

DeKalb County School System

Consolidated School Improvement Plan **2010-2012**



Published by the Office of School Improvement
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DEKALB EARLY COLLEGE ACADEMY

DeKalb County School System
CONSOLIDATED SCHOOL IMPROVEMENT PLAN 2010-2012
Title I School Wide Plan 2010-2012
10.03.11 (Final Draft)

The Consolidated School Improvement Plan (CSIP) contains and/or is aligned with the following guidelines and mandates:

<p>Elementary and Secondary Education Act (ESEA) of 1965 (Formerly known as ESEA)</p>	<p>Federal and State mandate Required for all DeKalb County Schools</p>
<p>AdvancEd (SACS CASI)</p>	<p>Required for District-wide Accreditation</p>
<p>Georgia Department of Education Annual School Improvement Plan</p> <p>AYP Addendum (as appropriate) <input type="checkbox"/> NI School Improvement Focus (NI-1 and NI-2) <input type="checkbox"/> Corrective Action (NI-3 and NI-4) <input type="checkbox"/> Restructure (NI-5+)</p>	<p>Georgia DOE mandate Required for all DeKalb County Schools</p> <p>NI, Corrective, and Restructuring Plans must be implemented in the same year written with a two-year plan required. Revisions may be made as new data becomes available.</p>
<p>Title I <input type="checkbox"/> New Title I Schoolwide Plan <input type="checkbox"/> Annual Addendum <input type="checkbox"/> Targeted Assistance Plan</p>	<p>Required for all Title I DeKalb County Schools New Schoolwide Plans require a stakeholder survey and an intensive year-long research and planning process</p>
<p>DeKalb County School System Departmental Action Plans <input type="checkbox"/> Professional Learning <input type="checkbox"/> Library-Media <input type="checkbox"/> School Climate <input type="checkbox"/> Teacher Retention <input type="checkbox"/> Career Technology (Middle and High Schools)</p>	<p>Required for all DeKalb County Schools</p>

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Statement of Quality Assurance

To ensure that school and district stakeholders have a common understanding regarding the development and implementation of the Consolidated School Improvement Plan prior to its approval, each party is asked to carefully review this section and the plan in its entirety. By his or her signature on this page, each party attests to the fact that he or she approves of the plan.

I hereby certify that, to the best of my knowledge, the information contained in the attached Consolidated Schoolwide Improvement Plan (CSIP) is correct, complete, addresses all components required under Federal, State, and district laws, policies, and regulations, and that all specified assurances have been and/or will be met within the operating period of this plan.	
Principal:	Date:
Area Assistant Superintendent:	Date:
Director, Department of Teaching and Learning:	Date:
Coordinator, Office of School Improvement:	Date:
Executive Director, Office of School Improvement:	Date:
Executive Director of Assessment and Accountability:	Date:
Interim Deputy Superintendent of Teaching and Learning:	Date:

Integration of AdvancED (SACS CASI) and Georgia DOE School Keys

The following standards are incorporated and adhered to in this CSIP document:

AdvancED (SACS CASI) Accreditation Standards
Vision and Purpose
Governance and Leadership
Teaching and Learning
Documenting and Using Results
Resources and Support Systems
Stakeholder Communications and Relationships
Commitment to Continuous Improvement

Georgia School Key Strands
Curriculum
Assessment
Instruction
Planning and Organization
Student, Family and Community
Professional Learning
Leadership
School Culture

Establishing a CSIP Facilitator, Steering Committee, and Subcommittees

The principal will appoint a CSIP Facilitator and ensure that the Steering Committee (SC) is representative of all stakeholders. This includes school administrators, teachers, classified staff members, parents, and community members. **High schools must have at least one student representative.** The CSIP Facilitator is responsible for oversight of the CSIP throughout the planning process and the submission of the final document to the principal for approval. The SC is comprised of the CSIP Facilitator and the chairpersons of all subcommittees. The SC and subcommittees are responsible for the development, on-going monitoring, and implementation of the CSIP. The SC will make necessary revisions to the Plan, collect evidence files for Quality Assurance and perform the End-of-Year Review of the school’s success in implementing the Consolidated School Improvement Plan.

School Council Approval Form

Purpose of Meeting: According the 2009 Georgia School Code, all school improvement plans (CSIP) must be submitted to the local School Council for "review, comments, recommendations, and approval".

The signatures below indicate that the Consolidated School Improvement Plan for the school above has been reviewed and approved by the school's local School Council.

	Printed Names of Council Members	Signatures of Council Members	Date Signed
1.	Ms. Colanda Taylor		
2.	Ms. Shannon Thorne-Brackett		
3.	Ms. Dawn Cooper		
4.	Ms. Kathy Henry		
5.	Ms. Robin Stewart		
6.	Ms. Mia Jones		
7.	Dr. Rhonda Jordan-Shinall		
8.	Dr. Lena Travis		
9.	Ms. Kim Davis-Mitchell		
10.	Ms. Marion Leader		
11.	Ms. Vallerie Martin		
12.	Dr. Sharon Ordu Dr. Sharon Ordu		
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

A copy of this document must be maintained at the school and available for monitoring by the State and federal agencies.
CSIP Steering Committee Members

Participant/Role	Printed Name	Signature	Date
School Principal	Dr. Sharon D. Ordu		
CSIP Facilitator	Dr. Rhonda Jordan-Shinall		
Parent Representative (can not be a school employee)	Ms. Mia Jones Ms. Robin Stewart		
Student Representative (required for High School)	Ms. Sabatani Shetu		
Community Representative (can not be a school employee)	Mrs. Kim Davis-Mitchell		
Title I Representative	Dr. Rhonda Jordan-Shinall		
School Counselor	Dr. Lena Travis		
Special Education Representative	Not Applicable		
Reading/ELA Chair	Dr. Tahiti Mitchell		
Math Chair	Mr. Stephen Stone		
Science Chair	Ms. Danielle Armstrong		
Social Studies Chair	Mr. Jason Butler		
Professional Learning Liaison	Ms. Tiffany Mahaffey		
Administrative Assistant	Ms. Alicia Del Moral		
Other (specify)	Ms. Shannon Thorne-Brackett		

Executive Summary of Consolidated School Improvement Plan (CSIP)

The following summary expresses the key points that will be found in the full Consolidated School Improvement Plan for 2011-2012. This includes the Needs Assessment, pertinent supporting data, and a plan of action for the new school year.

Guidance: Answer the following questions based on data. If an initiative was successful, state what evidence you have that it worked. Steer away from perception data such as “the students or staff liked it” or compliance data. For example, don’t say that a 25 book campaign was successful because 98% of the students reached their goal. Evidence of success would be an increase in Reading/ELA test scores. If an initiative was unsuccessful, state what evidence is available to prove that it did not work.

The following programs, initiatives, and/or interventions were successful for 2010-2011:

The following programs, initiatives, and/or interventions were not as successful as hoped for 2010-2011:

The following issues were barriers to the successful implementation of the above programs, initiatives, and/or interventions:

Guidance: Answer this question based on soft (perception) data such as CSIP reviews conducted in 2010-2011, surveys, observations, etc.

Based on careful examination of past performance, new data, and staff capacity and buy-in, the following plan of action will be taken for 2011-2012:

School Mission and Vision

	DeKalb County School System	School
<p>Vision What is our image of a successful school for our stakeholders?</p>	<p>“Premier DeKalb Schools” – Setting the standard for Excellence through unity and purpose.</p>	<p>DeKalb Early College Academy will be a leader among early college programs at the state and national level with an intense focus on developing scholars who are prepared to succeed in college as well as life.</p>
<p>Mission How will we make our vision a reality?</p>	<p>The mission of the DeKalb County School System is to form a collaborative effort between home and school that maximizes students’ social and academic potential, preparing them to compete in a global society.</p>	<p>DeKalb Early College Academy strives to create a dynamic learning community where scholars are immersed in a college preparatory curriculum, community service, and multiple career paths through college exposure.</p>
<p>Values What beliefs and standards guide our mission?</p>	<ul style="list-style-type: none"> ▪ Value and promote parent involvement ▪ Regard quality public education as essential ▪ Honor universal human rights ▪ Contribute to the common good of our community ▪ Hold high expectations for ALL 	<p style="text-align: center;">BELIEFS</p> <ul style="list-style-type: none"> ▫ All scholars can learn. ▫ Scholars can be successful in a rigorous learning environment. ▫ Scholars must take responsibility for their learning. ▫ Scholars will attain awareness of their full human potential.

Developing a Comprehensive Needs Assessment (ESEA Mandates #1 and #11 – must be updated annually)

1) Provide a brief description of your school and community. Include the following information:

- **Geographic location**

- **Enrollment**
- **Subgroups (regardless of whether or not they affect AYP):**
 - Ethnicity
 - Student with Disabilities (SWD)
 - Economically Disadvantaged
 - English Language Learners (ELL)

DeKalb Early College Academy (DECA) is located in the Metropolitan Atlanta Area, in eastern DeKalb County, a historical suburban community of Stone Mountain, Georgia. In 2006, DECA was established as a School of Choice and is DeKalb County Schools System’s only Early College Academy Program serving grades 9-12. DECA is one of twelve Early College Programs in the state of Georgia. The program is designed to educate students who are underrepresented in traditional high schools, i.e. first-generation college goers, low-income youths, English language learners, students of color, and other young people underrepresented in higher education. DECA integrates high school and college in a rigorous, yet supportive program, accelerating and compacting the time it takes to complete a high school diploma and the first two years of college. The curriculum meets the state standards of Georgia Department of Education. The curriculum increases college readiness and success of high school graduates traditionally underserved.

In conjunction with DECA’s partners, Georgia Perimeter College (GPC) and DeKalb County School System, DECA’s ninth and tenth grade students complete two years of high school courses on DECA’s campus and their eleventh and twelfth grades matriculation are completed on Georgia Perimeter College, Clarkston, Georgia Campus. Tuition is free for all eligible students. Upon completion of four years of required course work, students receive their high school diplomas and up to 60 credit hours toward an Associate Degree or two years of college credit towards a Bachelor’s Degree in four years. May 2010, 45 students graduated with high school diplomas/ college credit from DECA and GPC. Of this 45, ten students were awarded Associate Degrees in May of 2010 from GPC. May 2011, 25 students graduated with high school diplomas/ college credit from DECA and GPC. Of this 25, ten students were awarded Associate Degrees in May of 2011 from GPC.

Based on the e-SIS Student Enrollment Talley Report, DECA’s student enrollment is currently 282. Georgia Department of Education Annual Report Card and e- SIS Student Enrollment Report by Grade, Race and Gender indicate that the student population is diverse, representing 15 countries. Eighty eight (88.3 %) percent of the student population is African American, 4.6% Hispanic, 2.5% White, and a total of 5.7% other ethnic groups including Asian, pacific islander and multiracial. Of the 282 students enrolled, approximately 65.9% receive free or reduced lunch. Of the 282 students enrolled, 65.9% percent are economically disadvantaged. 1% receives English Language Learners services. DECA’s effective implementation of a growing concept has made a positive impact upon DeKalb County School System and Georgia.

2) Describe how the school stakeholders and the CSIP Steering Committee developed a comprehensive needs assessment.

Include the following information:

- **When, where, and how often the team meets (include agendas, minutes, and sign-in sheets as an appendix)**
- **The process used to disaggregate information and to identify areas of need based on the eight strands of the Georgia School Keys**

During Pre-Planning August 2-5, 2011 and Post-Planning Faculty and Staff Retreat held at Villa Christina in Dunwoody, GA, May 23, 2011, DeKalb Early College Academy administration and faculty reviewed the school’s individual classes, individual students’ performances on standardized and in-class diagnostic assessments (teacher made). These assessments were the basis for the development of DECA’s needs assessment. The standardized assessments reviewed included the End of Course Tests, Compass Exam, and Georgia High School Graduation Tests (our AYP indicator). Faculty and Staff reviewed attendance reports, discipline reports and revised CSIP Action Plans. School issues, challenges and Extended Learning Time (ELT) were also discussed and recommendations were submitted.

Several Focus Walks were conducted by administrators and teachers throughout the 2010-2011 school year. The data gathered came from informal observations and Instructional Rounds. Each Instructional Round team included three to four members.

