DeKalb County School System

Consolidated School Improvement Plan

2010-2012

premier DEKALB County School System

Published by the Office of School Improvement
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DeKalb County School System
CONSOLIDATED SCHOOL IMPROVEMENT PLAN 2010-2012
Title I School Wide Plan 2010-2012

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

Elementary and Secondary Education Act (ESEA) of 1965 **(Formerly known as ESEA)**	Federal and State mandate Required for all DeKalb County Schools
AdvancEd (SACS CASI)	Required for District-wide Accreditation
Georgia Department of Education Annual School Improvement Plan **AYP Addendum (as appropriate)** ___NI School Improvement Focus (NI-1 and NI-2) ___Corrective Action (NI-3 and NI-4) ___Restructure (NI-5+)	Georgia DOE mandate Required for all DeKalb County Schools 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.
Title I ___New Title I Schoolwide Plan ___Annual Addendum ___Targeted Assistance Plan	Required for all Title I DeKalb County Schools New Schoolwide Plans require a stakeholder survey and an intensive year-long research and planning process
DeKalb County School System Departmental Action Plans ___Professional Learning ___Library-Media ___School Climate ___Teacher Retention ___Career Technology (Middle and High Schools)	Required for all DeKalb County Schools

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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.	Susan M. McCauley		
2.	Williams Spinks		
3.	Deborah Neason		
4.	Marney Mayo		
5.	Cale Golden		
6.	Kent Wargowsky		
7.	Sherry Stahler		
8.			
9.			
10.			
11.			
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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	Susan M. McCauley		
CSIP Facilitator	Susan M. McCauley		
Parent Representative **(can not be a school employee)**	Williams Spinks		
Student Representative **(required for High School)**	Chiara Berterioni		
Community Representative **(can not be a school employee)**	Rex Garrett		
Title I Representative	n/a		
School Counselor	Sandra Sanders		
Special Education Representative	Virginia Robinson		
Reading/ELA Chair	Cale Golden		
Math Chair	Raymond Pillow		
Science Chair	Kent Wargowsky		
Social Studies Chair	Sondra Williams		
Professional Learning Liaison	Susan M. McCauley		
Other (specify): Attendance	Pearl Fuller		
Other (specify)			

School Mission and Vision

	DeKalb County School System	School
Vision What is our image of a successful school for our stakeholders?	"Premier DeKalb Schools" – Setting the standard for Excellence through unity and purpose.	The vision of DeKalb School of the Arts is to provide the highest quality education possible through academics and the arts.
Mission How will we make our vision a reality?	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.	Through the collaborative efforts of intrinsically motivated students, highly qualified staff and a supportive community, students are given learning opportunities which promote rigor, relevance and relationships.
Values What beliefs and standards guide our mission?	▪ 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	▪ Provide opportunities for parental and community involvement ▪ Provide students access to unique arts and academic experiences which deepen their understanding of curricula ▪ Provide staff opportunities for professional growth ▪ Provide students with opportunities to prepare and plan for life beyond high school ▪ Provide a safe and secure learning environment where all students and differences are valued and respected ▪ Promote arts education throughout the community

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**
- DeKalb School of the Arts (DSA) is located at 1192 Clarendon Avenue, Avondale Estates, GA, 30002. It is on a shared campus with the Druid Hills High School AYP Annex. This location is almost the exact geographical center of the district.
- **Enrollment**
- DSA is has an enrollment of 321 student in grades 8-12. Grade level distribution is as follows: 8th – 64, 9th – 76, 10th – 64, 11th – 61, 12th – 56. 66 Male (21%), 255 Female (79%).
- Subgroups (regardless of **whether or not they affect AYP):**
    - Ethnicity:
    - Hispanic 3%, non-Hispanic 97%
    - American Indian .2%, Asian 2%, Black 64%, White 33%, Multi-racial .8%
    - Student with Disabilities (SWD)
    - 2% of student have IEPs
    - Economically Disadvantaged
    - 28% of student qualify for free/reduced lunch
    - English Learners (ELL)
    - No students qualify for EL services

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 principal, assistant principal, counselor and artistic director comprise the "administrative team." Weekly meetings, usually Monday afternoons, are held to discuss district updates, school calendar, student attendance/discipline, counseling/guidance program, arts department activities and weekly calendar. Monthly "leadership team" meetings comprised of department heads and the administration team are used to discuss school wide issues, provide feedback on effectiveness of school programs, vote on changes brought forth, and discuss district updates for further dissemination to staff. The leadership team also meets at the close and opening of the school year to reflect on challenges and success, discuss and implement program changes, and provide input for any school operation issues. Department heads are able to bring issues or concerns directly to the administration for discussion. Parent leaders of the PTSA Executive Board and School Council are used to solicit feedback and guidance to the administration on local or district issues. Student leaders, through Student Government Association (SGA) and Students of the Performing Arts (SPA), act as liaisons between students and staff to address student concerns.

