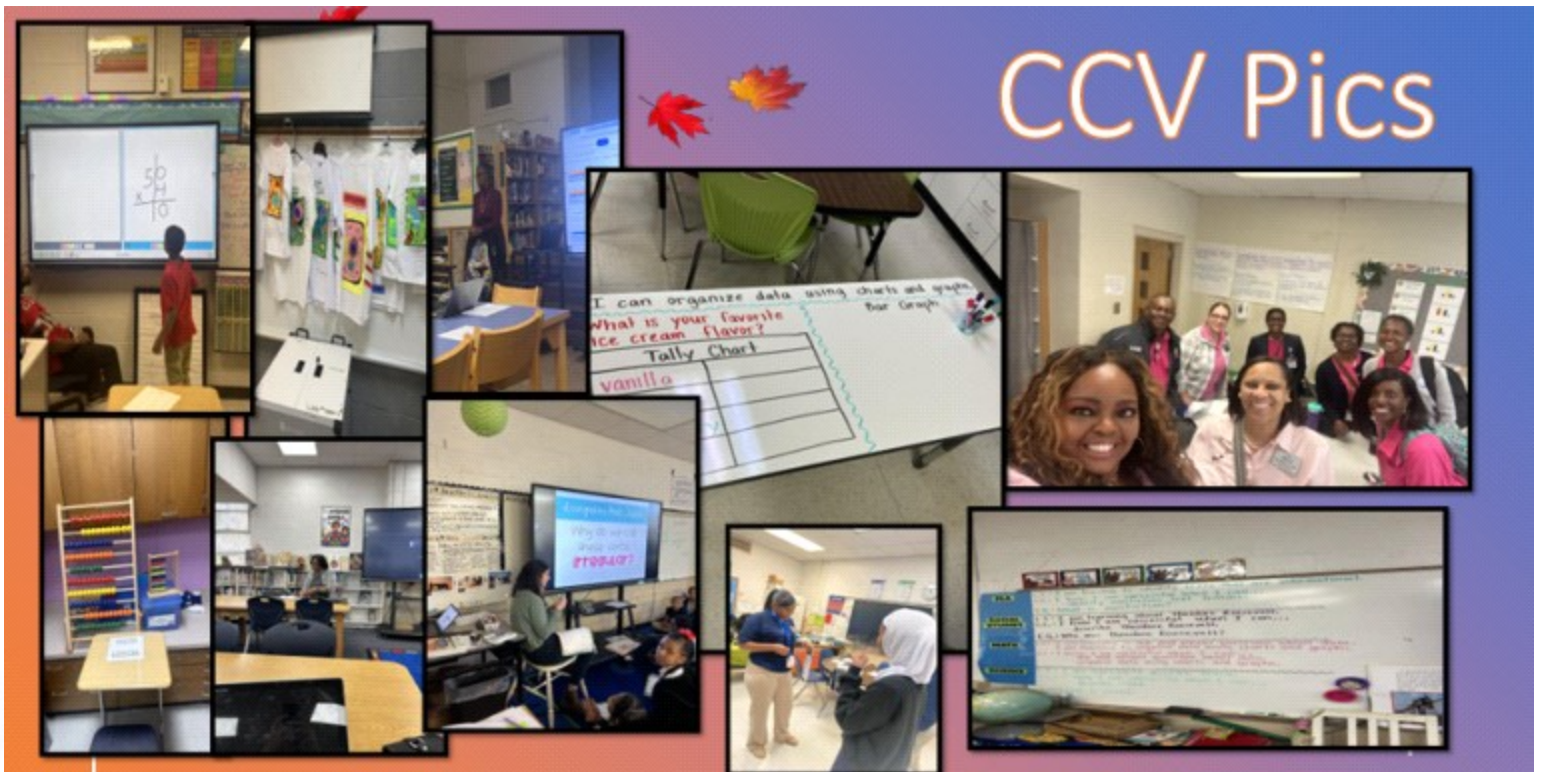
Michelle Jones, Area Specialty Schools

The focus for the month of November for Specialty Area has been CCV completion and CSIP monitoring. We completed the CCVs for all schools and one charter school. Our team provided detailed feedback. We also conducted professional learning to assist schools with CSIP implementation, the Area literacy plan, and MAP action plans. Individual reality checks were held with leaders, discussing school-level data, strategies, next steps, and support. At our November Area Learning Opportunity, leaders presented for the Breakthrough Principals Book Study.

At the Employee of the Year Gala, we cheered for our District Employee Support Professional II of the Year- Ms. Tera Reid from Eagle Woods Academy, as well as the Principal of the Year First Runner Up, Ledra Jemison. We celebrated Kittredge and Wadsworth being ranked #1 and #2 for Best Elementary Schools in Georgia as identified by US News and World Reports: <https://www.usnews.com/education/k12/elementary-schools/georgia> . We also celebrated the Specialty Area schools identified by GADOE as **Math Leader Schools** (7 schools- DeKalb Arts Academy, GLOBE Academy, Kittredge Magnet, The Museum School , Robert Shaw Theme, Wadsworth Magnet, and Wynbrooke Theme) and **Literacy Leader Schools** (6 schools -DeKalb Arts Academy, International Community School, Kittredge Magnet, Leadership Preparatory Academy, Robert Shaw Theme, and Wadsworth Magnet (Museum School, for Achievement and Gains in Math and ELA During November, our schools and centers participated in multiple successful Rock

the Vote campaigns, Veteran's Day programs, and Thanksgiving Day Luncheons. DeKalb Arts Academy had their premiere for "Shows to Go" around Shel Silverstein's poems. The International Student Center won the School Innovation Grant for their STEAM project for almost \$10,000 and some of the staff presented for the GATESOL conference in Athens, GA. The Specialty Area Support Team consistently supports our schools and centers.

Finally, both The Early Learning Center and Fernbank Science Center were visited by school educators across the county who attended the NABSE conference.





Mike Kelly | Angelica Collins | Raifa Russ, *Leadership Development/Performance Coaches*

- **The Leadership Academy**

Leadership Development is working with the Leadership Academy Group to develop our Aspiring Principals Program. We are sharing our community feedback from our interview groups with the LLO Team to get their insight on the design of our new Leadership Academy Program.

- This program is being built from the ground up with feedback from many of our stakeholders
- The goal is to design a process for selection of school leaders that is rigorous. It will become the gold standard in the pipeline to the principalship in DeKalb County Schools.

The Aspiring Leadership Academy. At this point in time, we are working in a two-phase plan:

- Phase One- establish a rigorous system for Aspiring Leadership Academy selection to occur in early January for the 2025-26 school year. This should support approximately 20 new candidates.
- Phase Two- Use this rigorous system to support a 2nd Cohort of future principals to be selected to begin in July of the 2025-26 school year.