**DECA Annual Measurable Objective Performance
2010-2011 Georgia High School Graduation Test**

Subject	Math	ELA	Science	Soc Studies	Writing
<i>Georgia High School Graduation Test*</i>	98%	98%	100%	95%	100%

**Percent scoring proficient or advanced*

2. The Certified Staff Survey is a survey that identifies (a) the extent to which DECA’s written curriculum was aligned with and responsive to the GPS; (b) the extent to which the school’s instructors used students’ performances to develop instructional plans and support; (c) the extent to which learning goals were identified, disseminated, and implemented in a standards-based classroom where higher –order thinking and the development of mental habits of mind were a focus; (d) the extent to which instructional practices were differentiated and characterized by flexible grouping, collaborative learning, varied formative and summative evaluations; (e) the extent to which professional collaboration, technology, and high quality teachers served to promote student achievement and development and implementation of the district’s and school’s vision(s) and mission(s); (f)

the extent to which communication among school, parents, and community is promoted and sustained, and the process by which stakeholders participate in problem-solving; (g) the extent to which school professionals participate in job-embedded professional development and develop and sustain high quality long and short-term professional development; (h) the extent to which the leadership of the school is knowledgeable about and protective of the instructional curriculum, schedule, and programs, as well as the shared leadership that is a component of a school where effective, data-driven decisions are focused on maximizing student achievement; and (i) the extent to which the school culture promotes the academic achievement of all students in a safe, community of diverse learners. Findings from these surveys were used to inform the staff’s planning for instruction, students’ transition to college, achievement of the schools mission and objectives, and activities to instill good habits of mind in students and teachers.

3) Identify data used to complete your Comprehensive Needs Assessment. Check all that apply (see attached Balance Score Card for all schools and Smaller Learning Communities Data, if appropriate):

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
X	School Report Card	X	Enrollment (include ethnicity & gender)		
X	School AYP Report		Students with Disabilities		OSI GAPSS Review
	Georgia Criterion Referenced Test		Language Proficiency		America’s Choice DAT Review
X	Georgia High School Graduation Test	X	Free/Reduced Lunch Rate		School Self Assessment
X	Georgia High School Writing Test	X	Discipline Data	X	Benchmark Scores
	Georgia Writing Assessment	X	Attendance	X	Focus Walk Results
X	End of Course Tests	X	Graduation Rate	X	Staff Surveys
	Iowa Test of Basic Skills	X	Gifted Education	X	Student Surveys
	SAT, ACT, and AP Exams	X	Instructional Rounds	X	Parent/Community Surveys

Note: The outcome/summative assessment data utilized in the development of this plan is derived from both state and national assessments that have been validated and administered state-wide and nation-wide (ESEA Mandate #12).

Leadership and Governance (ESEA Mandate #1 – must be updated annually)

4) Write a narrative summarizing your school’s strengths. Data sources from comprehensive needs assessment must be included in the narrative to support findings.

The DeKalb Early College Academy is a unique initiative in the DeKalb County School System which allows students the opportunity to get not only a high school education, but college credit and/or an Associates degree in four years. In partnership with Georgia Perimeter College, this program is designed so that students can achieve two years of college credit at the same time that they are earning a high school diploma. This program is designed for a student population that is underrepresented in postsecondary education. DeKalb Early College Academy’s student population represents several nationalities and races which provide many opportunities for

School Name: DeKalb Early College Academy

Principal: Dr. Sharon D. Ordu

Plan Year: 2011-2012

cultural and ethnic exchange. The program was funded through the Spring of 2009 by a grant administered by the Bill and Melinda Gates Foundation. According to the Memorandum of Understanding (MOU) this program is to be assimilated and sustained through the regular operating budget of DeKalb County School System.

The Governor's Office of Student Achievement recognized DECA with the following awards: 2008-2009, Gold School Award (the only DCSS High School achieving this status) and 2009-2010, Platinum School (one of only two DCSS High Schools achieving this status). DECA is a year two Title I Distinguished School that made AYP for the fourth consecutive year in 2010-11. As a result of making AYP consistently, DECA has been named a Title I Distinguished School, and it is the only High School in Region 3 to make AYP. DECA sets itself apart from all the other High Schools in DCSS by utilizing the Early College Curriculum. Research-based instructional strategies are also effectively utilized on a daily basis.

Fall of 2010 EOCT results – Biology 92% pass rate on EOCT; US History 96% pass rate on EOCT; 9th Grade Literature 92% pass rate on EOCT; Economics 88% pass rate on EOCT

Spring of 2011 EOCT results – American Literature 98% pass rate on EOCT; Biology 91% pass rate on EOCT; US History 84% pass rate on EOCT; Physical Science 100% pass rate on EOCT; Math I 82% pass rate on EOCT; Math II 91% pass rate on EOCT

Spring of 2011 GHSGT results - ELA 98% pass rate on GHSGT; Math 98% pass rate on GHSGT; Science 100% pass rate on GHSGT; Social Studies 95% pass rate on GHSGT; and 100% pass rate on the GHSWT, with the school making AYP at levels that again met or exceeded top-performing district high schools and the district level.

The opportunity to collaborate with a post-secondary institution, Georgia Perimeter College permits DECA to provide students and faculty with access to instructional and curricular enhancements. These enhancements include access to computerized learning labs, diagnostic assessments for the COMPASS college entrance exam, college tutors, speakers provided by the college, and exposure to the collegiate environment via college sponsored fieldtrips and activities. DECA juniors and seniors are taught exclusively on the college campus by qualified professors.

In the area of school climate, we are exceedingly strong due to our commitment to build on and expand the concept of a smaller learning community by promoting 1) shared governance (extended to all stakeholders), 2) parent and community involvement, and 3) community service requirements for all students and staff.

The Winter 2008, Spring 2009, and Winter 2009, Spring 2010 EOCT scores in Biology, Physical Science and 9th Grade Literature showed DECA's percentages in Meets and Exceeds outperforming the district and state consistently support the academy's position of strength in reading comprehension.

School Name: DeKalb Early College Academy

Principal: Dr. Sharon D. Ordu

Plan Year: 2011-2012

DECA continues to show clear evidence of growth in students' abilities in content area comprehension and skills. While the school did not make AYP during 2006-2007 school year, the 2007-2008, 2008-2009, 2009-2010 and 2010-2011 school years not only show DECA making AYP, but the data also reveals DECA as a school that competes with, and often exceeds, DeKalb County School System's top-performing high schools such as DeKalb School of the Arts, Chamblee, Dunwoody, etc. DECA has, from its inception, exceeded district performances on standardized assessments (see attachment DeKalb Early College Academy Historical Assessment Data). The Governor's Office of Student Achievement Awarded DECA the 2009 and 2010 Gold Award for the Highest percentage of Students Meeting and Exceeding Standards and with the greatest gain in percentage of students Meeting and Exceeding Standards.

DECA's first Georgia High School Graduation 2010 tests results were phenomenal (98% pass rate on GHSGT Mathematics; 100% pass rate on GHSGT ELA; 94% pass rate on GHSGT Science; 100% pass rate on GHSGT Social Studies; and 98% pass rate on the Georgia High School Writing Test), with the school making AYP at levels that again met or exceeded top-performing district high schools and the district level. The Graduation Rate for the class of 2010 was 92.6 %.

GHSGT 2008-2009 results indicate GHSGT ELA pass rate 100%; GHSGT Mathematics pass rate of 98%; 96.23% pass rate GHSGT Science; 100% pass rate Social Studies and 97.22 on the Georgia High School Writing Test.

GHSGT 2009-2010 results indicate GHSGT ELA pass rate 100% ; 100% pass rate GHSGT Mathematics; 96% pass rate GHSGT Science; 100% pass rate Social Studies and 100% on the Georgia High School Writing Test 100%.

GHSGT 2010-2011 results indicate GHSGT ELA pass rate 98% pass rate GHSGT Mathematics; 100% pass rate GHSGT Science; 95% pass rate Social Studies and 100% on the Georgia High School Writing Test

DECA scholars have received college content area awards (science, chemistry and college algebra) and school-wide academic performance awards (induction into the Georgia Perimeter College Phi Theta Kappa Honor Society). Such collaboration and recognition will certainly smooth the scholars' transition from GPC to a 4-year institution.

As a member of the Early Colleges of Georgia community, DECA plays a leadership role in Early College implementation through hosting professional development activities, a Principals' and Coaches' Meeting, and coaching collaboration throughout the year. DECA's instructional and support staff receive training support annually at Georgia Board of Regents Early College conferences. Evidence of a school climate characterized by the building upon and expansion of the philosophy of a smaller learning community is found in the addition of two Teacher Leaders to the school's administrative team, a student government, and an active PTA so that shared governance is a standard practice at DECA. Community involvement is evidenced by the grants, funds, services, and resources received from Partners-in-Education and grantors.

The community service requirements for DECA students and staff are satisfied through outreach to the needy, non-profits, community forums, and services to the school and community, especially with a focus on the environment and recycling.

The International Center for Leadership in Education puts out a proposal call each year for schools that are closing the achievement gap and utilizing research-based best practices to do so. Interested schools must submit a lengthy, rigorous application detailing demographic information, school profile and student achievement data broken down by subgroups for a three year span of time. In addition to this, the center looks at school practices in several key areas of their Rigor and Relevance Framework: School Culture, Foundation Learning, Stretch Learning and Learner Engagement.

Dr. Ordu (Principal of DECA) felt that DECA was a viable candidate based on the criteria set by the International Center. She pulled historical data, collected information from key stakeholders and submitted the application in December of 2010. In January of 2011, Dr. Ordu was contacted and informed that DECA's application/proposal made it through the screening process based on the student performance data and other information provided about the school. Individuals from the International Center conducted a telephone interview with Dr. Ordu to glean further information about the school and a final decision was rendered: DECA was selected as a 2011 Model High School, one of only 15 high schools in the nation selected. The Model Schools Conference takes place in June of every year and model schools are highlighted at the conference with an opportunity to share their best practices and success story with educators from around the nation. Over 7,000 educators attended the 19th annual, 2011 Model Schools Conference in Nashville, Tennessee. Dr. Ordu shared information about the school and the key practices that make DECA a school that consistently meets or exceeds expectations. DECA's case study will be published by the International Center for Leadership (ICLE) in Education and available for other schools to learn from.

Strength in opportunities to collaborate with a post-secondary institution is supported by the access to the COMPASS diagnostic results, access to computerized learning labs, and student participation in GPC campus activities.

Evidence of a school climate characterized by the building upon and expansion of the philosophy of a smaller learning community is found in the addition of school leadership team, a student government, student ambassadors, mentoring programs for students, and an active PTA so that shared governance is a standard practice at DECA. Community involvement is evidenced in the grants, funds, services, and resources received from our Partners-in-Education and grantors. DECA's challenges are:

5) Write a narrative summarizing your school's challenges. Data sources from comprehensive needs assessment must be included in the narrative to support findings.

- 1) Transporting students from across DeKalb School District to DECA is a challenge for some parents.
The District provides Satellite Shuttle Transportation Services which only cover three (3) of four (4) regions within the

district thus not providing transportation for one region.

- 2) Serving a majority population of disadvantaged students who can survive and thrive in a college prep curriculum;
- 3) Retention;
- 4) Academic Performance at DECA and GPC;
- 5) Social maturity and impact on retention;
- 6) Funding.

6) List the professional development needed to address the challenges summarized above.

- 1) Workshops to teach effective strategies in working with at risk youth
- 2) Training in the area of mentoring and psycho-social development
- 3) Training and collaboration professors between DECA professors and GPC professors, and collaboration between DECA support staff and GPC support staff
- 4) Ongoing training to support effective implementation of research-based best practices for DECA professors such as Differentiation, Webb's Depth of Knowledge, Marzano's Essential Nine, etc.

Instruction by Highly Qualified Teachers (ESEA Mandate #3)

7) Describe the process the school will use to recruit highly qualified and effective teachers.

When there are vacancies at DECA, the Principal works closely with professionals in Human Resources to fill those vacancies. The Human Resources department is informed of the vacancy and an official job announcement is then posted on the school system online employment website: PATS (Paperless Applicant Tracking System). Qualified applicants apply online and upload their credentials for review, to include official letters of recommendation or reference. A panel representative of school teachers, administrators and staff participates in the interview process to hire highly qualified applicants who have the appropriate certification credentials to teach our students.