- **The process used to disaggregate information and to identify areas of need based on the eight strands of the Georgia School Keys**
- The school leadership team meets during the summer months to review AMO and other summative data used to develop the CSIP during the previous year. As data becomes available, new AMO and summative data is used to develop new targets. At the start of the school year, both parent leader teams, school-wide teams, and other smaller data analysis groups form to evaluate goals from previous year and set new targets for coming year.
- Leadership Standard 4: The school leadership team effectively demonstrates the principles and practices of distributed leadership as part of the process of shared governance. PA #1, PA #6.
- SFCISS Standard 1: The school reinforces the continuous improvement process through active and sustained involvement of student, family, and community. PA #1, PA #3-5.
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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)		GaDOE GAPSS Review
X	School AYP Report	X	Students with Disabilities		OSI GAPSS Review
X	Georgia Criterion Referenced Test		Language Proficiency		America's Choice DAT Review
X	Georgia High School Graduation Test	X	Free/Reduced Lunch Rate	X	School Self Assessment
X	Georgia High School Writing Test	X	Discipline Data	X	Benchmark Scores
X	Georgia Writing Assessment	X	Attendance	X	Focus Walk Results
X	End of Course Tests	X	Graduation Rate		Staff Surveys
	Iowa Test of Basic Skills	X	Gifted Education		Student Surveys
X	SAT, ACT, and AP Exams			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).

<u>Leadership and Governance (ESEA Mandate #1 – must be updated annually)</u>

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

DeKalb School of the Arts' (DSA) achievement level is above the district and state level. Due to the nature of a DCSS magnet program, students must maintain a 3.0 average and be actively involved in the arts program to meet the program continuation guidelines. Students are intrinsically motivated to do well and are actively engaged in their own learning. The program offerings attract students from all regions of the school district. Students in grades 8-12 have the opportunity to work together in many arenas. This vertical protocol allows older students the opportunity to provide guidance and support to younger students. The school has been recognized at the county, state, regional, and national level for excellence in arts education in various disciplines. Data from CRCT, EOCT, AP, GHSGT, ACT, and SAT support the outcome of student learning.

Intrinsically motivated students who care about student learning, parents who value the need for a solid education, and a staff who care passionately for and are able to execute a higher level of teaching are the innate strength of this program. Arts staff have many professional connections within the metro Atlanta area as well as nationwide which serves to provide a broad network of professional contacts for the students. The parents are willing to support their child's artistic and academic pursuits through time, energy, communication with staff, involvement in the total school program and limited financial support.

DSA is routinely recognized by the College Board for Access, Equity, and Achievement through the Advanced Placement index. The Newsweek ranking of top high schools for 2010-2011 placed DSA in the top 200 in the nation.

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

Parental involvement in the total school program is supportive at large, but struggles to maintain enough parents to be physically involved in supporting certain programs. Funding at the district level continues to be a challenge. DSA's program needs continue to grow through student participation and talent development, but other sources of funding are a challenge to procure. The basic facility has been enhanced through a move in Summer 2009 with renovations, yet not all areas of the scope of work were addressed. The renovated facility has allowed for a higher number of students to enroll, but theater seating and some essential work spaces are still lacking. The district has assigned a project manager to work with DSA on the remaining SPLOST 3 budget allocation and priority program needs. The additional facility upgrades and modifications have yet to be finalized. The school is again sharing the campus with a temporary program.

Advanced Placement score averages had dropped over the last two years with an increase of enrollment. For the 2010-2011 school year, 3+ scores did rise 4.7 %.

Staffing cuts through the district's funding formula are beginning to compromise the total school effectiveness and variety of programming available to students.

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

Georgia Department of Education and DeKalb County School System offer several opportunities for teacher to train AP teachers initially then have follow-up courses every few years in Advanced Placement programs.