We are working with the following departments to design and build the new Aspiring Principals Academy: Human Resources, Communications, Diversity Equity and Inclusion, Area Superintendents office Curriculum and Instruction.

- **PLC Development with Solution Tree (Teacher Leaders Nov. 5th)**

Leadership Development in tandem with the Professional Learning Department and Solution Tree presented “PLC at Work” to over 325 teacher leaders on this professional learning day. The primary focus was;

- The Big Ideas of PLC’s
- The Four Big Questions
- Building Norms
- Learning vs. Teaching

- **PLC Development with Solution Tree (Assistant Principals)**

Leadership Development in tandem with the Professional Learning Department and Solution Tree created a specific professional learning that support the district’s direct efforts to implement Professional Learning Communities across all schools and their teachers. Assistant Principals received direct training on how to support PLC’s around:

- PLC Teams application of
 - Question #1 – What are they learning?
 - Question #2 – How do we know if they are learning it?
- PLC Teams apply the Learning Guide to support student learning
- Professional Learning Facilitators also shared the PLC Framework with all assistant principals.

- **New Principal Academy (1st and 2nd year Principals)**

Leadership Development built professional learning for new principals to better understand;

- Transformational Change- Knoster Model
- Instructional Planning support
- Cross walking planning to our Six Systems work
- Managing People, Data and Processes

- **The DeKalb Leadership Institute (DLI) (47 Current AP’s looking to be Principals)**

Leadership Development has selected (47) current AP’s that are participating in the DLI program facilitated by Dr. Collins to assist in building their capacity to become a principal in our district.

- Dr. Horton kicked-off the opening day of DLI on November 19th
- These Assistant Principals were exposed to various guest speakers (Penny Mosley, Bridgette Allen, Vitella Dodson and Kia Billingsley) from our district

that principals interact with on a regular basis. This allowed them to gain insight into the principalship through the eyes of experienced department leaders.

- **National Alliance of Black School Educators (NABSE) Conference** (Champion Dillard, Dr. Collins, Champion Fairweather and Champion Kelly) Presented at the conference to about (55) school leaders in a half day Aspiring Leaders Session. The level of engagement and participation was extremely high.





Ayana Smith, *Professional Learning*

The Professional Learning Department actively made an impact in schools by delivering training for teachers and leaders this month. This month the PL department coordinated the district-wide Professional Development Day by providing all stakeholders with a PD catalog that obtained 120 Professional Learning sessions offered by district leaders and 2 sessions conducted by Solutions Tree.

Professional Learning Facilitators and Coordinators key presentations throughout the month focused on Professional Learning Communities. Presentations included: "PLCs at Work – Implementing the DCSD PLC Framework" for more than 127 elementary, middle, and high school principals. Organizing and co-facilitating Solution Tree's PLCs at Work session at Stone Mountain MS for 348 teacher leaders and conducting a presentation on the DCSD PLC framework to 224 Academic Coaches as well.

One of the highlights for this month is having several PLFs conduct "Literacy in Motion: Bridging Literacy and Physical Education for Elevated Student Engagement" at the GA Health and PE Convention in Athens, GA. The session highlighted how cross-curricular connections can enhance learning across various subjects and helped health and physical education teachers sharpen their focus on designing engaging, integrated lessons for the students.

Overall, the department has managed 124 professional learning requests (+22 from last month), completing 78 (+40), with 45 still in progress. 86% of the Middle School Area schools were provided PL and support that was aligned to their CSIP strategies.

The PL department is on the move to Unlock Potential and Ignite Excellence!



DCSD PLC Framework Training
 Principals Meeting



PL Team at Solutions Tree
 'PLCs at Work' Conference
 San Antonio, Texas



PLC Core Team
 Principals Meeting



PLCs at Work Training - Teacher Leaders
 DCSD PD Day



November Highlights

**PROFESSIONAL
 LEARNING**

#PLMatters



DCSD PLC Framework Training
 Academic Coaches
 Coaches' Academy



Male Mentor Reading Group
 Eagle Woods Academy



Knowledge Builder Support
 Stone Mountain ES



Elevating Literacy @ McNair MS
 DCSD PD Day



Ms. Stacy E. Stepney, *Chief Academic Officer*

Curriculum Audit

Insight Education Group is performing the curriculum audit to evaluate the effectiveness and alignment of curriculum materials, instructional frameworks, instructional strategies, and interdisciplinary connections of the written, taught, and tested standards. The intended outcomes of the audit are to obtain recommendations to ensure consistency and alignment with DCSD's five-year strategic plan and to gain critical information to effectively plan and implement instructional practices that best support student learning.

The content areas and instructional programs included in the audit are as follows: English Language Arts, mathematics, science, social studies, world language, health and physical education, visual and performing art, music, CTAE (career, technical, and agricultural education), Early Intervention Program (EIP), Montessori, and International Baccalaureate. The audit focuses on Tier 1 instruction and how all learners (general education, special education, English learners, and gifted) are supported.

Phase I: Curriculum Review Process

- Conduct a review of curriculum documents, curriculum materials, assessment materials, strategies for exceptional learners, and policies, systems, or structures that guide the curriculum development process
- Conduct classroom observations at 45 randomly selected schools (**December 9 and 10, 2024; January 13 and 14, 2025; January 16 and 17, 2025; and February 6 and 7, 2025**)
- Observe virtually **182** randomly selected teachers through the Teaching Channel
- Collect artifacts from teachers including curriculum materials, unit assessments, and formative assessments
- Administer a survey
- Meet with focus groups

Phase II: Gap Analysis

Perform a gap analysis of the data and findings that emerge from the document analysis, surveys, focus groups, and classroom observations to identify perception and implementation differences

Phase III: Action Plan for Priority Improvement Initiatives

Compile findings to develop an Action Plan that provides recommendations for how the district can achieve continuity, consistency, and congruence within the K-12 instructional core (curriculum, instruction, and assessment)

Literacy Partnerships

Chiefs for Change (CFC)

District leaders from the Division of Curriculum and Instruction participated in Session #4: Implementing SOR for Every Student on November 7, 2024. In preparation for the monthly session, participants completed a pre-work assignment designed to think about the conditions, structures, and leadership needed to cultivate an inclusive literacy space. Participants identified commitments that their school districts can make to avoid exclusionary practices. During November's Community of Practice session, leaders discussed actionable behaviors, mindset shifts, structures, procedures, and expectations to ensure every student has access to quality evidence-based reading instruction.

GLISI Literacy Network

The DCSD GLISI Literacy Implementation Team (GLISI LIT) analyzed data from the empathy interviews, developed a strategy map, enhanced and shared the short cycle plan by making our thinking visible, and obtained feedback from other educators in our cohort. Also, team members selected three of the following learning stations during the Residential II experience to learn more about the implementation of the science of reading: Paulding County's literacy journey, GADOE and Coaching Dialogic Coaching and Mirror as a Reflection Tool, and Collaborative Planning Structures.