Once a pool of highly qualified applicants is in place, the Principal selects candidates to interview. Applicants for positions are also recruited via school system job fairs which are held at designated times during the school year. This allows the opportunity to screen and meet with interested job applicants prior to a formal interview taking place.

8) List strategies that the school employs to retain highly qualified and effective teachers.

The school will adhere to the DCSS Department of Professional Learning policies, procedures, and protocols for the Teacher Support Specialists (TSS) Program through the following actions:

- Assign TSS to new teachers (0-2 years previous experience)
- Schedule a formal time for mentors and mentees to meet at least once per month
- Ensure that all TSS have received training from the Department of Professional Learning regarding how to effectively serve in their roles
- Adhere to TSS guidelines regarding the scheduling of meetings/activities, the collection of data, and the reporting of results
- PRIDE Workshop- Provide by the District (Monthly)

9) Describe the professional development activities that will be implemented to support new highly qualified teachers.

The school will develop and maintain policies, procedures, and protocols to ensure a teacher supportive school environment through the following actions:

- Assign mentors to teachers new to the profession
- Assign mentors to teachers new to the building
- Provide mentors to veteran teachers upon request
- Schedule a formal time for mentors and mentees to meet
- Provide guidelines to mentors regarding how to effectively serve in their roles.
- PRIDE Workshop- Provide by the District (Monthly)
- Peer Observations

Teacher Involvement in Decisions Regarding the Use of Academic Assessments (ESEA Mandate #7)

10) Describe how teachers are involved in the decision-making process of selecting, implementing and monitoring site-based academic assessments.

Once DECA teachers have addressed the assessment and monitoring requirements of the district and state, the instructional staff participate in data reviews wherein they identify what academic assessments will best serve students. DECA teachers have considerable independence and authority in selecting, implementing, and monitoring academic assessments based on the demands, strengths, and needs of each class during a given unit of instruction. In a school-wide team approach, professors frequently collaborate to discuss and improve assessment formats that may enhance learning and student performance.

11) Identify the types of academic assessments employed by teachers and explain how they are used to inform and revise daily instruction.

Teachers are expected to diagnose the needs of students as a prerequisite for instructional planning. They plan for rigorous instruction in collaborative settings using diagnostic data, standards, and curriculum pacing guides. Teachers are required to utilize engaging strategies in the context of standards-based instruction including the three-part lesson cycle to ensure students are provided every opportunity to demonstrate learning and mastery of the standards. DeKalb Early College Academy uses a common instructional framework consisting of six instructional strategies. These strategies create classrooms that allow for powerful learning and teaching and form the basis of a coherent college preparatory curriculum. They include: Collaborative Group Work, Writing to Learn, Questioning, Scaffolding, Classroom Talk, and Literacy Groups. These instructional strategies succeed because they engage all students in learning and require them to take an active role in their education. Teachers are expected to assess students using a variety of formats: USATESTPrep website, Nutshell Math Software, Coach Books, Test Wizard and GIZMO. The assessment data must be communicated to students and parents and utilized to plan for re-teaching when necessary. The assessment analyses drive the instructional decisions as it pertains to teaching the curriculum standards.

Providing Students with Effective, Timely Additional Assistance to Meet Student Needs (ESEA Mandate #9)

12) Describe the procedures in place to identify students who need additional assistance on a timely basis.

Daily classroom performance, performance on End of Course Tests, content area benchmark assessments, and CRCT performance (for incoming freshmen) are used to indicate qualification of students for interventions that support student achievement.

Tier 1

- All students participate in Georgia Performance standards-based classroom instruction.
- Research-based instructional practices, including Early Colleges Common Instructional Practices are implemented across the curriculum.
- Dynamic flexible groups provide opportunities for differentiated instruction as a result of frequent progress monitoring.

- Required attendance at 3 days a week school day tutorials and before and after-school tutorials as indicated.

Tier 2

- All students participate in Georgia Performance standards-based classroom instruction.
- Research-based instructional practices, including Early Colleges Common Instructional Practices are implemented across the curriculum.
- Dynamic flexible groups provide opportunities for differentiated instruction as a result of increasingly frequent progress monitoring.
- Required attendance at 3 days a week school day tutorials and before and after-school tutorials as indicated.

Tier 3

- All students participate in Georgia Performance standards-based classroom instruction.
- Research-based instructional practices, including Early Colleges Common Instructional Practices are implemented across the curriculum.
- Dynamic flexible groups provide opportunities for differentiated instruction as a result of scheduled, frequent progress monitoring.
- 90-Minute blocks structured to provide opportunities for small group and individual assessments and instruction.
- Required attendance at 3 days a week school day tutorials and before and after-school tutorials as indicated.

Tier 4

- All students participate in Georgia Performance standards-based classroom instruction.
- Research-based instructional practices, including Early Colleges Common Instructional Practices are implemented across the curriculum.
- Dynamic flexible groups provide opportunities for differentiated instruction as a result of increasingly frequent progress monitoring.
- Inclusion of literacy and numeracy support courses (Critical Reading, Applied Geometry) as required/indicated (specialized program/content/methodology/instructional delivery for access and extension).
- 90-Minute blocks structured to provide opportunities for small group and individual assessments and instruction.
- Required attendance at 3 days a week school day tutorials and before and after-school tutorials as indicated.

*In all instances, rigor of content and appropriateness of instructional strategies is monitored by staff and administration who participate in professional development to ensure that they have access to instructional practices that promote student achievement. Throughout the year, instructional staff, the graduation coach, the counselor, and administrators use daily classroom performances, performances on End of Course Tests, performances on content area benchmark assessments, and CRCT performances (for incoming freshmen), and attendance to identify students who are in need of additional assistance. Beginning of the year reviews of students' performances on EOCTs along with grade point averages alert instructors and administrators of potential difficulties for students, as

well as opportunities to boost students’ high level performances. The results of these reviews are shared with parents, students, and relevant staff as indicated in order to form a plan to maximize students’ academic achievement.

TIER I School wide Interventions (Core instruction provided to ALL students)

Focus	For all students		
Program	Research- and standards-based core instruction		
Grouping	Multiple-grouping formats to meet students needs		
Time	90 minutes per day or more of core instruction		
Assessment	Benchmark assessment occurring quarterly throughout the school year		
Interventionist	General education professor		
Setting	General education classroom		
Planning Team	Administrators Counselor	Professors Graduation Specialist	Student Support Specialist Instructional Coaches
Representative Planning Team Activities	Analyze School wide data and make building decisions accordingly, following the Collaborative Strategic Planning Process* at a systemic level.		
Pyramid Check	80%-90% of students will make appropriate progress at this level of support AND achievement gaps among different groups should not exist		

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TIER II: Targeted Group Interventions (Supplemental)

Focus	For students identified with marked difficulties, and who have not responded to Tier I efforts, failed classes, below 800 on CRCT, below 2.5 GPA, and failing 4 ½ weeks progress reports.
Program	Programs, strategies and procedures that supplement core instruction
Grouping	Small-group instruction (1:3, 1:4, or 1:5) Different instructions within classroom
Time	Minimum of 30 minutes per day 2-3 x per week in small groups in addition to 90 minutes of core instruction
Assessment	Monitoring progress twice a month on target skill to ensure adequate progress and learning (preferably weekly)
Interventionist	Personnel determined by the school (e.g., a classroom professor, a specialized teacher, or an interventionist)
Setting	Appropriate setting designated by the school; may be within or outside the classroom. All classes and school wide
Representative Planning Team Composition	Targeted and representative members with appropriate specialists (e.g. counselor, graduation specialist, support specialist, etc.) consulted as needed
Targeted Team Activities	Monitor decision-making rules (up to Tier III, down to Tier I); monitor consistent implementation of supplemental instruction; monitor effectiveness of supplemental instruction
Pyramid Check	Only 5%-10% of students will need this level of supplemental instruction to make appropriate progress. If the above percentage does not exist, examine supports and services available in Tier I

TIER III Intensive, Individualized Interventions

Focus	For students identified with marked difficulties, and who have not responded to Tier I or Tier II efforts
Program	Sustained, intensive research- and standards-based intervention provided in addition to Tier I and II supports.
Grouping	Small-group instruction (1:1, 1:2, or 1:3)
Time	Minimum of 30 minutes per day in small groups or individually in addition to core instruction
Assessment	Monitoring progress twice a week or at a minimum weekly on target skill to ensure adequate progress and learning
Interventionist	Personnel determined by the school (e.g., a classroom teacher, a specialized teacher an interventionist)
Setting	Appropriate setting designated by the school; may be within or outside the classroom. All classes and school wide
Representative Planning Team Composition	Targeted and representative members with appropriate specialists (e.g. counselor, graduation specialist, support specialist, etc.) consulted as needed
Representative Planning Team Activities	Monitoring implementation of Tier III increased intensity supports and individual student progress
Pyramid Check	Only 1%-5% of students will need this level of supplemental instruction to make appropriate progress. If the above percentage does not exist, examine supports and services available in Tier I and Tier II.

13) Describe how and when data are reviewed to ensure that student progress is occurring.

Teachers review district required benchmark assessments (every 4.5 weeks, every 9 weeks, every 13.5 weeks) to determine students' strengths and needs in each content area. On-going teacher-developed formative and summative assessments are also analyzed (end of unit assessments, general classroom assessments). Data are reviewed to ensure student progress is occurring in a collaboration between teachers in departmental meetings with use of Teacher Data Notebooks and Data Digs during the year. Professors meet within and across content areas with students, parents, and colleagues when need indicates such collaboration is necessary to improve and support students' performances. Data are also reviewed during faculty meetings and at the annual faculty retreat.

14) List professional learning opportunities provided to teachers in the analysis of data and the identification of student difficulties.

Via district mandated professional development dates, professors and administrators meet to analyze students' performances on standardized assessments, district mandated benchmark assessments, and classroom assessments. During these professional development dates, professors collaborate across the curriculum to plan for support of students in difficulty. The professional learning topics planned are on rigor, standards based instruction, the six common instructional practices of Early Colleges, as well as other research-based practices.

Professional learning opportunities occur during faculty meetings, department meetings, professional conferences/workshops and required Early College conferences and institutes.

15) Describe how the school provides opportunities for parent-teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to student at the school or in the community.

DeKalb Early College Academy provides six (6) required Parent-Teacher Conference nights per year. The conferences are coupled with the progress reports that parents are to pick up from the counseling department at the school. Allowing the parents to pick up the progress reports ensures that they are aware of the students' academic growth and makes them aware of where the child is deficient. Daily tutorials are used by the teachers to provide assistance to students in all courses. Saturday School is available to students who need additional help with various subjects, preparation for the GHSWT, GHSGT and EOCT. A parent handbook is provided to 11th and 12th grade GPC parents as a guide to general information, policy and procedures and ways to help their child be successful. In addition, morning and afternoon tutorials are available for students in need of assistance. At GPC, students receive help from their professors, college tutors and take advantage of resources available in the learning lab.

Plans for Assisting Children during Transitions (ESEA Mandate #6)

16) Describe your plans for assisting all other levels of student transition (new students, PreK to Kindergarten, elementary to middle, middle to high, early childhood programs, Special Education, English Language Learners Program, group home participants, etc.).

Counselor, Graduation Specialist and Administration will present host night(s) and advisement sessions for the Annual 9th grade Orientation information on the DECA program. Program expectations will be delineated; group and individual sessions will be held to provide guidance for students who seek to attend DECA.

The Counselor, Graduation Specialist, and administration visit middle schools to promote the DECA program and collaborate with the middle school counseling staff in order to help students complete the application process and transition to DECA smoothly.

For rising 11th graders who will transition to Georgia Perimeter College, concurrent sessions with GPC students take place to learn about how to be a successful college student. This will be implemented during the second semester of the students' 10th grade year.

Support Services for Student Learning - DECA provides school-wide "Extended Learning Time" (ELT) to assist students with the following: Basic Skills, Reading, Writing, Problem Solving, Research and Non-fiction Reading. In addition, before and after school tutoring is provided in all content areas. Saturday School is also scheduled for students and parents support. These opportunities for additional help support a successful transition for DECA students.