Instruction by Highly Qualified Teachers (ESEA Mandate #3)

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

Through the district's PATS application and GALLUP Teacher Insight Profile, highly qualified applicants are easily identified as meeting district, state and local requirements for hiring. Participating in local and regional job fairs allows administrators an opportunity to meet and pre-screen interested applicants in a short time. Invited applicants visit the school to meet with the administration and other members of the appropriate department. DSA maintains a 100% HQ teacher base.

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

All instructional teaching staff are encouraged to assume some type of "teacher leader" role in order to be fully involved in the school program. Veteran teachers are paired with less experienced teachers, department heads are charged with being leaders district wide in curriculum development and alignment, and providing support to peers in need.

Through the GTEP process, walk-through, and other instructional observation actions, the administration is able to effectively monitor teacher delivery. Constructive feedback in order to improve teacher effectiveness or acknowledge outstanding delivery is submitted both formally and informally. Correction actions are offered formally and informally with walk-through documentation and GTEP conferences.

Both certified and classified staff participate in recognition programs at the local and district level. Local administration works to ensure positive and open lines of communication amongst all staff.

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

New hires are paired with experienced staff to provide both instructional and non-instructional support. Department chairs are charged with supporting new staff in the curriculum area. New staff meet periodically with the administrative team to discuss issues or concerns they may have. The district supports new teachers through monthly PRIDE seminars and other PL opportunities.

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.

All national, state, and district mandated testing is administered. Additional teacher assessments are given at their discretion to provide constant formative data. Project based assessments, benchmark testing, performance assessments and common departmental assessments are developed at the local and district level. District bench mark assessments are given at 6 week intervals to meet the pacing of instruction with the alternating block schedule.

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

Results of all standardized testing are accessible to staff both electronically and in certain areas of the school. Each teacher developed a Classroom Profile of Student Achievement for their classes from the School Net IDMS. Data includes CRCT, EOCT, GHSGT, PSAT, and attendance records. Benchmark data is also available for all students through IDMS. Teachers update their classroom profiles, monitoring student growth, and work to meet the needs of all learners in their classrooms (both academically and artistically). Formative teacher and department assessments are utilized to assess student learning. Quizzes, unit tests, projects, and writing samples are used to monitor instruction.

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.

Students are monitored most closely through their regular classroom instruction. Parents have access to web-based grade book to see student grades in classes Either parent or teacher may schedule conferences to discuss strategies. Two school-wide conference nights are scheduled each semester. At times, the referral process may lead to an SST (Student Support Team) meeting where all of a student's teachers and parents meet to discuss strengths, weaknesses and timelines. Through the SST, the issues may be resolved, or referred on to 504 or testing for IEP.

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

Student achievement as measured by mandated standardized testing is reviewed yearly by the leadership team and used to develop instructional action plans (both by department and school wide). Semester report cards are issued to monitor instruction and achievement at the 18 week mark. Progress reports are given at 4.5, 9, and 13.5 week intervals to monitor student achievement. In most academic curricular areas, district level benchmark tests are given to assess student learning through the GPS. For DSA, the benchmark assessments occur about every 6 weeks depending on the pacing of the curriculum.

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

Teachers will participate in district supported IDMS training in order to have real-time access to student information. Data analysis is reviewed at faculty meetings, leadership meetings, and at other times throughout the year. Teachers are in-serviced on the use of and interventions (RTI) for most students and interventions/strategies appropriate to those students with IEPs, 504 plans or going through the SST process.

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.

Progress reports are given at 4.5, 9, and 13.5 week intervals to monitor student achievement. School-wide conference nights are held twice a semester. Parents also have access to student grades through a web-based program. Individual conferences can be scheduled with teachers as needed outside of conference night.

Level One Plans are developed for any student in any grade level who has shown less than basic/below expectations on standardized testing in all core content areas. Parents have been invited to conferences with a team of teachers to discuss plans for bring student mastery to a higher level.

Parents are given access to curriculum guides, student planners, and study/resource tips throughout the year.

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.).

Most students new to DSA enter in the 8th grade. This transition from middle school to high school program at an earlier time adds challenges with transitions of younger students at the social and emotional level. Eighth grade students have a 9 week rotation of courses which help guide them through the "artistic" channels of the school.

Bi-Monthly Horizontal team meetings are scheduled to bring groups of teachers together to discuss students on the same grade level who may be struggling or address transitional issues.

The annual PTSA sponsored "back to school picnic" affords all parents, students and staff to meet on an informal bases and build relationships to assist with transitions.