Academic Coaches

November was a month of training and calibration for the academic coaches and Academic Coach Coordinators (ACC). The ACC team members collaborated with their respective Areas to ensure academic coaches have the necessary resources and support for implementing the math and ELA curriculum. This included partnering with Area and district content leads, coordinators and MetroRESA.

At the Academic Coaches Academy, held on 11/15/24, academic coaches received training on structured literacy, best practices for virtual data rooms, using common formative assessments and benchmark data to inform instructional decisions, and CSIP progress monitoring strategies. Additionally, the ACCs partnered with the Department of Professional Learning to provide a session on Professional Learning Communities, as well as present coaches with an opportunity to obtain their Teacher Support and Coaching (TSC) endorsement through the DeKalb County School District if they already possess their Teacher Support Specialist (TSS) endorsement.

The ACC Team maintained its emphasis on "The Reset", continuing to assist academic coaches by attending job-alike meetings and providing technical assistance at individual schools. The team conducted bi-weekly meetings to address the areas that require additional assistance. The ACC team continues to be involved in the District CIT, Area Learning Walks, CCVs, and Reality Checks. Tiered coaching support remains based on principal feedback, AC documentation of work, and on-site observations.

UPDATE: There are 199 Academic Coach positions of which 190 are filled, leaving 9 vacancies. Of the 190 positions filled, 103 are first-time coaches.

Area	# of Coaches	# of Vacancies	# of New Coaches
Area Elementary 1	6	0	6
Area Elementary 2	17	0	7
Area Elementary 3	19	0	7
Area Middle Schools	41	0	22
Area High Schools	32	3	12
Area Horizon	67	4	43
Area Specialty	8	2	6
Totals	190	9	103



Dr. Sean R. Tartt, Deputy Chief Academic Officer

Academic Skills Centers

On November 5th, all Academic Skills Center (ASC) staff gathered at McNair Middle School to participate in professional learning. Staff engaged in the following sessions that enhanced their ability to support students: Academic Vocabulary, Navigating the Imagine Learning Platform and Rostering Students, and Effective Communication. These sessions were facilitated by Academic Coach Coordinators, Graduation Innovations Coordinator, Deputy Chief Academic Officer, and Imagine Learning.

Student Success Skills Backpack

In October, the Division of Curriculum and Instruction held three Student Success Skills Backpack (SSSB) sessions for the 21 pilot schools and area office administrators to discuss the implementation plan. Likewise, a similar session was held on November 18th in the AIC auditorium with each school's local site based SSSB team. Over 90 staff members actively participated in work sessions by grade band (ES/MS/HS) to continue developing the SSSB course in Canvas.

Dr. Penny Mosley, Assistant Superintendent P-5

Let's READ, Georgia

DeKalb County School District is pleased to announce its partnership with MRESA supporting Georgia's Early Literacy Act with Let's READ, Georgia! Let's READ, Georgia was developed in response to HB538. Regional literacy specialists will provide DeKalb Literacy Leads and academic coaches with virtual and onsite professional development focused on the science of reading, foundational literacy skills, and evidence-based decision making while demonstrating lessons and providing immediate feedback for improving instruction. Through this partnership, literacy leads will receive a stipend of \$1,000 after successful completion of the requirements stated in the literacy lead agreement.

The first in-person meetings took place on November 15th for academic coaches and November 19th for building literacy leads. Regional specialists provided training on the seven mighty moves of literacy instruction as it relates to the science of reading. Academic coaches and literacy leads will redeliver the seven mighty moves to colleagues during the upcoming months.

Dr. Rose Prejean-Harris, Assistant Superintendent 6-12

DeKalb Acceleration Academy (DAA) is excitedly preparing for its official launch with students in December 2024!

The DAA staff began their virtual orientation the week of November 11th, engaging in synchronous and asynchronous onboarding tasks and training. In-person sessions occurred



during the week of November 18th, followed by continued virtual team-learning November 25-27, 2024. On November 22nd and 25th, the DAA Registrar, Career Coach, and Director participated in Student Information Systems (SIS) training to ensure smooth operations. Also, the education team responsible for course development has uploaded all courses into the system.

Meanwhile, the facilities team is hard at work transforming the space at McNair High School by installing carpet, painting, delivering new furniture, and installing technology to create a welcoming environment for students. The excitement is building as DAA prepares to open its doors and offer students a successful educational experience!

Dr. Lynn Angus Ramos, Director, Literacy

Teachers continue to work to fulfill the structured literacy training requirement of the Georgia Early Literacy Act (House Bill 538). Classroom teachers who do not hold a Reading or Dyslexia Endorsement or training such as LETRS or Orton-Gillingham are completing the Georgia Literacy Academy, a 10-module course provided through a collaboration between the Georgia Department of Education (GaDOE) and Cox Campus. GaDOE has also created a condensed version of the course for electives teachers which was provided in time for many of them to begin on November 5, the district-wide professional development day. Horizon schools are receiving additional coaching and support each month to provide a bridge to implementing the practices in their classroom instruction.

Course	# of Teachers Completed
Course 1: Oral Language	1, 108
Course 2: Early Literacy	851
Course 3: Systematic & Explicit Phonics	762

On November 23, C&I supported the Family and Community Empowerment Department in hosting Family Literacy Day. Over 260 parents and children attended and participated in strategies to increase oral language, which is the foundation of literacy. Each family received a literacy booklet allowing them to engage in these evidence-based best practices at home as well.



Lummie Baker, Director, Educational Media and Instructional Materials

On Saturday, November 23, 2024, at Indian Creek Elementary School, C&I supported the Family and Community Empowerment Department in hosting Family Literacy Day. Parents and students participated in a variety of sessions that included learning about literacy strategies as well as resources that are available to support instructional literacy and personal reading interests.



STUDENT EDITION
2024-2025 DIGITAL RESOURCES

DeKalb County School District

<p>BEANSTACK Beanstack makes it easy for students to track their independent reading, earning virtual badges along the way. Students can write book reviews and complete activities to further engage with what they have read.</p> 	<p>BRITANNICA IMAGEQUEST Avoid copyright issues with over 3.4 million safe images for educational, non-commercial use from 63 leading collections that aren't freely available on the Web.</p> 
<p>DESTINY DeKalb's online library catalog used by students and employees to access print and digital resources available 24/7.</p> 	<p>GALILEO The state's virtual gateway to credible library, authoritative library resources. GALILEO includes: Digital Library of Georgia and eBooks on EBSCOhost. See Teacher-Librarian for current password.</p> 
<p>GALE Gale in Context provides students with curriculum-aligned materials that span core subjects. Also included is Gale Presents: Paterson's Test/ Career Suite for High School use only.</p> 	<p>MACKINVIA An online platform providing easy access to eBooks, read-alongs, audiobooks, databases, and videos.</p> 
<p>APM MUSIC A collection of copyright-free audio for instructional use. Containing music representing 185+ countries and including over 800,000 tracks. Username: DCSDPatron@dekalbschools.ga.org Password: dekalb01</p> 	<p>PEBBLEGO (K-2nd) Animals Biographies Science Social Studies Health</p> <p>PEBBLEGO NEXT (3rd-5th) Indigenous Peoples/ History Biographies Science Social Studies States Health</p> 
<p>SORA A one-tap access to audiobooks, eBooks, Read-Alongs, magazines and more on any device, at any time. Go to Sora in Clever or download the free Sora app.</p> 	<p>WORLD BOOK A collection of resources designed for all ages and abilities with articles, videos, educator tools, eBooks, research guides and more.</p> 