Parents will receive strategies methods, academic contract, parent handbook (9th - 12th grades) detailing how parents can effectively help their children at home.

Support Services for Student Learning

17) Identify how the school provides support through counseling and academic advisements that provides access to an adult advisor, mentor, or counselor. Check all that apply:

DECA provides individual and group counseling and advisement sessions so that students learn strategies, skills, and knowledge to be successful in the classroom. Habits of Mind are one focus of our advisement sessions, as well as guidance in development of specific behaviors that promote college success. These strategies, skills, and knowledge include study skills, time management, organization,

School Name: DeKalb Early College Academy

Principal: Dr. Sharon D. Ordu

Plan Year: 2011-2012

personal interactions, social growth and interaction, decision-making, and stress reduction. Conflict resolution and peer mediation are also strategies taught and employed at DECA. Character education is an additional focus of advisement. Our focus this year is the Pyramid of Success created by John Wooden.

DECA professors serve as advisors through the weekly tutorial advisement sessions; they also mentor students formally and informally, serving as a safe harbor to which students have access when needs arise. Peer-to-peer mentoring among students has also been implemented by the DECA counseling department.

X	Career Counseling	X	Student Support Team (SST)	X	Parent/Teacher Conferences
X	Mentoring Programs	X	Community Agencies	X	Parent/Administrator Conferences
X	Group Counseling	X	School Psychologists	X	Student Support Specialists
X	School Counselors	X	School Social Workers	X	Graduation Coaches

18) Describe how the following student support personnel work with the district office and outside agencies to meet student needs.

School Counselors: After a review of students’ academic, social, and physical needs, a referral may be made to the appropriate external resource which may include: Social Worker or School Psychologist for attendance, abuse, or neglect concerns; The Lions Eye Bank for vision difficulties; The Gladys Cook Jeans and Shoes Fund for clothing concerns.

Psychologists: Provide support as needed

Student Support Specialists: Provide support as needed

Social Workers: Provide support as needed

Student Support Specialist: Provide as needed

Strategies to Increase Parental Involvement (ESEA Mandate #5)

19) Identify how the school provides parents and community outreach/support through activities and initiatives. Check all that apply:

X	Site-based Parent Centers/Information Stations	X	Title I Parent Resource Centers and Facilitators
	Parent Lending Libraries		Pre-K Family Resource Specialists
X	Parental Involvement Workshops	X	Title I Parental Involvement Conferences
X	Parental Involvement Survey/Summary		Others (list here)

20) Describe how the school uses the strategies checked above to increase parental involvement.

Parent Involvement Sessions are scheduled throughout the year to provide parents with information on various topics. These include information in regards to being a Title I school and ways to help prepare their children for all assessments. The following meetings and programs will be offered at flexible times to meet the needs of parents at DeKalb Early College Academy:

PASSport Parenting Classes; Senior Class Parent Meeting; Saturday School Tutorial; Dinner and Dialogue meeting – ELA/Math; PTA meetings at designated times throughout the year.

Literature and resources will be available for parents to utilize in the Career/Parent Center. DECA parents are required to be involved as well on a volunteer basis through the DECA Parent/Scholar agreement.

Parents are encouraged to provide academic support to their scholars by attending at least three or all scheduled parent in-services that train parents to work with their children in the home to instill academic skills and teach parents what resources are available to support students in test prep. We also use these seminars to help parents understand how to use technology to support students’ academic performances. Parents are encouraged to visit the Title I Parent Resource Center for information.

21) Identify how the school communicates with parents as partners in education. Check all that apply:

X	Parental Involvement Handbook for Parents	X	Newsletters
X	School Website/Email	X	Calling Post
X	DCSS Website/Community.Net	X	Parent Portal
X	Parent Right to Know Letter (ESEA Mandate)	X	AYP Status Letter (ESEA Mandate)
X	Title I Parent, Student, Teacher, and Principal Compact (Title I Mandate)		
X	DCSS and School Parental Involvement Policy (Title I Mandate)		

22) Describe how parents and community members are involved in the school decision-making process and the development of the Consolidated School Improvement Plan (CSIP).

On September 14, 2011, the annual Title I Parental Involvement/Information meeting was held. Parents, students, teachers, administrators, community members were in attendance. Title I funding, Parental Involvement Policy, Administration/Parent/Compact were distributed, defined, reviewed and revised. A Parent Involvement Survey was given and completed by parents in attendance.

Parents are involved in the development of the CSIP by serving as members of the Advisory Council, and serving as readers/reviewers of the document. Their suggestions about the input on the CSIP are taken into consideration. Community members who are our partners in education are also given an opportunity to provide input for the CSIP via their review of the document followed by their comments and recommendations.

The CSIP is made available to non-participating stakeholders by having a copy of the CSIP available online and in the media center. Stakeholders are notified of the availability of the CSIP via email and PTA newsletter. The plan meets the language needs of our parents. To our knowledge, there is no need for translations other than English.

23) Describe the process used for developing and implementing Title I Compacts and Parent Involvement Policies (if applicable).

The process for developing and implementing both the Title I Compact and Parental Involvement policies include all activities that will promote student learning, improve instruction, and increase parental involvement. This process entails collaborating with faculty, parents, community members, and students to incorporate the mission of DeKalb County School System to maximize participation of all parties involved. The process also includes collaboration among faculty, parents, community members, and students for the purpose of realizing the vision and mission of the DECA Program. These activities included (but are not limited to):

- School-based PTA meetings
- School-based Title I Informational Meetings
- School-based offering of Parents Assuring Students Success (PASSport)
- County-wide Title I Parent Conferences
- School-wide Student Recognition and Awards Programs

The meetings, September 2011, that were held discussed/revised the compact and policy were PTA executive board meetings, Advisory Council Meetings, Parent Involvement Meetings and DECA Faculty/Staff Retreat (May, 2011) . The compact and policy

were developed based on the academic needs of the school. These meeting were held during the months of May, 2011 and September, 2011.

DECA uses the following communication methods to provide parents with timely information about Title I programs and the academic progress of the students (Information about school and parent programs, meetings, and other activities are sent to parents, to the extent practical, in a language the parents can understand):

- DECA Website – <http://schools.dekalb.k12.ga.us/earlycollege/>
- Correspondence via e-mail, informational flyers, letters, automated and personal phone calls

Stakeholder Communication (ESEA Mandate #10)

24) Describe how individual student assessment results will be provided to and interpreted for parents.

Counselors, teachers and administrators who are trained in assessment of student progress, will meet with parents to interpret student results via parent conferences and whole group parent meetings. Letters of explanation to parents will also go out. A Parent Workshop will be conducted on November 5, 2011 to teach how to parents access online assessments and how to interpret student assessment data.

25) Describe how disaggregated school data results will be provided to school stakeholders*.

Disaggregated school data results will be provided to school stakeholders via parent and faculty meetings, newsletters, and e-mails. Also the school has a data wall accessible to all stakeholders which depicts school data.

26) Describe how the CSIP will be communicated with and made available to school stakeholders.**

The CSIP will be made available to stakeholders through e-mail, the school’s website, Title I Parent meetings, Advisory Council Meetings, and a copy in the media center. The CSIP Steering Committee members will serve as the contact for those who need additional information or explanation of the CSIP.

Note: The outcome/summative assessment data utilized in the development of this plan is derived from both state and national assessments that have been validated and administered state-wide and nation-wide. Achievement data is collected, disaggregated, and published by the Georgia Office of Student Achievement and is therefore valid and reliable (ESEA Mandate #12).

** Translation or interpretation of the plan, to the extent feasible, shall be provided for any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Instructional Framework for the Seven Steps to Teaching in Learning in the DeKalb County School System

In addition to the interventions found in content area and departmental action plans, all DeKalb County schools are required to plan for and implement the following action steps:

Diagnose Students: Principals and teachers are expected to diagnose the needs of students as a prerequisite for instructional planning. Teachers should become very knowledgeable of their students’ reading and math levels, their students’ learning styles as reflected in the knowledge-base of multiple intelligences, and their students’ individual aspirations for achievement in school.
1. Diagnose the needs of students and create an appropriate Classroom Profile Summary. <ul style="list-style-type: none">▫ Power Standards▫ Multiple Intelligences▫ Formative Assessment Strategies▫ Instructional Strategies
2. Create and maintain classroom profiles to record data identifying the standards, formative assessment date(s), summative assessment date(s), and student information reflecting performance on standards.

Plan for Instruction: Principals and teachers are expected to plan for rigorous instruction in collaborative settings using diagnostic data, standards, and curriculum pacing guides. Teachers should use research-based strategies such as Marzano’s High Yield Strategies, and instructional assessment strategies within the context of Webb’s Depth of Knowledge, instructional level rubrics, differentiation, and the three-part lesson cycle.
3. Plan engaging lessons: <ul style="list-style-type: none">▫ Three-part lesson (opening, work period, and summary)▫ Essential question(s)▫ Engaging instructional activities based upon the identified power standards and depth of knowledge

Teach Students: Principals and teachers are expected to utilize engaging strategies in the context of standards-based instruction, including the three-part lesson cycle, to ensure students are provided every opportunity to demonstrate learning and mastery of the standards. Foundations include classroom talk, scaffolding, questioning, collaboration, learning and literacy.

4. Teach the standards using standards-based instruction and ensure the identified instructional activities at the appropriate depth of knowledge level.

Assess Students: Principals and teachers are expected to assess students formatively and summatively using a variety of formats. The assessment data should be communicated to students and parents and utilized to plan for re-teaching when necessary. The assessment analysis should drive instructional decision-making as it pertains to teaching the curriculum standards.

5. Utilize formative assessment strategies daily to determine if standards taught were mastered. Update the classroom profile daily.

Teach Students: Principals and teachers are expected to utilize engaging strategies in the context of standards-based instruction, including the three-part lesson cycle, to ensure students are provided every opportunity to demonstrate learning and mastery of the standards.

6. Re-teach or provide additional support to students who have not mastered the standard(s). Document RTI when students are not mastering content.

Assess Students: Principals and teachers are expected to assess students formatively and summatively using a variety of formats. The assessment data should be communicated to students and parents and utilized to plan for re-teaching when necessary. The assessment analysis should drive instructional decision-making as it pertains to teaching the curriculum standards.

7. Administer a summative assessment to validate that students have mastered the standards and update the classroom profile record. Upon completion of Steps 1-7, go to Step 2 and/or Step 3 and follow the process until all standards have been taught and mastered by all students.

Selecting Appropriate Interventions Using Scientifically Based Research (ESEA Mandate #2)

All interventions based on the Georgia School Keys are predicated on scientifically-based research and do not require citations.

The School Keys: *Unlocking Excellence through the Georgia School Standards* are the foundation for Georgia’s comprehensive, data-driven system of school improvement and support. Correlated to several well-known and respected research frameworks, the School Keys describe what Georgia’s schools need to know, understand, and be able to do, in the same manner that the Georgia Performance Standards (GPS) describe what Georgia’s students need to know, understand, and be able to do. Through the Georgia Assessment of Performance on School Standards diagnostic process (GAPSS Analysis), a variety of data are collected from multiple sources to assess the status of a school on each of the standards. The data are combined to inform the results of the GAPSS Analysis, which, in turn, informs the development and implementation of school improvement initiatives, including high impact practices, in a school. A Memorandum of Agreement with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI) details conditions under which the School Keys and GAPSS Analysis may count for a SACS/CASI Quality Assurance Review and accreditation visit.

These School Keys are intended to serve as a descriptor of effective, high impact practices for schools. In identifying these School Keys, the Division of School and Leader Quality of the Georgia Department of Education along with its collaborative partners aligned the School Keys with the research by Dr. Robert Marzano in the meta-analysis, *What Works in Schools* (2003), *School Leadership that Works*, (Marzano, Waters, and McNulty, 2003), and the Standards of the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. The eleven factors identified by Dr. Marzano and similar terms and statements from the other research documents were combined until eight broad strands were determined to encompass the research: Curriculum; Instruction; Assessment; Planning and Organization; Student, Family, and Community Support; Professional Learning; Leadership; and School Culture. The eight strands have been further developed and defined into performance standards, linguistic rubrics, and elements/descriptors to assist schools in the process of school improvement.