SGA sponsors a "Big Brother/Little Brother" pairing of new students with Juniors and Seniors to act as peer support durng their first year at DSA

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:

	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		Graduation Coaches

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

School Counselors:
Psychologists:
Student Support Specialists:

Social Workers:
School Nurses:

The DCSS K-12 Guidance and Counseling Curriculum implemented in the local schools meets state and national standards designed to address the academic, personal/social and career needs of students.

Per district office guidelines and in collaboration with appropriate personnel, school counselors initiate academic referrals and classroom support strategies though direct consultation and utilizing the Student Support Team process.

Support personnel i.e. School Counselors, School Social Workers, Prevention/Intervention Specialists and School Psychologists provide critical initial assessment and review of student and/or family concerns impacting student achievement. Due to the small size of DSA and the overall district framework, the school shares support personnel with a number of other locations.

Support personnel work together to develop targeted academic, personal/social strategies for students and families in need.

Community counseling, social work, psychological services and referrals for assistance are provided to students and families in need of crisis and/or long term personal/social counseling and/or family intervention/support services.

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:

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

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

The unique nature of DSA's program allows for students to provide appreciation for arts education with touring groups. The many performances and arts activities allow the broader community exposure to high quality student productions and arts experiences. Parents support the total DSA program through volunteer activities including by not limited to chaperoning field trips, donation of

goods and services, production support, and fundraising. Four times a year, parents are encouraged to participate in conferences night. Curriculum nights and grade level specific events are scheduled through the counseling and guidance department to aid parents in having access to a variety of information which impact their child at DSA and in preparing for post-secondary goals. Monthly PTSA meetings provide opportunities for the community to come together to hear informational updates, share district initiatives, and support student performances. PTSA meetings also allow the administration and staff to gather comments, concerns, or questions regarding local and district happenings. The local school council meets four times a year to provide discussion and feedback of student achievement, student attendance, and other issues facing the school community.

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	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)
	Title I Parent, Student, Teacher, and Principal Compact (Title I Mandate)		
	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).

Both the PTSA Board and School Council are consulted when major decisions need to be made and/or issues arise. Through the appropriate board meeting schedule, e-mails, or phone calls, parent leaders are consulted for advice or comments when major school polices are in question. As needed, specific Ad Hoc committees may be formed to provide support, research and/or consultation of specific issues.

Members of the school council and PTSA board are invited to review the CSIP and give input for revisions or additional actions needed.

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

N/A

Stakeholder Communication (ESEA Mandate #10)

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

Results of standardized testing are explained through a variety sources. National tests such as the PSAT are returned to students and parents through an in-service provided by the counseling department. State testing results (EOCT, GHSGT, CRCT) are sent home with a letter of explanation prepared by the assistant principal. State reports usually include a detailed student report which allows families to discuss the results together. Teachers are able to access paper reports of individual student results through permanent record files if they need this data when conferencing with parents and students. As IDMS is fully functional for the 2011-2012 school year, staff have immediate access to student data.

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

Through the school's web-site, updated state reports are linked so community members may access data provided at that level. Special announcements and reports are included in the school newsletter when assessment results are released. Monthly PTSA meetings also allow time for discussion of results and preparations for upcoming assessment. School council agenda(s) include mandated review of data and generate discussions for program evaluation.

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

The CSIP is accessible to all staff through posting in a FirstClass Principal's Conference. Direct links to district and local CSIP are placed on the school's web-site. Links to the DCSS site are included on the school's site. Hard copies are maintained in the administrative offices.

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. ▫ Power Standards ▫ 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: ▫ 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.

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.

Identified Need	Action Plan and Page #	Citation and Abstract

***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	
State Funds	Per Pupil FTE
GA DOE School Improvement Grant (Needs Improvement Title I Schools Only)	Na/
Federal School Improvement Grants	
Local Professional Learning Funds	Book studies, supplemental materials and/or workshop participation
Grants (list)	STEMS – enhancing learning and achievement through integrated math, science and technology
PTSA	Specific instructional needs as requested
Partners in Education	Specific instructional needs as requested.
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: Increase the number of 3+ scores on the Advanced Placement Literature exam from exam from 33% to 36%; Maintain Passing Rate of 100% of GHSGT Writing with in an increase of exceeds standards from 23% to 27%. Maintain 100% passing for 9th Grade Literature EOCT with an increase in the percentage of exceeds by 2% (88-90%).