**All digital resources are accessible through Launchpad/Clever.
See your Teacher-Librarian for resource login information.**

Stephanie Brown-Bryant, Director, K-12 Teaching and Learning Mathematics

DSA Math Carnival - DeKalb School of the Arts hosted a student created math carnival. Students created games and activities that incorporated mathematics and the arts. Students, families, and other stakeholders engaged in fun mathematical activities. One student will submit her project.



in a Desmos competition. Many of the students will host their games at the district-sponsored Math Carnival in the spring.

Curriculum and Cuisine - Title 1 Parent Engagement partnered with Teaching and Learning for Curriculum and Cuisine. The evening consisted of providing parents with an evening of exploring mathematics, social studies, and cuisine from around the world.

Science

Fall Science Mini-Conference - The K-12 Science Team, in partnership with the Fernbank Science Center and the Professional Learning Department facilitators, successfully hosted a Fall Science Mini-Conference for K-12 science educators. Centered around the theme "Sensemaking in the K-12 Science Classroom," the conference featured a variety of dynamic professional learning sessions to deepen understanding of 3-dimensional science instruction. This engaging event reached over 200 science educators, fostered collaboration, and enhanced instructional practices.

Health & Physical Education

DCSD HealthMPowers Snap-Ed Outcomes – Eight schools participated in nutrition based professional development and implemented Smart Servin Strategies in the cafeteria. 4,644 students received direct nutrition and physical activity education, programs, services and resources. Eight schools were awarded \$750 for site driven sustainable changes.

US Soccer Foundation Training - During the district-wide professional development day, 57 elementary physical education teachers participated in a training held by the US Soccer Foundation. They received curriculum resources and soccer balls to implement soccer into their classes.

World Languages

Dual Language Immersion Workshop - DLI teachers attended an all-day workshop with Marie Bouteillon on November 5th. In this workshop, teachers focused on productive language goals, instructional walls, and student redirection using a variety of models, practicing, and hands-on collaboration with Marie.

World Languages Day at GSU - On November 14th, schools that signed up attended the World Languages Day at Georgia State University. At this event, DCSD students were able to interact with numerous exhibitors who are seeking job applicants who speak multiple languages, attend a panel discussion on the importance of world languages and culture in the workplace, and experience a culturally authentic performance.



Social Studies

2024 Junior Achievement Travel for 6th & 7th Grade - Sixth and seventh-grade students have begun their journey with the Junior Achievement program, diving into the essentials of financial literacy. Through interactive lessons and engaging activities, they are gaining valuable insights into budgeting, saving, and responsible spending. This hands-on experience not only equips them with essential life skills but also fosters an understanding of the importance of financial responsibility as they prepare for future independence.

Music

DeKalb County School District Music Students Shine on National Stage - Two 6th-grade students from Kittredge Magnet School were selected as members of the American Choral Directors Association National Honor Choir and will perform in Dallas, TX, a significant honor reflecting their exceptional vocal skills. Additionally, the DeKalb School of the Arts Orchestra has been invited to perform as a featured ensemble at the 2025 ASTA National Conference in Atlanta, GA, highlighting the district's excellence in orchestral performance.

English/Language Arts (ELA)

ELA Professional Learning - On the November 5th Professional Learning Day, the English Language Arts team offered a variety of live and on-demand sessions. Topics included planning with DCSD Tier I resources (Wonders, myView, StudySync, and Into Literature), implementing structured literacy strategies such as phonics and vocabulary, understanding the new Georgia ELA resources, and preparing for the Georgia Milestones writing assessments. In total, 161 elementary teachers and 185 secondary teachers took advantage of these offerings.

Visual and Performing Arts

Arts Station

The Art Station in Stone Mountain is featuring the DCSD Middle and High School Student Art Exhibit from November 16-December 22, 2024. The exhibit highlights 115 pieces of artwork created by DeKalb's middle and high school students.

DeKalb Watershed Art Contest

Congratulations are extended to DeKalb County Watershed Public Relations Division 20th Annual Art Calendar Contest winners: Zoya R – Fernbank Elementary; Chance L. – International Community School; Harmony H. and Carys P. – Livsey Elementary; Brielle M. and Kennedy M. – Wynbrooke Elementary School; Dyuthi R. Deborah P., Rachel Z., and Camila V. – Dunwoody Elementary; Laetitia G. – Hambrick Elementary; and Eli F. from Redan Elementary. Eli's artwork, "Wave of Life," earned him the coveted 2025 Art Calendar Cover Spot and a feature for the month of December.



Advanced Placement

Teaching and Learning Support Session - On November 5, over 50 AP teachers from 10 different subject areas met for professional learning. The session covered strategies teachers can use to ensure students in all AP classes are prepared to complete the AP journey and take full advantage of the benefits of an AP education. Topics covered included using instructional resources, planning for assessment, and evaluating student work to encourage continuous growth.

Doryiane Gunter, Director, CTAE

Kennesaw State Bagwell College of Education Conference

For over 12 years, the Aspiring Educators of Tomorrow Conference (AEOTC) has been held annually at the Bagwell College of Education. On Friday, November 8, 2024, 11th and 12th grade high school students completing the Teaching as a Profession and Early Childhood Education pathway programs attended the conference and received exposure and inspiration to consider the fields of teaching and higher education.

STEM Programming

On Tuesday, November 19, 2024, a COGNIA STEM Certification visit was held for Tucker Middle School. The Cognia team reviewed artifacts and interviewed teachers, parents, and community partners to review the school-wide STEM program at the school. The Cognia support team was impressed with the information presented and spoke highly of the work taking place in core, CTAE, and STEM classes. The final report and results to indicate successful completion of the STEM Certification for the next cycle will be shared by the end of December 2024.

Network for Teaching Entrepreneurship Game Changer Conversations w/Daymon John

On Friday, November 22, 2024, Marketing and Entrepreneurship students from DCSD attended “Game Changer Conversations” hosted by Shark Tank’s Daymon John. Students attended an awesome afternoon of advice, inspiration, and guidance from Mr. John and other famous entrepreneurs at the Fox Theatre. Businesses like JP Morgan, Hilton, T-Mobile, and Lowes also sponsored the event and provided information to support students interested in Entrepreneurship and Marketing.