The School Keys serve as a tool for all schools in the state. The document was field-tested during the 2004-2005 school year. Data from the field test were used to revise the School Keys for the 2005-2006 school year. An external validation study of the School Keys was conducted by the Georgia Partnership for Excellence in Education. This external validation included responses from and critiques by a national panel of experts in school improvement. Based on input from the external validation, further refinements were made to the School Keys, including clarification of language and the development of linguistic rubrics to guide the standards application process.

Selecting Appropriate Interventions Using Scientifically Based Research (ESEA Mandate #2)

If an individual school chooses to select an intervention or initiative in addition to the sources provided by the *Georgia School Keys Implementation Resource* or the *DCSS Implementation Resource Supplement*, then a citation and abstract of the pertinent research is required* Utilize the format below and add additional interventions, initiatives, and abstracts as needed. Cited research should directly align with the intervention it supports.

<u>Identified Need</u>	<u>Action Plan and Page #</u>	<u>Citation and Abstract</u>

***If your school is currently undergoing the Schoolwide Title I Planning process, this section is required.**

Coordination and Integration of Federal, State, and Local Services and Program Funds (ESEA Mandate # 8 – must be updated annually)

Funding Sources	Provide a narrative explanation of how funds will be used to support student achievement and/or school improvement in relation to the components of this plan.
Federal Funds	Title I funds will be utilized to provide support for student achievement in the areas of math, reading as well as English/LA.
State Funds	Professional Learning provides \$4,000.00 to support professional learning activities linked to student achievement goals.
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	N/A
Federal School Improvement Grants	N/A
Local Professional Learning Funds	N/A
Grants (list)	N/A
PTA	
Partners in Education	
Other (list)	

Copies of all budgets referenced in this section should be placed in the appendix.

Reading/English/Language Arts Action Plan (ESEA Mandate #2)				
Annual Measurable Objective: To improve student achievement by continuing to assist the number of first time test takers in meeting expectations on the GHS GT (ELA) from having achieved 100% (current AMO performance) to achieving 100% again, and to continue to achieve a passing score on the GHS WT and remaining at 100%				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Curriculum 1.2 PA 2: The school’s curriculum is sequenced and organized to ensure students know, do, and understand the core content outlined in the Georgia Performance Standards (based on phase-in plan).</p> <p>Teachers and other instructional leaders align the state curriculum (GPS) with local assessments (formative and summative) and state assessments.</p> <p>Teachers use the online GHS GT, COMPASS, and EOCT databanks, etc. to create benchmark assessments aligned to the state standards. These benchmark/formative assessments are used to guide instruction and provide students with additional support.</p>	<p>TITLE I FUNDS - EOCT Study guides – COMPASS Study guides - Reading/LA resource books- \$3,000.00 to \$5,000.00</p>	<p>8/2011-5/2012</p> <ul style="list-style-type: none"> ▫ Principal ▫ Leadership Team ▫ ELA Dept. Chair ▫ ELA department ▫ Teachers ▫ Student support personnel 	<ul style="list-style-type: none"> ▫ Aligned benchmark assessments ▫ Aligned formative assessments ▫ Data utilization guide ▫ Assessments created from online data banks, etc. ▫ Classroom Profile Summaries 	<p>Aligned instruction is validated through administering the assessments created from the databanks. Students can explain the importance of these assessments, can articulate their strengths and weaknesses, and know where to get additional help.</p>
<p>Curriculum 3.1 PA 1: Teachers and administrators use a systematic process for monitoring and evaluating implementation of the curriculum.</p> <p>To monitor the implementation of the</p>	<p>No cost to local educational agency</p>	<p>8/2011-5/2012</p> <ul style="list-style-type: none"> ▫ Principal ▫ Leadership Team ▫ ELA Dept. 	<ul style="list-style-type: none"> ▫ Targeted walk planning forms ▫ Recording forms ▫ Leadership team meeting 	<p>Teachers explain key vocabulary and concepts during instruction. Students use the language of the standards in their explanations and can identify the elements in their work. Leadership refers to</p>

<p>curriculum, the leadership team organizes targeted awareness walks with standards in hand.</p> <p>These targeted walks may be conducted by system and school leadership or content area or grade level teams.</p> <p>Prior to the observations, teachers understand that they should use the language of the standards during instruction. Students are taught to use the language of the standards to explain and support their work.</p>		<p>Chair</p> <ul style="list-style-type: none"> ▫ ELA department ▫ Teachers ▫ Student support personnel 	<p>minutes</p> <ul style="list-style-type: none"> ▫ Leadership team meeting agendas ▫ Documentation of data analysis ▫ Professional learning plans 	<p>the standards during observations to determine if the rigor of the standards is emphasized.</p>
<p>Assessment 1.2 PA 1: A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.</p> <p>Teachers provide students with specific commentary on student work and connect the comments to the elements within the standards.</p>	<p>No cost to local educational agency</p>	<p>8/2011-5/2012</p> <ul style="list-style-type: none"> ▫ Principal ▫ Leadership Team ▫ ELA Dept. Chair ▫ ELA department ▫ Teachers ▫ Student support personnel 	<ul style="list-style-type: none"> ▫ Standards-based teacher commentary on student work, etc. 	<p>Students can show examples of how they have used teacher commentary to revise their work.</p>
<p>Assessment 1.2 PA 3: A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.</p>	<p>No cost to local educational agency</p>	<p>8/2011-5/2012</p> <ul style="list-style-type: none"> ▫ Principal ▫ Leadership Team ▫ ELA Dept. Chair 	<ul style="list-style-type: none"> ▫ Bulletin board that displays the standard, element, and task ▫ Rubric or other scoring criteria 	<ul style="list-style-type: none"> ▫ Teachers utilize a visual display as an instructional tool to display work that meets standards. ▫ Students can explain how they interact with the display to help guide their work

<p>Teachers provide students with examples of work that meets standard(s) by creating a display that includes benchmark work, specific commentary as to how this work meets the standard, assessment criteria, etc.</p>		<ul style="list-style-type: none"> ▫ ELA department ▫ Teachers ▫ Student support personnel 	<ul style="list-style-type: none"> ▫ Analyzed student work with teacher and/or student commentary, etc. 	<p>toward meeting the standard.</p>
<p>Instruction 1.1 PA 1: Instructional design and implementation are clearly and consistently aligned with GPS and district expectations for learning.</p> <p>Teachers and administration work together to research and select organizing frameworks that align standards, assessments, and instruction. The design of the curriculum maps, units, and lessons formats enable teachers to know what student should understand and be able to do.</p>	<p>No cost to local educational agency</p>	<p>8/2011-5/2012</p> <ul style="list-style-type: none"> ▫ Principal ▫ Leadership Team ▫ ELA Dept. Chair ▫ ELA department ▫ Teachers ▫ Student support personnel 	<ul style="list-style-type: none"> ▫ Curriculum maps ▫ Units for each content area ▫ Lesson plan templates ▫ Learning team minutes ▫ Research, etc. 	<ul style="list-style-type: none"> ▫ Teachers can articulate how the framework was selected and how it consistently guides a shared understanding of what students should understand and be able to do. ▫ Organizing frameworks that are aligned to standards direct instruction versus textbooks.
<p>Instruction 2.1 PA 1: Research-based instruction is standard practice.</p> <p>Teachers and other instructional leaders meet to determine and agree upon school-wide expectations in the delivery or routines of lessons (i.e. instructional framework).</p> <p>An example of an instructional framework is:</p> <ul style="list-style-type: none"> ▫ Opening - The beginning of the lesson clearly establishes the expected learning outcomes. 	<p>Professional Learning Budget; – Regular Title I Funds</p>	<p>8/2011-5/2012</p> <ul style="list-style-type: none"> ▫ Principal ▫ Leadership Team ▫ ELA Dept. Chair ▫ ELA department ▫ Teachers ▫ Student support personnel 	<ul style="list-style-type: none"> ▫ Lesson plans ▫ Observation of an established delivery model such as the workshop model, open-work close, six-step format, etc. ▫ Observation of various instructional roles of teacher 	<p>Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.</p>

<ul style="list-style-type: none"> ▫ Work Session - During the work session, students are given ample time to practice the new content and/or elements of the standards and demonstrate relevant real world applications. ▫ Closing - Students are given time at the end of each lesson to give and receive feedback, clarify understandings, and summarize what was learned in a lesson. Closings and summaries confirm conceptual understanding. They link back to the opening and the targeted standard or elements. 			<ul style="list-style-type: none"> as facilitator, presenter, or coach during lesson, etc. ▫ Varying activities for opening, work time, closings, inquiry, etc. 	
<p>Instruction Standard 2.4 PA1: Research-based instruction is standard practice</p> <p>Teachers will utilize the Early College Instructional Framework, Webb’s Depth of Knowledge, Differentiation, Marzano’s Essential Nine, 6+1 Writing Traits Model, Educator’s Toolbox and other effective instructional strategies.</p>		<ul style="list-style-type: none"> ▫ Principal, ▫ Assistant Principals ▫ Instructional Coach ▫ ELA Department Chair ▫ ELA Department Teachers 	<ul style="list-style-type: none"> ▫ 	<p>6+1 Writing Traits Model Student Portfolios</p>
<p>Instruction 2.7 PA 2: Research-based instruction is standard practice.</p> <p>Teachers effectively use technology to provide real world application, to enhance students’ research skills, and to</p>	<p>Professional Learning Budget; – Regular Title I Funds</p>	<p>8/2011-5/2012</p> <ul style="list-style-type: none"> ▫ Principal ▫ Leadership Team ▫ ELA Dept. 	<ul style="list-style-type: none"> ▫ Computers ▫ Lesson or unit plans ▫ LCD projectors and other 	<p>Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology.</p>

<p>differentiate instruction to maximize student learning.</p> <p>The technology activities used promote differentiation and instruction aligned to individual student needs.</p> <p>The technology used by teachers and students promote content research and require the conceptual application of the standards.</p> <p>Teachers in all subjects will receive training to effectively integrate reading and writing skills across the curriculum.</p>		<p>Chair</p> <ul style="list-style-type: none"> ▫ ELA department ▫ Teachers ▫ Student support personnel 	<p>technological equipment</p> <ul style="list-style-type: none"> ▫ Media center/lab use schedule ▫ Student work enhanced by technology ▫ Performance tasks incorporating technology 	<p>Students demonstrate true ownership of technology as a set of tools and resources to complement their learning process, as well as reinforce their ability to investigate and analyze information.</p> <p>Students can articulate and effectively utilize the writing process; they understand various forms of writing.</p>
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Mathematics Action Plan (ESEA Mandate #2)				
Annual Measurable Objective: –DECA scholars will perform at the meets and exceeds level of 92% on the Mathematics I and 94% on the Mathematics II sections of the mandated End of Course Tests (EOCT). On the Georgia High School Graduation Test (GHS GT), DECA scholars will continue to achieve a passing score of 100% (current AMO performance).				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Curriculum Standard 1.2 PA 2: The school’s curriculum is sequenced and organized to ensure students know, do, and understand the core content outlined in the Quality Core</p> <ul style="list-style-type: none"> ▫ Curriculum or Georgia Performance Standards (based on phase-in plan) <p>The overall curriculum is carefully and fully aligned with horizontal elements supporting the GPS and vertical elements preparing students for growing levels of standards mastery. Also Provide increased integration of technology into the math lesson, to develop and improve research skills and mathematics vocabulary through the use of PurpleMath.com, WTAMU.com, Khanacademy.com, RegentsPrep.org, Nut-Shell Math website and graphing calculators. Promethean Board Activities.</p>	<p>Title I Funds Supplies/Materials</p> <p>\$3,000 to \$5,000</p>	<p>8/2011-5/2012</p> <ul style="list-style-type: none"> ▫ Principal, Assistant Principals ▫ Instructional Coach ▫ Math Dept. Chair ▫ Teachers 	<ul style="list-style-type: none"> ▫ Master Schedule ▫ Lesson plans ▫ Observations ▫ Student Portfolios ▫ Benchmarks ▫ Focus Walks ▫ Classroom Profile Summaries 	<p>Diagnostic Test, Pre/Post Test, Chapter Tests, Quizzes, Projects, Rubrics, Benchmark Assessments</p>
<p>Curriculum Standard 1.3: PA 3 The school’s curriculum is sequenced and organized to ensure students know, do,</p>	<p>N/A</p>	<p>8/2011-5/2012</p> <ul style="list-style-type: none"> ▫ Principal, 	<ul style="list-style-type: none"> ▫ Collaborative planning meeting dates 	<p>On a daily basis students will describe verbally, or in writing, a math concept to</p>