Intervention (Performance Actions should be selected and cited from the *Georgia School Keys Implementation Resource*)	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Assessment Standard 1.2 PA 1: Teachers provide students with specific commentary on student work and connect the comments to the elements within the standards. **Technology:** Turn-it-in.com and Microsoft Word "comments" tool Resource Materials: teacher selected materials enhance instruction	Roughly $1000 for yearly subscription to Turnitin.com	8/2011-5/2012 ▫ ELA Dept. Chair ▫ ELA department Teachers	▫ Lesson Plans ▫ Classroom Observations ▫ Student work Samples ▫ Turnitin.com data reports	Teachers provide feedback based upon standards of timed and process writings. Students can revise written works and provide insightful and helpful feedback during self-, peer-, or teacher-student writing conferences.
Assessment Standard 2.2 PA 1: Teachers and other instructional leaders study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards. Teachers develop high-level questions for assessments as well as performance tasks that require critical thinking, application, etc. Teachers also ask high-level questions needed to assess students' understanding of concepts during instruction. Resource Materials: teacher selected materials enhance instruction	No local funding needed	8/2011-5/2012 ▫ ELA Dept. Chair ▫ ELA department Teachers	▫ Open-ended questions on assessments ▫ Performance tasks ▫ Rubrics ▫ Graphic organizers ▫ Classroom assessments ▫ Posted essential questions and standards ▫	Teachers can explain how an assessments, performance tasks, etc. emphasize higher-order thinking. Students can demonstrate an understanding of standards using high-level thinking skills in a variety of genres.
Students with Disabilities **Performance/Action 4** Implement effective proactive strategies to promote responsible behavior for students with and without disabilities: ▫ Implement effective rituals and routines. ▫ Define behavioral expectations.	Funding appropriate staffing Fed. FTE for SWD	Principal AP Resource support personnel Classroom teacher	▫ Pyramid of interventions ▫ Written school discipline plan ▫ List of persons responsible ▫ Time line of implementation	Positively stated school rules are adopted by the school and posted throughout the school. Primary prevention strategies are implemented that target the entire school population to create a school culture that promotes pro-social problem solving in the context of a safe and drug free

▫ Explicitly teach the expected behaviors so students know what it "looks like." ▫ Provide large doses of encouragement and reinforcements.			▫ Class rules, policies, procedures, and expectations	learning environment (i.e., classroom meetings, teaching and supporting the use of pro-social skills such as empathy and social problem solving, teaching and supporting health promotion strategies that support good nutrition and exercise). An identifiable plan for proactive strategies to support a positive learning environment is evident in each classroom. All students are aware classroom and school wide discipline plans. Discipline plans are comprehensive and inclusive of a full range of positive support, prevention, and intervention strategies. A series of early interventions for students in need are available to teachers, students, parents, and administrators including consultation with school counselor, parent/teacher conferences, tutoring, mentoring, support groups, etc.. Students with chronic behavioral problems are provided with increasingly structured interventions. Adults in the building are routinely observed using a wide variety of encouragement and positive strategies when students demonstrate positive behaviors.

Mathematics Action Plan

Annual Measurable Objectives: Increase the number of students who exceed target on the CRCT from 40% to 45% and increase passing rate for first time test takers to 100% (from 96%). Target Math 1 EOCT pass rate of 95%; target Math 2 EOCT pass rate of 90%. For students taking AP Calculus and AP Statistics, achieve and maintain 50% of all testers receiving a 3 or better on the exam over the next 5 years. For students taking the SAT, achieve and maintain a score of 505 on the math portion over the next 5 years.

Intervention (Performance Actions should be selected and cited from the *Georgia School Keys Implementation Resource*)	**Estimated Cost/ Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Assessment 3.1, PA 4: Group students not meeting standards according assessment results and assign to safety net instruction which occurs before, during and after school, including: ▫ After School tutorial ▫ Computer time in class for USA Testprep for GPS classes and GHSGT ▫ Monitoring school and home time on USA Testprep through First Class.	N/A	8/2011-5/2012 ▫ Math Dept. Chair ▫ Math teachers	▫ Student data ▫ Lesson plans ▫ Observations ▫ Formative assessment	Safety net instruction is continuously monitored and teachers can explain how student are moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results.
Assessment 1.2, PA1: Teacher provides students with specific commentary on student work that connect to the standards. Assessment Standard 2.2 PA 1: Teachers and other instructional leaders study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards.	N/A	8/2011-5/2012 ▫ Math Dept Chair ▫ Math teachers	▫ Collaborative planning meeting ▫ Minutes ▫ Lesson plans ▫ Classroom observation data	Students can show examples of how they have used teacher commentary to revise their work. Students should be able to compare commentary for both exemplary work and deficient work as a guide to improve deficient work.
Technology Integration: Utilize available technology (ActivBoard, Geometer's Sketchpad, T.I. Smartview and calculator projection devices, wireless cart, and graphing calculators) to support learning. Add products like T.I. Navigator through STEM grant.	$2000 Federal Funds $300,000 STEM	8/2011-5/2012 • Principal • Assistant Principal • Math and Science	• Student benchmark data • Lesson plans • Classroom observation data	Students will be able to use various technologies on summative and formative assessment and understand when to use or not use a certain technology.