Janetta Greenwood, Director, Fernbank Science Center

School Support – Single Visits, Outreach, and Planetarium

Fernbank Science Center (FSC) is continuing to provide single visits and outreach in science across the district. In November, the Planetarium officially reopened for large group student visits. FSC served 4,336 DCSD students in the 10K planetarium. Students and teachers expressed excitement about the new immersive instructional experience in the planetarium and the updated interactive exhibit hall.



DCSD four-year-old scholars attended ScienToTs this month with learning focused on light. Students engaged in science experiential learning opportunities specifically designed for PreK students. This program supported both general and special education classrooms. In November, 80 PreK students visited FSC while 210 PreK students participated in the local school outreach visits.

Professional Learning – Science Training and Green Heart STEM Challenge

On November 5, 2024, Fernbank Science Center hosted district-wide professional development for science teachers. The professional development was designed by the K-12 Teaching and Learning Department to support teachers in using a variety of tools and resources to increase learning outcomes in science. In addition, teachers were introduced to the Green Heart STEM Challenge, sponsored by Fernbank Science Center, in collaboration with the Captain Planet Foundation, to gear up for this year's competition for students in grades 5 - 12. The theme for this year is WIND, a symbolic representation of the cyclical nature of our natural resources and economy. The goal is to support students in developing a human centered approach to design innovative solutions to reclaiming, repairing, restoring, reusing, recycling, and replenishing our world's natural resources.

Partnerships

Georgia Aquarium Partnership

The Georgia Aquarium Partnership continued during the month of November. The Georgia Aquarium has served 9,636 students and 52 schools for September, October, and November.

During these three months, 4,040 students have ventured to the aquarium with teachers and chaperones to participate in an instructor-led field trip. 4,003 students have been served through outreach programs. Virtual programs have served 1,593 students for September, October, and November.

Pine Ridge Elementary School Kindergarten students at Georgia Aquarium participating in an instructor-led field trip on 11/8/2024.

Redan Middle School 8th Grade students at Georgia Aquarium participating in an instructor-led field trip on 11/6 and 11/7.





National Alliance of Black Schools Educators (NABSE)

Fernbank Science Center was selected as one of the host school tour sites during the NABSE Annual 52nd International Conference. Participants had the opportunity to experience the unique types of programs and opportunities provided at Fernbank Science Center and see science instruction in action. It was an honor for Fernbank Science Center to represent DeKalb County School District and showcase one of its many innovative approaches to teaching and learning.

Community Engagement/Cross Departmental Collaboration – da Vinci: An Evening of Art and Science

Fernbank Science Center hosted da Vinci: An Evening of Art and Science on November 8, 2024. This event was the celebration of the premiere of "Leonardo da Vinci," a documentary by Ken Burns, Sarah Burns, and David McMahon. The event was hosted in collaboration with Georgia Public Broadcasting and included partners from the Association of Medical Illustrators, Adobe Education, Science ATL, and Georgia Institute of Technology, School of Building Construction. The DeKalb School of the Arts provided an art gallery and conducted a dance that represented da Vinci's life. Guests had the chance to participate in hands-on activities promoting STEAM investigations themed around da Vinci's art and engineering achievements. Approximately 450 visitors attended the event.

Monique Kimbell, *Director, MTSS*

Professional Learning

On November 21, 2024, the MTSS team received training on supporting students who need speech interventions throughout the MTSS framework in collaboration with the Special Education Department. We also collaborated with the ESOL team to deliver Professional Learning on PLUNET to understand the steps to request translation and/or interpreter service as well as a presentation titled Supporting English Language Learners: Language Acquisition vs. Academic Content.

The team also reviewed their MTSS Fidelity Rubric (Self-Assessment) and interval data submission, determined their baseline score, identified the level based on the score and if an action plan is needed. If an action plan is required, the next steps were mapped out. The MTSS will work with the school team to address no more than 1-3 areas where they scored a 1 or 2 and will identify the indicator for improvement, action steps, responsible party, timeline, implementation benchmarks, and desired student outcome(s). Several schools that did not require an action plan and scored in the operational or higher range are still committed to addressing areas where they scored a 1 or 2 and are writing a 90-day action plan.



School Support

Schools continue to receive on-site or Teams support based on individual needs. The current focus is on pulling the Ad Hoc Report (RTI Checklist) and reviewing behavior plans to determine if the plans are effective and making recommendations for next steps. Recommendations on layer support using evidence-based interventions, counselor skill-based groups, and wrap-around providers are discussed.

MTSS support sessions launched in late October and are held via Teams every 3rd Monday for one hour. Topics covered so far include Infinite Campus, intervention plans, resources such as the Procedural Guide, hearing and vision expectations, and support needs.

Our Tier 4 schools receive direct on-site support every month which includes fidelity checks and feedback, student intervention plan and data reviews along with recommendations or next steps, student observations and support, and one-to-one consultation.

Tiered Reading Plan Support

The MAP Fluency universal screener flagged over 8, 000 students. The MTSS have been leading grade level teams as they triangulate student data to determine if reading intervention plans are needed based on the State requirements in Senate Bill 48(Dyslexia Law) and House Bill 538. The team is currently reviewing the results of the MAP fluency winter data to determine next steps for all K-3 students in collaboration with their grade level teams.

Current Plan Status

Below is the current number of active plans in place for all students in DeKalb County PK3-12. The Tier 3 plans require the MTSS to hold an SST meeting every 4-6 weeks with all stakeholders including the parent to review current intervention data and determine next steps. Tier 2 plans are reviewed every 6-8 weeks with teacher teams through data talks. The data talks have a greater urgency due to the Dyslexia Law requirements. The MTSS specialists review data entry of intervention delivery and probe data for all students on their caseloads at appropriate intervals as well as conduct fidelity walks and provide feedback to teachers to ensure that evidence-based interventions are implemented as designed.

Tier 2 Active Plans	Tier 3 Active Plans
8,098	8,036

**Keatra Wright, Director, FLEX Academy
FLEX Restore**

In alignment with Goal Area 1 of the DCSD Strategic Plan, the Division of Curriculum and Instruction is pleased to partner with high schools to assist with increasing graduation rate by



offering FLEX Restore for fall semester. FLEX Restore allows students to recover credits in an asynchronous format over a 9-week period.

There are **168** students enrolled in credit recovery courses through FLEX Restore.

FLEX Beyond the Day

There are **332** students enrolled in FLEX Beyond the Day. The student success rate for Session II is below.