<p>and understand the core content outlined in the Quality Core Curriculum or Georgia Performance Standards (based on phase-in plan).</p> <p>As a result of this process of curriculum planning, all students participate in a curriculum that requires depth of understanding and rigor.</p>		<ul style="list-style-type: none"> ▫ Assistant Principals ▫ Instructional Coach ▫ Math Department Chair ▫ Math department Teachers 	<ul style="list-style-type: none"> ▫ Agendas ▫ Minutes ▫ Lesson plans ▫ Classroom observation data ▫ Focus walk data 	<p>improve critical thinking skills. Increase integration of math manipulatives and real world examples to facilitate movement from concrete to abstract concepts.</p>
<p>Assessment Standard 2.2 PA 1:A variety of effective and balanced assessment techniques is routinely and systematically implemented by all instructional personnel as part of a comprehensive school-based assessment and evaluation system.</p> <p>Teachers provide students with specific commentary on student work.</p>	<p>N/A</p>	<ul style="list-style-type: none"> ▫ Principal, ▫ Assistant Principals ▫ Instructional Coach ▫ Math Department Chair ▫ Math Department Teachers 	<p>Conference agendas, Training agendas, redelivery of content sign in sheets, implementation of learning in classrooms and at school.</p>	<p>Increase integration of hands-on activities and projects to promote a student-centered learning environment.</p>
<p>Instruction Standard 1.2 PA 2: Instructional design and implementation are clearly and consistently aligned with GPS and district expectations for learning.</p> <p>Teachers present content in a logical and sequential process using a variety of delivery modes to enable students to develop understanding. Delivery modes may include modeling, demonstrations, small-group instruction, whole group instruction, one-on-one instruction, etc.</p>	<p>No cost</p>	<ul style="list-style-type: none"> ▫ Principal, ▫ Assistant Principals ▫ Instructional Coach ▫ Math Department Chair ▫ Math department Teachers 	<p>Administrative observation notes Instructional coach Observation notes Lesson plans</p>	<ul style="list-style-type: none"> ▫ Lesson plans ▫ Observation of an established delivery model such as the workshop model, open-workclose, six-step format, etc. ▫ Observation of various instructional roles of teacher as facilitator, presenter, or coach during lesson, etc. ▫ Varying activities for opening, work time,

<p>Co-taught classes use one of the five instructional models to best support students' mastery of standards: station teaching, parallel teaching, alternative teaching, team teaching, or one teach one</p>				<p>closings, inquiry, etc.</p>
<p>Instruction Standard 2.4 PA 1: Research-based instruction is standard practice</p> <p>Collaborative teacher meetings are held to review and or design performance tasks and assignments. Teachers work professionally and collaboratively to review the tasks and assignments and discuss their alignment with grade/subject level learning goals, standards and elements. The assignments and tasks reflect the rigor and language of the standards. The assignments and tasks require explanation, interpretation, and conceptual application.</p> <p>Teachers will utilize the Early College Instructional Framework, Webb's Depth of Knowledge, Differentiation, Marzano's Essential Nine, Educator's Toolbox and other effective instructional strategies.</p>		<ul style="list-style-type: none"> ▫ Principal, ▫ Assistant Principals ▫ Instructional Coach ▫ Math Department Chair ▫ Math department Teachers 		<p>Improve students' ability to read effectively across the curriculum by infusing daily and test preparation instruction with strategies to help students identify key words/terms; identify critical and main ideas; and analyze text to determine author's purpose.</p>

*Must be completed for schools with ten or more ELL students. Delete row if not applicable

Science Action Plan				
Annual Measurable Objective: DECA scholars will perform at the meets or exceeds level of 94% on the Biology End of Course Assessment and 100% on the Physical Science End of Course Assessment. DECA scholars will perform at the meets or exceeds level of 96% on the Science portion of the GHSGT (current AMO performance).				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Instruction 2.1 PA 1 (DCSS Instructional Framework Step #3) Utilize and monitor the three part lesson as an instructional framework for all lessons. The framework includes: Opening – Beginning of the lesson clearly establishes the expected learning outcomes. Work Session - Students are given ample time to practice the new content and/or elements of the standards and demonstrate relevant real world applications. Closing - Students are given time at the end of each lesson to give and receive feedback, clarify understandings, and summarize what was learned in a lesson.</p>		8/2011-5/2012	<ul style="list-style-type: none"> ▫ Lesson plans ▫ Observation of an established delivery model ▫ Observation of various instructional roles of teacher as facilitator, presenter, or coach during lesson, etc. ▫ Varying activities for opening, work time, closings, inquiry, etc. 	Teacher and students can explain different instructional phases of a lesson, for example, the opening, work session, and closing of a lesson.
<p>Curriculum 3.1 PA 2 (DCSS Instructional Framework Steps #1, 2, 5, 7) Routinely disaggregate formative and summative assessment data to adjust implementation of the curriculum and improve instruction.</p>			<ul style="list-style-type: none"> ▫ Disaggregated formative assessment results ▫ Disaggregated summative assessment 	Principals and other school leaders are aware of the students who are struggling to meet standard, as well as those who exceed the standard and monitor their progress during classroom visits. Teachers can articulate

<ul style="list-style-type: none"> ▫ Diagnose the needs of students and create an appropriate Classroom Profile Summary to include: <ul style="list-style-type: none"> ▪ Power Standards ▪ Multiple Intelligences ▫ Formative Assessment Strategies <ul style="list-style-type: none"> ▪ Create and maintain classroom profiles to record data identifying the standards, formative assessment date(s), summative assessment date(s), and student information reflecting performance on standards. ▪ Utilize a variety of formative assessment strategies daily to determine if standards taught were mastered. Update the classroom profile daily. <p>Administer a summative assessment to validate that students have mastered the standards and update the classroom profile record.</p>			<ul style="list-style-type: none"> results ▫ Disaggregated teacher made assessment results ▫ Rubrics ▫ Reading inventories or reading logs, etc. ▫ Class profile forms ▫ Teacher/student conferencing notes ▫ 	<p>how instruction is revised as a result of disaggregated data.</p>
<p>Technology Integration – Instruction 2.7: PA 2: Teachers effectively use technology to provide real world application and to maximize student learning.</p> <ul style="list-style-type: none"> ▫ Implement technology through the use of graphing calculators to conduct data analysis. ▫ Utilize Promethean Board for presentations and interactive activities. ▫ Utilize mobile computer labs to 	<p>Title I Funds \$3,500.00</p>	<p>8/2011-5/2012 Principal Asst. Principal Science Dept. Chair Teachers</p>	<ul style="list-style-type: none"> ▫ Computers ▫ Technical Equipment ▫ Student work samples (projects) 	<p>Students can articulate how technology supports their learning. Examples are provided of student work that has been enhanced by technology as a set of tools and resources to enhance their learning process. Science (Biology, Physical Science) End-Of-Course-Test results</p>

<p>increase literacy.</p> <ul style="list-style-type: none"> ▫ Utilize Computer Based Lab (CBL) to interface with graphing calculators to collect data. ▫ Utilize Microsoft Excel to analyze data. ▫ Utilize the Data Studio software to interface with the computer to analyze data. ▫ Utilize GLX attached to a probe to analyze data. ▫ Utilize TI graph link connected to a computer and calculator to download data such as tables and graphs. ▫ Utilize Mindstorm kits to build robots and electric cars and then program them. ▫ Utilize Logger Pro Program to interface with computer and camcorder to analyze video movement. ▫ Use Web Based Programs-GIZMO, USATESTPREP, PHET, Khanacademy.org 				
<p>Instruction Standard 2.4 PA1: Research-based instruction is standard practice</p> <p>Teachers will utilize the Early College Instructional Framework, Webb’s Depth of Knowledge, Differentiation, Marzano’s Essential Nine, Big Twenty Assessment, 6+1 Writing Traits Model, Educator’s Toolbox and other effective instructional strategies.</p>		<ul style="list-style-type: none"> ▫ Principal, ▫ Assistant Principals ▫ Instructional Coach ▫ Science Department Chair ▫ Science Department 	<ul style="list-style-type: none"> ▫ 	<p>Individual Science Research Projects</p>

		Teachers		
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Social Studies Action Plan				
Annual Measurable Objective: DECA scholars will perform at the meets or exceeds level of 100% on the social studies portion of the GHSGT (current AMO performance), as well as score 87% on the U.S. History End Of Course Test.				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Assessment 1.1, P.A. 3 : A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust <ul style="list-style-type: none"> ▫ instruction to maximize student achievement. While the school improvement plan defines and addresses school-wide goals and performance targets, content specific outcomes are defined for each grade level and content area. Once the school performance targets have been established, classroom teachers analyze summative data for their students. Performance targets are then established to address student needs and desired <ul style="list-style-type: none"> ▫ outcomes at each grade level and/or content area. 	No cost to local educational agency	8/2011-5/2012 <ul style="list-style-type: none"> ▫ Principal, ▫ Assistant Principals ▫ S. Studies Department Chair ▫ S. Studies department teachers 	<ul style="list-style-type: none"> ▪ Data room ▪ School improvement plan ▪ Grade/team plans ▪ Classroom profile summaries ▪ Performance targets ▪ Anecdotal records 	Teachers' assessments address the performance targets. Teachers will discuss the performance targets and know which students are meeting or exceeding the targets, as well as which students need additional instruction. Teachers will review summative data to ensure section-level strengths and weaknesses are factored into curriculum and instruction planning.
Curriculum 1.1, P.A. 3 Teachers participate in developing	No cost to local	8/2011- 5/2012	<ul style="list-style-type: none"> ▪ Curriculum maps 	The Georgia Performance Standards, Georgia Frameworks,

<p>curriculum maps that provide the sequence of concepts, standards, and skills, and the time periods for teaching the content. Designated check points using performance tasks, formative and summative assessments should be clear. A scope and sequence process or checklist is used to ensure that every element and standard will have designated instructional times within the maps. Some standards and elements require spiraling in the map design. Curriculum maps may reference resources.</p>	<p>educational agency</p>	<ul style="list-style-type: none"> ▫ Principal, ▫ Assistant Principal ▫ S. Studies Department Chair ▫ S. Studies department teachers 	<ul style="list-style-type: none"> ▪ Teacher meeting agendas/minutes ▪ Study group topics/next steps ▪ Interrelated content projects ▪ Formative assessments ▪ Benchmark assessments 	<p>or additional sample maps, units, performance tasks or common assessments are readily available to teachers as they develop curriculum documents. Teachers are using the curriculum maps to sequence lessons. Vertical and horizontal teacher teams are familiar with grade level content maps and can articulate how they are utilizing them. Study groups are held to strengthen instructional plans and concepts of the standards outlined in the maps.</p>
<p>Assessment 2.2, P.A. 3 : A variety of effective and balanced assessment techniques is routinely and systematically implemented by all instructional personnel as part of a comprehensive school-based assessment and evaluation system. Teachers use teaching and scoring rubrics as a guideline for assessing and evaluating student work and performance. Scoring rubrics: Scoring rubrics are guides that enable teachers to make reliable judgments about student work and enable students to self-assess their work. Teaching rubrics: Teaching rubrics, developed with students, define and describe quality work in language students can understand. They are used by students to assess their works in progress and</p>	<p>No cost to local educational agency</p>	<p>8/2011-5/2012</p> <ul style="list-style-type: none"> ▫ Principal, ▫ Assistant Principals ▫ S. Studies Department Chair ▫ S. Studies department teachers 	<ul style="list-style-type: none"> ▪ Teaching and scoring rubrics ▪ Teaching charts ▪ Analyzed student work 	<p>Students can articulate the expectations for their work. Students explain how they use rubrics to revise their work. Teachers explain how they assess student work with rubrics and determine next steps. Students grade themselves using a rubric to enhance their understanding of their performances.</p>

<p>thereby guide revision and improvement. Teaching rubrics are created as a result of the teaching that has taken place in the classroom, not prior to instruction.</p>				
<p>Instruction Standard 2.4 PA1: Research-based instruction is standard practice</p> <p>Teachers will utilize the early college framework, Webb’s Depth of Knowledge, Differentiation, Marzano’s Essential Nine, Educator’s Toolbox and other effective instructional strategies.</p>		<ul style="list-style-type: none"> ▫ Principal, ▫ Assistant Principals ▫ Instructional Coach ▫ S. Studies Department Chair ▫ S. Studies Department Teachers 		
<p>Assessment 2.4, P.A. 2: All teachers use a comprehensive and balanced approach to diagnostic, formative, and summative assessment. They align desired results with appropriate assessment types. Assessment tasks (e.g., constructed-response test items, reflective assessments, academic prompts, and culminating performance tasks and projects) complement and enhance student achievement and reinforce students’ ability to self-monitor and self-evaluate. Teachers provide instruction on strategies for effective revision. Students use these strategies to move their work toward meeting standard. Students are encouraged to make revisions to their work to meet the standard. As a result of on-going assessment and feedback, students are able</p>	<p>No cost to local educational agency</p>	<p>8/2011-5/2012</p> <ul style="list-style-type: none"> ▫ Principal, ▫ Assistant Principals ▫ S. Studies Department Chair ▫ S. Studies Department Teachers 	<ul style="list-style-type: none"> ▪ Student portfolios ▪ Revised student work 	<p>Students can identify their next steps and specific learning goals to meet standard(s).</p> <p>Students can analyze their own work and assess to what degree it meets standard(s).</p>

to self-monitor and self-evaluate.				
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*Must be completed for schools with ten or more ELL students. Delete row if not applicable.