		teachers	• Hardcopies of work	

Social Studies Action Plan **Annual Measurable Objective:** Maintain 100% pass rate on the U.S. History EOCT and maintain 100% pass rate on Economics EOCT.				
Intervention (Performance Actions should be selected and cited from the *Georgia School Keys Implementation Resource*)	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Instruction 2.2, PA 1: Teachers and other instructional leaders study the standards and elements and develop high level questions for assessments and performance tasks that require critical thinking application, etc. ▫ Professional learning on Bloom's Taxonomy and Socratic Method ▫ Implementation and monitoring of strategies such as Socratic Seminars and problem-solving activities	Professional Learning Funds $500	8/2011-5/2012 ▫ Principal, ▫ Assistant Principals ▫ S. Studies Department Chair ▫ S. Studies department ▫ Teachers	▫ Open-ended questions ▫ Performance tasks ▫ Rubrics ▫ Graphic organizers ▫ Posted essential questions	Teachers can explain how assessments, performance tasks, etc. emphasize higher order thinking. Students can articulate the content in a variety of ways, including written, verbal, and graphic expression.
Students with Disabilities (See Mathematics Plan for sample intervention)				
Instruction 1.3, PA1 The expected understanding of units and lessons are determined collaboratively by teachers and are based on the standards for the subject and/or grade level. Essential questions, enduring understandings, or lesson goals use the language of the standards/elements appropriate for the lesson. The teacher explains the learning goals and the vocabulary of the standard.	N/A	8/2011-5/2012 ▫ Principal, ▫ Assistant Principals ▫ S. Studies Department Chair ▫ S.Studies department	▫ Diagnostic & summative tests results ▫ Benchmark results ▫ Posted essential questions and concept wall ▫ Lesson plans ▫ Student samples ▫ Meeting agendas	Student samples display a connection to the vocabulary and concepts of the standards. Teaching, learning, and assessment tasks reflect the rigor of the standards and elements consistently in like grade levels and/or content area classrooms. Teachers articulate a common understanding of the rigor expected from the standards.

The language of the standard is referenced throughout the lesson				
SWD: See Reading/ELA			▪	
Technology Integration Class multi-media projects, Promethean Board/LCD Projector access to web resources/streaming video, and turnitin.com for across the grade level writing assignments.	$900	8/2011-5/2012	▪ Lesson plans ▪ Rubrics ▪ Benchmark Results ▪ Student Performance Products	Teachers can explain how technology resources increase student engagement and depth of knowledge. Examples of student work show both written and graphic integration of the content material with technology.

Science Action Plan

Annual Measurable Objectives: Increase the number of students passing the 8th grade CRCT from 87% to 95%. Increase the Biology pass rate to 100% and increase the EOCT "exceeds" category by 5% (from 46% to 51%). For students taking AP Environmental Science, achieve 25% of all testers receiving a 3 or better on the exam for the 2012 year.