Grade Level	Does Meet	notDoes Meet	notNo Start	No Start	Passing	Passing	Grand Total
9	2	20.00%		0.00%	8	80.00%	10
10	3	14.29%	3	14.29%	15	71.43%	21
11	14	15.05%	5	5.38%	74	79.57%	93
12	6	6.00%	1	1.00%	93	93.00%	100
Grand Total	25	11.16%	9	4.02%	190	84.82%	224

**Dr. Kermit Belcher, Deputy Chief Technology Officer
Interim Chief Information Technology Officer)**

Always Learning

DeKalb County School District is enhancing operational efficiency and sustainability by refreshing its copy machine fleet and implementing a centralized print management system. This initiative ensures modern, reliable devices across schools and administrative offices while reducing maintenance costs and downtime. Additionally, with the district providing instructional devices for all staff and students, the need for printing is significantly reduced, fostering a more eco-friendly and digital-first approach. The centralized system further streamlines printing, improves document security, and promotes cost savings through better resource allocation and reduced paper waste. By embracing this upgrade, the district reaffirms its commitment to innovative practices that support staff, students, and the environment.



DeKalb County Schools is currently undergoing a comprehensive upgrade to its network infrastructure, which includes the installation of state-of-the-art cabling next-generation network switches, and advanced wireless access points. Once completed, this modernization will deliver faster, more reliable connectivity across the district, enhancing access to digital tools and resources for both students and staff.

For students, the improved network will support immersive educational experiences, including high-quality streaming, real-time collaboration, and seamless access to cloud-based learning applications. For staff, the upgraded infrastructure will enhance administrative efficiency by ensuring secure and uninterrupted connectivity to critical systems and applications.

This ongoing initiative reflects DeKalb County Schools' dedication to leveraging technology to create equitable, innovative, and future-ready learning environments for all.

Physical Security

DeKalb County Schools is in the process of implementing advanced physical security enhancements, including state-of-the-art intrusion alarm systems, secure door access controls, and comprehensive video surveillance systems across campuses. These upgrades are designed to create a safer and more secure learning environment, fostering peace of mind for students, staff, and families. Once fully operational, intrusion alarms will deter unauthorized access, door access controls will restrict entry to authorized individuals, and strategically placed surveillance systems will provide real-time monitoring and investigative support. These efforts underscore the district's commitment to prioritizing safety, enabling students and staff to focus on teaching and learning with greater confidence.

Natalie Terrell , *Manager of Project Management Office*

Digitized Records Program

Th initial communication was sent to the data retention steering committee. The program agreements are in review and are close to final signoffs. Once this is done, the project will move forward with the



Cloud-based Managed Print Services Project



In June 2024, the district's Board of Education approved a new contract with Lexmark, International Inc. to provide the district with copying/printing devices and services. The Division of Information and Instructional Technology has kicked off this project to update copiers across the district. We will be refreshing and updating all 753 existing Lexmark copiers and moving from an on-premises platform to a cloud-based platform. This digital solution will help minimize cost and improve productivity, efficiency, and sustainability. There is an aggressive implementation

plan, to start in November 2024 with the intent to complete it by January 2025.

Dr. Kyia Clark, *Executive Director of Information and Innovation*

Ms. Terri Webb, *Manager III of Instructional Technology*

AI Awareness Update



Educators play a pivotal role in shaping the next generation's relationship with AI. By understanding AI and its capabilities, you can guide students in using it responsibly and ethically. The ability to teach students how to critically evaluate AI-generated information, recognize potential biases, and use AI as a tool rather than a replacement for human thought is essential. Embracing AI while fostering human values like creativity, critical thinking and problem-solving will equip students with the skills needed to thrive in an AI-driven world. The AI Awareness course has been sharing vital information with our educators and staff throughout the district. Take a [click here](#) to view an excerpt from Part I of the AI Awareness course.

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Deep Learning

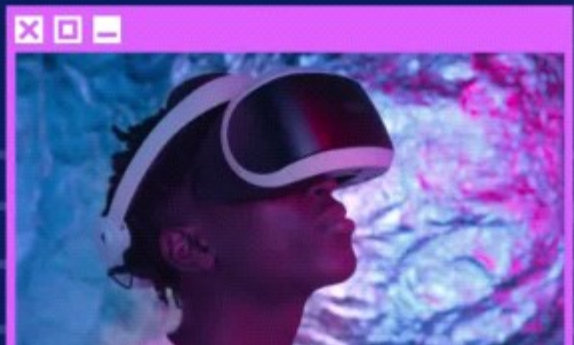


Deep learning is a method in artificial intelligence (AI) that teaches computers to process data in a way that is inspired by the human brain. Deep learning models can recognize complex patterns in pictures, text, sounds, and other data to produce accurate insights and predictions.

Big Data



Big data is important for AI because AI needs data to work. Humans learn by collecting data as we grow, and AI also needs data to function properly.



DCSD Tech for Littles

The Tech for Littles event was a great success! Over 300 Digital Dreamers and their parents from grades Pre-Kindergarten through 2nd grade showcased their technology skills by presenting projects that demonstrated an early understanding of coding digital storytelling, and problem solving. Congratulations to Smoke Rise Elementary School for winning the Highest Number of Participants award for the 2024-2025 school year! Click [here](#) to watch the video to learn more about Tech for Littles.



IGNITE U





The 24-25 IGNITE U Professional Learning Series course is coming to an end. Educators are working through Technology Integration Connection 5 (TIC5), which allows the teachers to use their Digital Learning Activities to provide students with feedback in a hybrid environment. We look forward to continuing the growth and potential of our educators to support technology integration for our Digital Dreamers! Final data will be shared with district leaders in January 2025.

Glenn Melendez, *Executive Director of Enterprise Applications and Data Services*
Digital Resource and Technology Request Process

DCSD reinforces its leadership in technology by prioritizing the integration of innovative technology solutions that enhance teaching learning and operational efficiency within the DCSD technology footprint. To amplify the use of new technology, we have refined our evaluation process to more effectively assess and adopt modern tools, ensuring alignment with district goals and maximizing impact.

To advance this initiative, we have implemented a comprehensive evaluation rubric to standardize the assessment of new technology for compatibility and seamless integration into our district's dynamic technology ecosystem. Additionally, a streamlined workflow intake process has been established to ensure all technology requests are systematically reviewed and prioritized. Users can also access a continuously curated database of approved technology solutions designed to meet diverse operational and instructional needs.

As of the December 2024 this effort has been completed.

Website Modernization

As part of our website modernization initiative, we've conducted an in-depth scoping process to ensure the new platform aligns with the evolving expectations of our community. Key features will include a user-focused design, an intuitive Content Management System (CMS) for streamlined updates, multi-language support, compliance with Web Content Accessibility Guidelines (WCAG) to ensure accessibility for all users, and Search Engine Optimization (SEO) for easy access to important information. These enhancements will deliver a dynamic, user-friendly website that reflects our district's commitment to innovation and excellence.

