

DeKalb County School System

***Consolidated School Improvement Plan
2011-2012***



Division of Teaching and Learning
Dr. Morcease Beasley, Interim Deputy Superintendent

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:

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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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.	Annette S. Williams		
2.	Kherra Crowe		
3.	Gerald Tillman		
4.	Harold Keeling		
5.	Jim Lewis		
6.			
7.			
8.			
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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	Annette S. Williams		
CSIP Facilitator	Stephanie Stanberry		
Parent Representative (can not be a school employee)	Harold Keeling		
Student Representative (required for High School)	Cory Carter		
Community Representative (can not be a school employee)	Jim Lewis		
Title I Representative	Dr. Deborah Cooley		
School Counselor	Dr. Henry Harris		
Special Education Representative	Veronica Watts		
Reading/ELA Chair	Kherra Crowe		
Math Chair	Stephanie Stanberry		
Science Chair	Jacqueline Johnson		
Social Studies Chair	Torah Buie		
Professional Learning Liaison	Douglas Sanders		

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.

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

Reading/ELA: Through instruction the opening, work period and closing were a successful tool used in the standards based classroom. We utilized online test bank (CRCT practice). We also utilized the data from the multiple intelligence tests of the students. We implemented technology and cross curricular activities.

Math: Teachers effectively used the following maximize student learning.

- GIZMOS
- Class multi-media projects
- Laboratory projects
- After School and Saturday School tutorial
- Double Dosing - Math Tools Connections/additional team teacher

Science: The following interventions were successful:

- Differentiated Instruction Strategies
- Student Portfolios
- Co-Teaching
- GIZMOS
- IWB Lessons
- Laboratory Projects

Social Studies: The following initiatives/interventions were successful:

- Continue teaching the standards using standards-based instruction and ensure the identified instructional activities at the appropriate depth of knowledge level.
- Continue developing high-level questions for assessments as well as performance tasks that require critical thinking, application, etc.
- Utilize Thinking Maps to organize concepts for understanding. In addition, allow students to create their own map for identification purposes

- Continue using a logical and sequential process using a variety of delivery models to enable students to develop
- Utilize technology for instructional delivery

Career Technology: The following were successful:

- Increasing student awareness of postsecondary opportunities in Technology
- Increased visibility of Career Tech programs
- Career Day utilizing career technology

Attendance/Graduation Rate: Attendance goals/initiatives were successful. ESIS generated data for school year 2010-2011 indicates a total of 8 students absent 15 or more days; representing 5% of 158 students served. Twenty students were absent 6 or more days; representing 12.6% of the students served.

Library: All interventions were successful

Professional Learning: Writing Across the Curriculum, Effective Planning of Technology, Effective Use of Interactive Boards, Differentiated Instruction, Test Preparation Software, Station-based Teaching, GIZMOS, Effective use of Depth of Knowledge, Data-Driven Decision Making

Teacher Retention: The buddy teacher system.

School Climate: The following interventions were successful:

- High expectations were always made clear
- Standards based lesson planning, implementation and monitoring occurred daily.
- High profile celebrations occurred regularly that encouraged academic progress and reinforced the focus on academics.

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

Reading/ELA: The program that was not as successful was the 25 Book Campaign.

Math: The following proved to be not as successful:

- Place students who are not meeting standards into groups according to the domain assessment results (Number and Operations, Algebra, Geometry)
- Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching
 - Station Teaching
 - Parallel Teaching
 - Alternative Teaching

Science: The following initiatives were not as successful:

- Student choice projects
- Class multi-media projects

Social Studies: Monitor students consistently throughout the semester, who did not meet Expectations on Social Studies benchmarks across subject areas by grade level

Career Technology:

- Seeing graduate follow-up to determine if students entered the field
- Seeing High school follow-up to determine if students enrolled in career programs once returning to their home schools.

Attendance/Graduation Rate: Goals with respect to 8th grade CRCT passing rates were not met. 32 out of 36 students failed the Math Portion of the 8th grade CRCT. 70% of the 8th graders passed the Reading portion. Our goal was that 90% pass.

Library: None

Professional Learning: Multiple Intelligences, Effective Instructional Strategies in Co-Teaching Classrooms

Teacher Retention: None

School Climate: None

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

Reading/ELA: Though teachers implemented the 25 Book Campaign, trying to get the student to read different books across subject areas proved to be difficult.