Second Indicator: Attendance/Graduation Rate Action Plan				
Annual Measurable Objective: Graduation rate maintain the level of 100% even with the state accountability moving to a Cohort Graduation Rate formula.				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource Supplement</i> or the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/ Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Performance/Action 6</u> The Graduation/Attendance team will design and implement instructional programs that: <ul style="list-style-type: none"> ▫ Facilitate the successful transition from grade eight to grade nine. ▫ Enhance the performance of students performing below grade level, particularly in reading and math. ▫ Monitor teacher performance to determine the extent to which the teaching and learning environments are serious, safe, personalized, and engaging. ▫ Provide teachers and administrators with the support and learning opportunities they need to implement, sustain, and develop effective reforms. ▫ Provide students with tutors and/or 	Title I Funds \$4,000.00	8/2011-5/2012 <ul style="list-style-type: none"> ▫ Principal ▫ Leadership Team ▫ Counselor ▫ Social worker ▫ Student Support Specialist ▫ Grad Coach ▫ CIS ▫ Registrar 	<ul style="list-style-type: none"> ▫ Orientation Programs and list of activities for in-coming students/parents ▫ Classroom observation data ▫ Walkthrough logs and observation data ▫ Test results, CRCT, GHSGT, and benchmark data 	Team meets regularly to discuss trends and best practice to address student attendance, academic performance and discipline issues. Implement effective strategies to ensure the academic, social, and psychological success of students. Staff regards team as a resource.

<p>afterschool instruction.</p>			<ul style="list-style-type: none"> ▫ Summary of teacher failures ▫ Data wall/ data room ▫ Tutoring schedule, list of students, and record of student attendance 	
<p><u>Performance/Action 7</u> The Graduation/Attendance team will design and implement support programs that:</p> <ul style="list-style-type: none"> ▫ Facilitate the successful transition from grade eight to grade nine by offering personalized attention. ▫ Monitor alterable risk factors, tracking academic performance, school engagement – absenteeism, tardiness, skipping, suspensions, detentions, credit accrual. ▫ Provide intensive attention for students in need of one-on-one support to succeed, e.g., individual counseling or tutoring, behavior contracts, or involvement with social workers or psychologists to reach students. ▫ Provide targeted interventions, i.e., daily attendance check-ins, behavior checklist brought to each class, or 	<p>Not Applicable</p>	<p>8/2011-5/2012</p> <ul style="list-style-type: none"> ▫ Principal ▫ School Leadership Team 	<ul style="list-style-type: none"> ▫ Policies/procedures for identifying interventions ▫ List of targeted students and suggested level of interventions ▫ Mentoring guidelines ▫ Mentor assignment list ▫ Scheduled mentoring meeting times ▫ Calendar of mentor-mentee activities 	<p>Support personnel, i.e., graduation coaches, community in schools coordinators, and school administrators can describe levels of interventions used and how interventions are connected to data. All personnel can articulate policies, procedures and procedures regarding early warning indicators, preventive strategies, and intervention strategies. All personnel can provide support for students.</p>

<p>extra-help courses.</p> <ul style="list-style-type: none"> ▫ Provide mentors and student advocates to offer psycho-social emotional support. ▫ Provide connections between schools and community agencies. ▫ Establish connections between school and home. 				
<p><u>Performance/Action 8</u></p> <p>The Graduation/Attendance team continually asks for input from staff members to improve the learning environment and make decisions based on that input.</p>	<p>Not Applicable</p>	<p>8/2011-5/2012</p> <ul style="list-style-type: none"> ▫ Principal ▫ School Leadership Team 	<ul style="list-style-type: none"> ▫ Timeline for conducting surveys ▫ Survey and questionnaire results ▫ Meetings agenda and minutes., etc. 	<p>The school leaders describe how decisions are made through input from questionnaires, surveys, etc. and through collaborative work of the staff. All personnel can describe how they are able to provide input for decisions</p>

Library-Media Action Plan				
Annual Measurable Objective: Increase the number of students who meet or exceed standards on the End of Course tests in ELA related subjects				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i> or the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction 1.2:PA 4</u></p> <p>The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. Collaborative planning includes the Teacher-Librarian and teachers to ensure use of library media center resources that support on-going classroom instruction and implementation of state curriculum and the Georgia Performance Standards.</p>	Title I Funds \$5,000	8/2011-5/2012 □ Principal □ Leadership Team □ Teacher-Librarian □ Teachers	□ Meeting Agendas □ Student Book Reports □ Principal’s Book of the Month Initiative □ Media circulation records, etc.	Teachers utilize information provided by the Teacher-Librarian to enhance instructional delivery of the Georgia Performance Standards
<p><u>Technology Integration – Instruction 2.7: PA 2:</u></p> <p>Teachers effectively use technology to provide real world application and to maximize student learning. The Teacher-Librarian will provide professional learning, materials and resources to support the integration of technology.</p>	Title I Funds \$3,000	8/2011-5/2012 □ Principal □ Leadership Team □ Teacher-Librarian □ Teachers	□ Class multi-media projects □ Web-based lessons and Internet activities focusing on information skills.	Student work demonstrating integration of technology; Teacher instructional delivery includes deliberate integration of technology

			<ul style="list-style-type: none"> ▫ Lesson plans ▫ Media center/ lab use schedule ▫ Professional Learning agendas ▫ Media records 	
<p><u>Instruction 2.3: PA 2</u></p> <p>Involve all students across the curriculum in investigative research projects using resources in the media center to enhance their ability to interpret resources and obtain information. The Teacher-Librarian will provide a training class for all students inclusive of effective research skills, along with an orientation to the Media Center.</p>	N/A	8/2011-5/2012	<ul style="list-style-type: none"> ▫ Teacher-Librarian ▫ Teachers <ul style="list-style-type: none"> ▫ Computers and equipment ▫ Lesson plans ▫ Orientation Classes focused on Research Skills ▫ Media center/ lab use/schedule ▫ Projects, etc. ▫ Use of reference sources ▫ ▫ Media records 	Increase in library usage, increase in classroom assessment results, and EOCT results.

Professional Learning Plan (ESEA Mandate #4)					
<p>The plan below should include all professional (PL) activities conducted on or off-site during the school year, regardless of funding source. PL Liaisons will submit a copy of this document along with the supporting budget and class proposals to the Department of Professional Learning to served as the Comprehensive Plan. The PL budget should address only activities funded through the Professional Learning Department budget. A copy of the PL budget and any other budgets utilized to support professional learning should be placed in the CSIP appendix.</p>					
Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)	Refine the instructional delivery based on core principles of Early Colleges, and to acquire training in innovative strategies and current best practices.	Attendance at MRESA workshops, professional conferences such as NSDC, Model Schools Conference, Georgia School Counselors Association, etc., participation in Early College Rounds, Data Dig professional learning opportunities	August 2011-June 2012	Conference agenda and materials, lesson plans that reflect lessons learned from the conference, redelivery in professional development by conference attendees to colleagues, and classroom observation notes.	Increase in levels of meets and exceeds test scores on Fall and Spring EOCT's I all areas; increased student performance on benchmark progress reports. Improved teaching/leadership/support practices. More

					effective utilization of data across the board.
Federal (Title I)	Improve student achievement in math, reading and English language arts.	Certified staff will participate in local and professional development workshops, local, state and national conferences, Early College annual conference and regional institutes. There will also be an annual Faculty retreat which will encompass professional learning activities.	August 2011-June 2012	Conference agenda and materials, lesson plans that reflect lessons learned from the conference, redelivery in professional development by conference attendees to colleagues, and classroom observation notes.	Improved achievement on math and ELA related EOCT's, GHSGT content areas to include writing. Improved teaching/leadership/support practices.
Grants	Not Applicable	Not applicable. DECA does not have grant funds at this time.			
Local	Not Applicable	PL will take place through use of State and Federal funds this year.			

School Climate Action Plan				
Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Performance/Action 9</u> School leadership regularly presents data-driven school “hot spots” and solutions during faculty meetings.	N/A	8/2011-5/2012 <ul style="list-style-type: none"> ▫ Administrators ▫ Instructional Leaders ▫ Faculty and Staff 	<ul style="list-style-type: none"> ▫ Meeting dates ▫ Sign-in sheets ▫ Agendas ▫ Minutes 	Teachers and administrators can articulate current school needs based on data. Research-based strategies and plans of action for addressing these needs are available in written form.
<u>Performance/Action 13</u> School staff and students are held accountable to the Positive School Discipline Plan.	N/A	8/2011-5/2012 <ul style="list-style-type: none"> ▫ Administrators ▫ Instructional Leaders ▫ Faculty and Staff 	<ul style="list-style-type: none"> ▫ Posted rules ▫ Posted standards for success ▫ Documentation for tiers of intervention prior to referral ▫ Anecdotal data ▫ Student referrals ▫ Teacher data for referrals ▫ Walk-through checklist 	Teachers and students can articulate classroom expectations. This includes rules, policies, and procedures for activities and transitions as well as behavior that demonstrate respect for others. Parents are informed of classroom and school wide expectations and are consistently provided feedback regarding their child’s behavior. Consequences for negative behavior are consistently implemented. Low-profile

				interventions are utilized and documented before administrative referrals.
Teacher Retention Action Plan				
Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Performance/Action 10</u> The principal will schedule one or more individual conferences with all new teachers and administrators per semester to address teacher concerns and express support. Follow-up regarding supportive actions will be documented.	N/A	8/2011-5/2012 □ Administrators □ Instructional Leaders □ Faculty and Staff	□ Meeting minutes and talk points □ Documentation of support actions	School leaders facilitate coaching meetings with teachers and/or administrators, and they can describe how they developed their coaching plans and the progress that the teacher or administrator has made.
<u>Performance/Action 6</u> School administrators and department chairs will conduct a minimum of two informal observations prior to a formal observation for any teacher new to the school and provide a follow-up conference.	N/A	8/2011-5/2012 □ Administrators □ Instructional Leaders □ Teachers	□ Observation notes □ Feedback forms □ Observation calendar	School leaders can articulate what they look for in an observation. They can discuss instructional delivery and student work as it relates to the GPS elements and standards.