As of December 2024, we have evaluated several leading K-12 website providers, with plans to finalize a recommendation and proceed with the website modernization efforts during the second half of the 2025 school year. This initiative represents a new benchmark for digital engagement in our district, and we're excited to share the outcomes with our community.

To gather valuable insights, we launched a digital survey on October 7th to collect feedback on website functionality and design. Additionally, focus groups were hosted during the month of November 2024. The input from these efforts will play a crucial role in shaping our modernized website.



Data Governance Program

Our vision for data governance is to establish a data-driven ecosystem that drives academic success by empowering educators, supporting personalized learning informing targeted interventions, advancing equity, and fostering a culture of continuous improvement through data-informed decision-making.

During this reporting period, a dedicated sub-committee has concentrated on evaluating the impact of a small set of digital learning tools by analyzing student engagement and correlating platform utilization with academic outcomes. This initial analysis focuses on a select group of digital resources, with the team dedicating much of December to reviewing the data and identifying which tools have had the greatest impact on student performance, broken down by subject area. This evidence-based approach enables the district to strategically optimize the value and effectiveness of its technology investments.

The sub-committee is also prioritizing a new set of digital tools for evaluation, based on high-impact usage patterns and the scale of the district's financial investment. This approach ensures we are keenly focused on ensuring we get the most out of the resources we are investing heavily in.

Simultaneously, the team will also collaborate with the policy sub-committee to ensure district policies on data governance align with modern data governance practices

This initiative solidifies the district's leadership in data governance, ensuring that every decision, resource, and policy supports our commitment to safeguarding data and enhancing educational outcomes for our students and staff.

Eric Logan, Director of Information and Network Security

The DeKalb County Schools Division of Information and Instructional Technology (DIIT) continues to progress with its efforts to strengthen DCSD's security posture. We are in the process of conducting two penetration tests against our network infrastructure. This will provide a comparison of two separate penetration tests from two different sources to discover weaknesses in DCSD's IT infrastructure. Performing controlled cyber-attacks will also allow us to develop benchmarks to improve the security posture of our networking infrastructure.

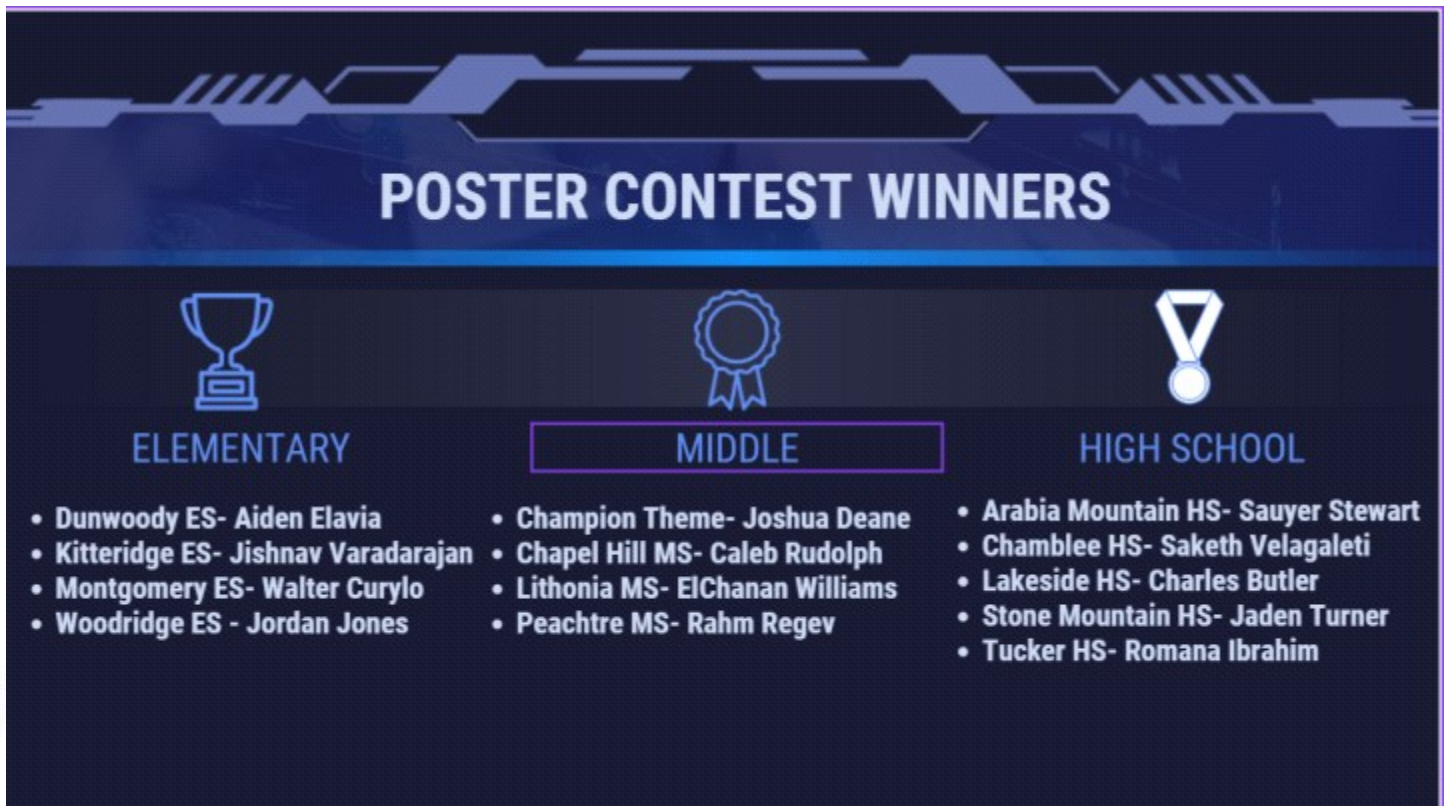
Work continues to develop a formal vulnerability assessment and management program/process. Identifying, prioritizing and addressing security vulnerabilities to minimize the risk of exploitation compliments asset visibility and discovery. Continuous vulnerability assessment and management will help the district stay ahead of threats by making sure devices are regularly patched or replaced if it can no longer be patched (Metrics development)

We are continuing to evaluate solutions to improve and enhance the district's asset visibility & discovery capabilities. This is crucial because knowing what assets we have, including hardware (e.g. laptops, desktops, cameras, printers, etc.), software, and data, allows us to manage and protect them effectively. Furthermore, it allows us to assess their vulnerabilities and the potential risk they pose. In the event of a security incident, having visibility into all assets allows for quicker identification of affected systems and more efficient containment and remediation efforts. Three




products are currently being evaluated.

As a starting point to enhance the skills of this team and prepare them to properly use the Microsoft products and service (Microsoft Defender for Endpoint, Intune, etc.) that are available, the team with professional development opportunity of preparing for the MCF Microsoft Security, Compliance, and Identity Fundamentals (SC-900) exam. They were provided with free access to the training materials and a free voucher to take the exam. They have been encouraged to continue utilizing the available Microsoft training and pursuing further certifications.