Intervention (Performance Actions should be selected and cited from the *Georgia School Keys Implementation Resource*)	**Estimated Cost/ Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Assessment 3.1, PA 4: Group students not meeting standards according assessment results and assign to safety net instruction which occurs before, during and after school, including: ▫ Before and after School tutorial ▫ Utilize STEMS computers in classes using USA Testprep in GPS classes. ▫ Monitoring school and home time on USA Testprep through First Class.	N/A	8/2011-5/2012 ▫ Science Dept. Chair ▫ Science teachers	▫ Student data ▫ Lesson plans ▫ Observations ▫ Formative assessment	Safety net instruction is continuously monitored and teachers can explain how student are moved in and out of the program based on assessment results. Administrators can explain how programs or interventions are enhanced, changed, or eliminated based on assessment results.
Assessment 1.2, PA1: Teacher provides students with specific commentary on student work that connect to the standards. Assessment Standard 2.2 PA 1: Teachers and other instructional leaders study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards.	N/A	8/2011-5/2012 ▫ Science Dept Chair ▫ Math teachers	▫ Collaborative planning meeting ▫ Minutes ▫ Lesson plans ▫ Classroom observation data	Students can show examples of how they have used teacher commentary to revise their work. Students should be able to compare commentary for both exemplary work and deficient work as a guide to improve deficient work.
Technology Integration: Utilize available technology (Active Board, T.I. Smartview, projection microscopes and wireless) to support learning. Add products like T.I. Navigator through STEM grant. • GIZMOS • Class multi-media projects	$2000 Federal Funds $300,000 STEM	8/2011-5/2012 • Principal • Assistant Principal • Science and Math teachers	• Student benchmark data • Lesson plans • Classroom observation data • Hardcopies	Students will be able to use various technologies on summative and formative assessment and understand when to use or not use a certain technology.

• Laboratory projects			of work	

Second Indicator: Attendance/Graduation Rate Action Plan

Annual Measurable Objective: Maintain 100% Graduation Rate

Intervention	**Estimated Cost/ Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Attendance/Graduation Rate PA 7 The Graduation/Attendance team will design and implement support programs that: ▫ Facilitate the successful transition form grade eight to grade nine by offering personalized attention. ▫ Provide intensive attention for students in need of one-on-one support to succeed, including individual counseling, mentoring, tutoring and attendance contracts. ▫ Update parents through dialogue on improving attendance rate. ▫ Establish written short and long term goals for improving student attendance.		8/2011-5/2012 ▫ Principal ▫ API ▫ Counselor ▫ Social worker	▫ Mentoring guidelines ▫ List of targeted students & suggested level of interven-tions ▫ Calendar of Mentor-mentee activities ▫ E-mail log ▫ Parental feedback ▫ Attendance data ▫ Academic data	• Team meets regularly to discuss trends and best practice to address student attendance, academic performance and discipline issues. • Implements effective strategies to ensure the academic, social, and psychological success of students. • Staff regards team as a resource. • Improve academic success by lowering the number of absences on all grade levels. • Monthly e-mail communication to parents. • Increased communication from parents on the attendance link of the school's website.
Attendance/Graduation Rate PA 8 The A/G team will facilitate the design and implementation of an instructional program that enhances the performance of students: ▫ Target students performing below grade level in reading and math;		8/2011-5/2012 ▫ Principal ▫ Leadership Team ▫ Department	▫ Observation data ▫ Benchmark results ▫ Tutoring schedule	Teachers can demonstrate increased skills in areas of instructional delivery and classroom management. Level of student engagement is high as evidenced by classroom

▫ Ensure that frequent monitoring of the instructional program occurs ▫ Provide additional resources to enhance academic and social/emotional growth		Chairs	▫ PL activity sign-in sheets	observation and students can articulate availability of resources.

Library-Media Action Plan

Annual Measurable Objective: The Media Center will address the needs of diverse learners by providing a differentiated collection of materials and support strategies aimed at increasing collaboration and student achievement.

Intervention (Performance Actions should be selected and cited from the *Georgia School Keys Implementation Resource*	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Instruction Standard 1.2, Performance/Action 4: The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. A process is in place to communicate the reading levels of students to the media specialist. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation.	State Allotment funds, Per Pupil funds	August 2010-May 2011 Media Specialist, classroom teachers, administrators	Media Committee minutes, Star Reading assessment scores, 25-Books Standard guidelines, Media collaboration notebook, sign-in sheets, circulation	Resources from the media center are correlated to grade level units of study. The media specialist can describe how services are coordinated to support classroom instruction.
Instruction Standard 2.3, Performance/Action 1: Teachers participate in professional learning on differentiated instruction. Appropriate support and follow-up is planned quarterly by the leadership team and in collaborative teacher meetings. Follow-up support may include planning teacher meetings on management of formative assessment date to guide differentiated instruction,	State Allotment funds, Per Pupil funds	August 2010-May 2011 Media Specialist, classroom teachers, administrators	Diversified library collection as analyzed by Titlewave Collection Development software, Learning Styles	Observations indicate students working toward the same standard but in varying ways. Instruction may be paced or presented differently: tasks may vary based on interest and student needs. Media specialist can explain how print and AV materials support differentiated instruction.