Career Technology Action Plan (for high schools and middle schools only)				
Objective: Increase instructional effectiveness through best practices in career technology instruction.				
Intervention (Performance Actions should be selected and <u>cited</u> from the <i>DCSS Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence

SCHOOLWIDE PROGRAM

506		DeKalb Early College	
<i>LOC</i>	<i>STATE</i>	<i>SCHOOL NAME</i>	FEDERAL FUNDS
TITLE I ALLOCATIONS TO SCHOOL			ALLOCATIONS
Title I, Part A			39,975.00
Title II, Part A			5,000.00
Total Funds Allocations - Site Level			\$44,975.00

EXPENDITURES		BUDGETED EXPENDITURES	FUNDS NOT ASSIGNED
		\$0	\$0
INSTRUCTION - Function 1000		Budgeted	To Be Allocated
110	Salaries - Teacher (38.05)	0.00	0.00
115	Salaries - After-School / part-time (38.17) Summer Tutorial (38.17.02)		7,500.00
140	Salaries - Aides / Paraprofessionals (38.07)	0.00	0.00
	Benefits (38.89)		600.00
300	Contracted Services (38.95)		0.00
610	Supplies (38.53)		12,000.00
612	Computer Software (38.53.05)		0.00
615	Equipment (61.92)		0.00
616	Computers (61.92.05)		0.00
642	Books and Periodicals (38.62)		9,200.00
810	Dues and Fees for Students (38.95)		0.00
PUPIL SERVICES - Function 2100			
190	Salaries - P/I Specialists (42.04)	0.00	0.00
			0.00
IMPROVEMENT OF INSTRUCTION SERVICES / PROFESSIONAL DEVELOPMENT - Function 2210		NCLB MANDATES MINIMUM EXPENDITURE OF \$	0.00
113	Salaries - Substitutes (46.16)		3,200.00

115	Salaries - After-School / part-time Instructor (46.17)		0.00
116	Salaries - Stipends (46.12)		0.00
	Benefits (46.89)		256.00
300	Contracted Services (46.95)		0.00
580	Travel (46.33)		4,000.00
	Conference Registration and Dues & Fees (46.36)		2,000.00
610	Supplies Professional Learning (46.60 or 46.53)		1,256.00
	Contracted Services - Staff Meetings (46.95.05)		4,500.00
642	Books and Periodicals (46.62)		0.00
			0.00
EDUCATIONAL MEDIA SERVICES - Function 2220			
642	Books and Periodicals (46.62.05)		0.00
STUDENT TRANSPORTATION - Function 2700			
300	Energy Cost (56.95) and Driver Salary (56.17)		0.00
OTHER SUPPORT SERVICES/PARENT INVOLVEMENT - Function 2900 (This is in addition to your additional parental involvement allocation)			
177	Salaries (Coaches & Parent Involvement Instructor) (65.17)		0.00
	Benefits (65.89)		0.00
	Salaries - Data Clerk (65.18.20)	0.00	0.00
300	Vendors Contracted to work with Parents (65.95)		0.00
580	Travel (65.33)		0.00
	Conference Registration and Dues & Fees (65.36)		0.00
610	Supplies (65.53)		463.00
			0.00
GRAND TOTAL		\$0.00	\$44,975

SCHOOLWIDE PROGRAM

506		DeKalb Early College	44,975.00	\$0	\$0	\$44,975
LOC	STATE	SCHOOL NAME	TOTAL ALLOCATION	BUDGETED	LEFT TO BE ALLOCATED	ALLOCATED

Directions: A brief budget narrative MUST be included for each line item. Your narrative should be brief (three lines available), but clear and concise. Refer to your CSIP before beginning your narrative. Include your CSIP page numbers that support the request.

	BUDGETED	Budget Narrative (include CSIP page numbers)	To Be Allocated
INSTRUCTION - Function 1000			
Provide Measurable Objective:		To increase the number of students meeting and exceeding standards on standardized assessments, classroom level assessments, benchmark assessments and other measures of student achievement.	
110 - Salaries - Teacher (38.05)	\$0.00		
115 - Salaries: After-School Tutorial (38.17) & Summer Tutorial (38.17.02)		After school tutorials will be provided for additional support in the areas of English/LA, Reading, Math and Science to raise achievement on EOCT, GHSWT and GHSGT (CSIP pp.34-50).	\$7,500.00
140 - Salaries - Aides / Paraprofessionals (38.07)	\$0.00		
Benefits (38.89)		Do not type in the Benefits Amount Column - Benefits will automatically calculate.➔	\$600
300 - Contracted Services (38.95)			
610 - Supplies (38.53)		Materials and supplies for test preparation (EOCT GHSGT, GHSWT, COMPASS Exam) and to support classroom instruction in English/LA, Reading, Math and Science (CSIP pp. 34-50).	\$12,000.00
612 - Computer Software (38.53.05)			
615 - Equipment (61.92)			

616 - Computers (61.92.05)			
642 - Books and Periodicals (38.62)		Books and periodicals to support student achievement in Reading/ELA, support the Principal's Book of the Month, Schoolwide Writing and Literacy Initiative (CSIP pp 34-38)	\$9,200.00
810 - Dues and Fees for Students (38.95)			
INSTRUCTION SUBTOTAL			\$29,300
PUPIL SERVICES - Function 2100			
Provide Measurable Objective:			
190 - Salaries P/I Specialists (42.04)	\$0.00		
PUPIL SERVICES SUBTOTAL			\$0.00
IMPROVEMENT OF INSTRUCTION SERVICES / PROFESSIONAL DEVELOPMENT			
NCLB MANDATES THAT NEEDS IMPROVEMENT SCHOOLS MUST SPEND AT LEAST 10% OF THEIR TITLE I ALLOCATION ON PROFESSIONAL LEARNING			\$0
Provide Measurable Objective:	To build capacity of teachers and staff to perform at the highest level which will have a positive impact on student achievement.		
The amount must be divisible by 80.			
113 - Salaries - Substitutes (46.16)		Substitute teachers for release time during conference attendance and/or professional development trainings during the school day CSIP pp. 34-50.	\$3,200.00
115 - Salaries - After-School / Prof. Learning Instruct. (46.17)			

116 - Salaries - Stipends (46.12)			
Benefits (46.89)		Do not type in the Benefits Amount Column - Benefits will automatically calculate. →	\$256
300 - Contracted Services (46.95)			
580 - Travel (46.33)		Certified staff will attend professional conferences sponsored by professional organizations to enhance professional practices in key areas. (CSIP pp. 15-24 & 34-50, 53-56)	\$4,000.00
Conference Registration and Dues & Fees (46.36)		Certified staff will attend professional conferences sponsored by professional organizations to enhance professional practices in key areas. (CSIP pp. 15-24 & 34-50, 53-56)	\$2,000.00
610 - Supplies Professional Learning (46.60) or (46.53)		Materials and supplies to support professional trainings at the school level and faculty retreat (CSIP pp. 15-24 & 34-50, 53-56)	\$1,256.00
Contracted Services - Staff Meetings (46.95.05)		To cover contracted services related to professional learning to support achievement of annual goals, and subject area action plans, as well as the professional learning plan. (CSIP pp. 15-24 & 34-50, 53-56). Faculty Leadership Retreat.	\$4,500.00
642 - Books and Periodicals (46.62)			
PROFESSIONAL DEVELOPMENT SUBTOTAL			\$15,212
EDUCATIONAL MEDIA SERVICES - Function 2220			
Provide Measurable Objective:			
642 - Books and Periodicals (46.62.05)			
EDUCATIONAL MEDIA SUBTOTAL			\$0.00
STUDENT TRANSPORTATION - Function 2700			

Provide Measurable Objective:			
300 - Energy Cost (56.95) and Driver Salary (56.17)			
STUDENT TRANSPORTATION SUBTOTAL			\$0.00
OTHER SUPPORT SERVICES/PARENT INVOLVEMENT (This is in addition to your additional parental involvement)			
Provide Measurable Objective:		Build the capacity of parents through exposure to best parenting practices.	
177 - Salaries (Coaches & Parent Invol. Instructor) 65.17			
Benefits (65.89)		Do not type in the Benefits Amount Column - Benefits will automatically calculate. →	\$0
Salaries - Data Clerk (65.18.20)	\$0.00		
300 - Vendors Contracted to work with Parents (65.95)			
580 - Travel (65.33)			
Conference Registration and Dues & Fees (65.36)			
610 - Supplies (65.53)		Materials and supplies to support parent involvement. (CSIP 25-28)	\$463.00
PARENTAL INVOLVEMENT SUBTOTAL			\$463.00

BUDGETED TOTAL	\$0.00	ALLOCATED TOTAL	\$44,975
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TITLE I PARENTAL INVOLVEMENT BUDGET

506	0	DeKalb Early College	
<i>LOC</i>	<i>STATE</i>	<i>SCHOOL NAME</i>	FEDERAL FUNDS
			ALLOCATIONS
TITLE I - PARENTAL INVOLVEMENT ALLOCATION TO THE SCHOOL			\$4,388.00
EXPENDITURES		BUDGETED EXPENDITURES	FUNDS NOT ASSIGNED
		\$0.00	\$0.00
OTHER SUPPORT SERVICES/PARENT INVOLVEMENT - Function 2900 (This allocation should only support your parental involvement activities)			
177	Salaries (Coaches & Parent Involvement Instructor) (65.17)	0.00	0.00
	Benefits (65.89)	0.00	\$0
300	Vendors Contracted to work with Parents (65.95)	0.00	2,500.00
580	Travel (65.33)	0.00	0.00
	Books and Periodicals (65.62)	0.00	0.00
	Conference Registration and Dues & Fees (65.36)	0.00	0.00
610	Supplies (65.53)	0.00	1,888.00
	Computers (61.92.05)	0.00	0.00
	Equipment (61.92.00)	0.00	0.00
GRAND TOTAL		\$0.00	\$4,388

TITLE I PARENTAL INVOLVEMENT BUDGET

506	0	DeKalb Early College	\$ 4,388.00	4,388.00	\$ -	4,388.00
<i>LOC</i>	<i>STATE</i>	<i>SCHOOL NAME</i>	<i>TOTAL ALLOCATION</i>	<i>BUDGETED</i>	<i>LEFT TO BE ALLOCATED</i>	<i>ALLOCATED</i>

Directions: A brief budget narrative MUST be included for each line item. Your narrative should be brief (three lines available), but clear and concise. Refer to your CSIP before beginning your narrative. Include your CSIP page numbers that support the request.

	BUDGETED	Budget Narrative (include CSIP page numbers)	To Be Allocated
OTHER SUPPORT SERVICES/PARENT INVOLVEMENT - Function 2900 (This allocation should only support your parental involvement activities)			
Provide Measurable Objective:		To increase the number of parents who are actively involved in the school program and increase parent communication.	
177 - Salaries (Coaches & Parent Involvement Instructor) (65.17)			
Benefits (65.89)		Do not type in the Benefits Amount Column - Benefits will automatically calculate. →	\$0
300 - Vendors Contracted to work with Parents (65.95)		Consultants contracted to teach parents skills to help their children succeed in school. (CSIP pp. 25-28)	\$2,500.00
580 - Travel (65.33)			
Books and Periodicals (65.62)			
Conference Registration and Dues & Fees (65.36)			
610 - Supplies (65.53)		Supplies for Parent Involvement Workshops such as PassPort and STEP. Postage to mail out school newsletters, parent letters and other communications to support school operation. (CSIP pp. 25-28)	\$1,888.00

Computers (61.92.05)				
Equipment (61.92.00)				
PARENTAL INVOLVEMENT SUBTOTAL				\$4,388.00
BUDGETED TOTAL	\$0.00		ALLOCATED TOTAL	\$4,388.00

**Preliminary PROFESSIONAL LEARNING MASTER BUDGET
SCHOOLS & SITES
2011-2012**

Department Name/Area No.:				DECA	Liaison: 2402	TBD	Phone No: 678-875-		
ACTIVITY List in chronological order (Include Name of Class Proposal)	Date(s)	Number of Contact Hours (10+ must be on proposal)	# of Participants	Training Materials	Non-System Consultants	Contracted Services for Teacher Assisting with instruction	Release Time (Substitute)	Conference Registration	Stipends (to be paid in October)
Monitoring Effective Instruction Through WalkThroughs	10/31/2011	3.5	2					\$98.00	
Building Word Knowledge Through Core Literacy	2/29/2012	7	2					\$380.00	
				\$237.00					
				\$237.00	\$0.00	\$0.00		\$478.00	\$0.00
Summary Information			\$715.00						
Total Budget		\$715.00							