The first project for the Cyber Champions was participating in the GLET Cybersecurity Poster



POSTER CONTEST WINNERS

 ELEMENTARY	 MIDDLE	 HIGH SCHOOL
<ul style="list-style-type: none"> • Dunwoody ES- Aiden Elavia • Kitteridge ES- Jishnav Varadarajan • Montgomery ES- Walter Curylo • Woodridge ES - Jordan Jones 	<ul style="list-style-type: none"> • Champion Theme- Joshua Deane • Chapel Hill MS- Caleb Rudolph • Lithonia MS- ElChanan Williams • Peachtre MS- Rahm Regev 	<ul style="list-style-type: none"> • Arabia Mountain HS- Sauyer Stewart • Chamblee HS- Saketh Velagaleti • Lakeside HS- Charles Butler • Stone Mountain HS- Jaden Turner • Tucker HS- Romana Ibrahim

Contest to promote the importance of Cybersecurity and staying safe online. Fourteen entries were submitted on November 8th and the first-place finalists will receive a prize and a chance to meet State School Superintendent Richard Woods at the February 2025 State Board Meeting.

Additionally, Cyber Champions continue presenting short cyber security related 2 to 3 minute tech tidbits during the monthly Parent Tech Cafes. Cyber Champions also presented during the recent Tech for Littles event.



BEING RESPONSIBLE IN A DIGITAL WORLD

- I Am Safe**: I protect my information and the information of others.
- I Think First**: I stop and think before I post online because what I post will be permanent.
- I'm Respectful**: I respect myself and others, and stand up to bullying when I see it.
- I Create**: I use online tools to express myself and create amazing things.
- I'm Responsible**: When I use media I give credit to the creator.

GREAT JOB

CYBERSECURITY: HOW TO BE SAFE ONLINE

- PROTECT YOUR DIGITAL FOOTPRINT**: Understand your digital footprint is made of what you share online, use strong privacy settings, and regularly review your online presence.
- CREATE A STRONG PASSWORD**: Create a strong password by using a mix of letters, numbers, and symbols, and keep it secret by not re-using passwords and avoiding common words.
- PREVAIL ON SOCIAL MEDIA**: Protect your privacy on social media by limiting what you share, using privacy settings, and regularly reviewing your account security.
- KEEP YOUR SOFTWARE AND DEVICES UP TO DATE**: Keeping your devices and software up to date is crucial to protect against security vulnerabilities and ensure optimal performance.
- ETHICAL HACKING**: Ethical hacking is a form of computer security that identifies vulnerabilities, allowing them to be corrected before cyber criminals can exploit them.
- SAFETY WITH TEXTING**: It's safe to text when using secure networks, and you should notify others immediately if you receive suspicious information to protect your privacy.
- RISKS WITH PUBLIC WiFi**: Public WiFi poses security risks because data can be easily intercepted, so it's best to avoid entering sensitive information without a VPN.
- WITH THIS INFORMATION YOU ARE READY TO BECOME A CYBERSECURITY CHAMPION!**

Awesome

Stay Smart, Stay Secure!

- Enable privacy settings
- Think before you click
- Disable WiFi
- Use personal information wisely
- Regularly Update Your Passwords

Cybersecurity #SECUREOURSCHOOLS

WHAT IS CYBERSECURITY?
Crisis events occur constantly in the online space. Nothing is safe when it comes to online safety, so you can use our online world and online gaming resources at the software you use on your laptop device.

MALWARE
Malware is very harmful to your computer's CPU. It can destroy your computer's Intel.

HOW CYBERSECURITY HELPS
Cybersecurity helps and comes into play when it comes to creating a firewall around your CPU and RAM. Cybersecurity helps your computer. If not protected, it helps your computer fight off malware and other harmful software.

WHY WE HAVE CYBERSECURITY
Schools such as ours have utilized the safe practices of cybersecurity by setting up servers to have internet addresses set up in a database where based on our searches, it can detect the online world or any other.

THE PASSWORD PROTECTION ESSENTIALS

HOW CAN YOU SELECT A STRONG PASSWORD AND KEEP IT SECURE?

- UNIQUENESS**: Avoid common words, use a mix of letters, numbers, and symbols, and keep it secret by not re-using passwords and avoiding common words.
- VARIETY**: Create a strong password by using a mix of letters, numbers, and symbols, and keep it secret by not re-using passwords and avoiding common words.
- LENGTH**: Aim for at least 12-16 characters.
- REMINDEERS**: Use a password manager to help you remember your passwords and regularly review your account security.

SAFETY



The Password Protection Essentials



Sawyer Stewart 12th Grade



SAWYER STEWART - ANNA MOULTON HIGH SCHOOL

THE PASSWORD PROTECTION ESSENTIALS

HOW CAN YOU SELECT A STRONG AND KEEP IT SECURE?

SELECTING A STRONG PASSWORD

UNIQUENESS

KEEPING YOUR PASSWORD SECURE

- USE A UNIQUE PASSWORD FOR EACH ACCOUNT
- AUTHENTICATION (2FA) ADDS AN EXTRA LAYER OF SECURITY
- CHANGE PASSWORDS REGULARLY (UPDATE PASSWORDS EVERY 3-6 MONTHS)
- USE A PASSWORD MANAGER (SECURES STORE AND MANAGE YOUR PASSWORDS)
- BE WARY OF PUBLIC WI-FI (AVOID ACCESSING SENSITIVE ACCOUNTS ON PUBLIC NETWORKS)

VARIETY

MAKE UP BY USING

- LETTERS AND NUMBERS
- SPECIAL CHARACTERS (e.g., @, #, !)

AVOID COMMON PHRASES AND SEQUENCES (e.g., 123456789, qwerty, 1qaz!@WSX)

AVOID REPEATING CHARACTERS (e.g., 11111111, 1111111111)

AVOID COMMON WORDS (e.g., 123456789, qwerty, 1qaz!@WSX)

AVOID COMMON PHRASES AND SEQUENCES (e.g., 123456789, qwerty, 1qaz!@WSX)

LENGTH

AIM FOR AT LEAST 12-16 CHARACTERS.

REMINDERS

- NEVER SHARE PASSWORDS (SHARING CAN LEAD TO SECURITY BREACHES, USE TEMPORARY SHARING TOOLS INSTEAD)
- LOG OUT FROM ACCOUNTS (ALWAYS LOG OUT ON SHARED DEVICES TO PREVENT UNAUTHORIZED ACCESS, CLEAR BROWSING HISTORY AND CACHE AFTERWARD)
- KEEP YOUR PASSWORDS CONFIDENTIAL (AVOID WRITING THEM DOWN IN ACCESSIBLE PLACES, STORE THEM SECURELY AND USE SECURE HINTS)

PROTECTION

SAFETY