facilitating work groups, varying tasks, etc., scheduling demonstration lessons and teacher observations, videotaping classes for additional professional learning.			Assessment results, Classroom and media center arrangements, sample activities and performance tasks, student choice of assignments	
Technology Integration **Instruction Standard 2.7, Performance/Action 1:** Teachers work collaboratively to develop a clear, comprehensive plan to integrate technology into the curriculum as a means to motivate and support students' conceptual understanding and independent application of the core curriculum.	Title funds Per Pupil funds	August 2010-May 2011 Media Specialist, classroom teachers, administrators, CTSS	Lesson plans; computers, LCD projectors and Promethean Boards, Media Center use schedule, Student work enhanced by technology	Teachers and media specialist can articulate the use of a comprehensive technology plan to enhance student learning. Students can provide samples of work that has been enhanced by technology.

Professional Learning Plan (ESEA Mandate #4)

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.

Funding Source	Goal to Improve Student Achievement	Description of Activity	Timeline	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
State (PL Funds)	**n/a**				
Federal					
Grants **STEM**	Increase achievement in science, math and technology awareness for all students.	On-going training and integration of technology throughout the school house.	**Aug-May 2011-2012**	**STEMS Assessment**	**Increase of STEMS Scores**
Local	$350	Data Talks and other materials	**Aug-May**		

School Climate Action Plan

Objective: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment**.**

Intervention	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Performance/Action 2 The Safe School Committee establishes and implements a routine and systematic process for analyzing school discipline data by the following criterion: ▫ Grade level ▫ Gender ▫ Location and time of infraction ▫ Teacher referral ▫ Repeat offenders	N/A	8/2010-5/2011 ▫ Principal ▫ API ▫ Counselor ▫ Instructional Leaders ▫ Faculty and Staff	▫ Meeting dates ▫ Sign-in sheets ▫ Agendas ▫ Minutes ▫ Spreadsheets ▫ Reports	Data analysis documents patterns and trends of classroom management and school wide behavior. Documentation of data analysis is utilized to develop action plans and task forces as needed.
Performance/Action 7 ▫ Students are given opportunities to be recognized for positive contributions to themselves and others. ▫ Criteria are developed by the staff for a "Students of the Month" Recognition Program. ▫ Students are recognized for outstanding work during a production. ▫ Students are noted for perfect attendance and class attendance. ▫ School council is given attendance data to encourage conversations for	N/A	8/2010-5/2011 ▫ Principal ▫ API ▫ Counselor ▫ Instructional Leaders ▫ Faculty and Staff	▫ Documentation of classroom recognition ▫ Awards Certificates ▫ Positive letters to parents ▫ Recognition on PA system or class/school website ▫ Student of the month pictures are posted in the school	▫ Teachers and students develop "standards for success" and ways that students can demonstrate personal efficacy and citizenship. ▫ Students are consistently recognized for their positive and responsible behavior in the classroom and school wide. Students both value and expect positive consequences for successful behavior and are motivated to achieve their behavioral

improvement.			hallway. ▫ Students are pictured on the "Bravissiomo" board with opportunities for peers and staff to write congratulatory comments. ▫ Attendance data displayed on hall bulletin board.	goals. ▫ Certificates given for perfect attendance as well as recognition for the outstanding class attendance. ▫ Improved schoolwide attitude about attendance. ▫ Fewer absences.

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 cited from the *DCSS Implementation Resource Supplement*)	**Estimated Cost/Funding Sources**	**Timeline and Positions Responsible**	**Means of Evaluation**	
			Artifacts	**Evidence**
Performance/Action 1 Increase the percent of students graduating with industry recognized credentials and college credits: ▫ Ensure that all Career Tech teachers are certified and capable to teach all courses in all pathways in the area of their certification.	Covered through FTE and DCSS CT funding	Principal DCSS CT support staff Teachers	▫ Master schedule ▫ Class lists ▫ Agendas and minutes ▫ Advisory committee meeting agendas	Pathway completion data will provide information for continued improvement to increase student numbers each year. Students will receive certifications as they progress through the pathways. End of pathway assessments will provide data for instructional improvements. Program certification standards are met. All

▫ Offer the appropriate amount of sections of each course in pathways to ensure students have opportunities to complete pathways. ▫ Monitor student enrollment of students to ensure correct placement and course offerings.			and minutes ▫ School-based enterprises operated by students	Career Tech programs have reached maximum classroom enrollment.