Math: The transient nature of our student population made it difficult to conduct ongoing remediation once domain deficiencies were identified. Also, student attendance made it difficult to have small group instruction. At times there were not enough students to utilize the Parallel and Alternative Teaching models.

Science: Student attendance hindered the ability to have continuity while working on projects. Students did not have resources to work on multi-media projects outside of school. Students had prior limited exposure to software being used in multi-media projects.

Social Studies: The strategies of: Informal/formal observations, Focused Walks Portfolio, Working Word Walls, and student notebooks should be monitored and utilized weekly throughout the entire semester

Career Technology: Not having a system for follow-up once students leave DTA and enter high school.

Attendance/Graduation Rate: Students who enter DTA are deficient in basic math skills. Most of our students enter DTA and remain with us for one semester. We do not have the benefit of having these students for the entire calendar year

Library: Teacher-Librarian was unable to use Cool Record Edit Deluxe programs to assist students and teachers with editing. Instead the Adobe Audition programs were used.

Professional Learning: Multiple Intelligences – were not fully implemented; can do a better job of differentiating
Co-Teaching – Due to a rigorous meeting schedule co-teachers were not able to collaborate regularly.

Teacher Retention: None

School Climate: None

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:

Reading/ELA: We should make a more conservative effort to increase parent involvement. We can accomplish this goal by assigning each parent specific days to volunteer in the classroom or within the school.

Math: We will reinforce the importance of attendance to students as well as parents. This will be done through student conferences as well as phone calls to parents when their child is absent.

Science: All programs, initiatives and interventions will be continued with the following modifications.

- Due to safety precautions and lack of a formal laboratory, lab projects will be modified.
- Technology will be integrated daily to allow students familiarity with software.
- Mini projects will be used instead of long term projects.
- Students will be allotted time afterschool and during class to work on multi media projects.

Social Studies: Implement reading strategies in the Social Studies classroom

- a.) Teachers will use Vocabulary-based instruction
- b.) Instruction will include active word walls and vocabulary sections in student notebooks.
- c.) Level One students will be sub grouped and will be considered a priority
- d.) Utilize the Georgia Online Assessment System (OAS), United Streaming, Discovery Education, and BrainPop websites to increase social studies understanding in order to achieve AMO

Career Technology: Continue to increase instructional effectiveness through best practices in career technology instruction. Also, encourage student enrollment in Career Technology Programs & Pathways.

Attendance/Graduation Rate: Attendance goals will remain the same; as stipulated in the revised CSIP. By 2012, the number of all students absent 15 or more days will not exceed 15%. The number of all students absent 6 or more days will not exceed 20%. By 2012, for 8th graders, we hope to achieve a 50% passing rate on the Math CRCT. We hope to achieve an 80% passing rate on the Reading portion of the CRCT. We also desire that for our ninth graders, 80% pass all their designated EOCT exams.

Library: Teacher-Librarian will continue to use all interventions listed in the Action Plan.

Professional Learning: In addition to the interventions already in place, whole faculty book studies will be utilized.

Teacher Retention: Increase positive teacher relationship building activities.

School Climate: The faculty and staff will continue to ensure a school climate that is pervasively academic and demonstrates high expectations for teaching and learning through collaborative planning, implementation and monitoring. High profile celebrations and recognition will continue to be planned encouraging academic progress and reinforcement of academics.

School Mission and Vision

	DeKalb County School System	School
<p>Vision What is our image of a successful school for our stakeholders?</p>	<p>Setting the Standard for Educational Excellence</p>	<p>The vision of DeKalb Transition Academy is to form a collaborative working partnership between home, school, courts, and community that enables students to develop personal goals, improve academic achievement and acquire a sense of self.</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>The mission of the DeKalb Transition Academy is to nurture the unique learning needs of each student and empower them to build on their academic foundation. Through effective use of instruction, emotional management, and decision making skills, students will successfully transition to a traditional school setting.</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 	<ul style="list-style-type: none"> - There is a body of skills and knowledge that our students should and can master. - The development of the well-rounded student requires a partnership between school and community. - Student transition to a successful future requires a partnership between school and community. - Positive role models are paramount to the success of our students. - Effective communication is essential to the success of the program and to the growth of the students we serve. - All students and staff are entitled to a safe and respectful learning environment.

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)

The DeKalb Transition Academy is located in Decatur, Georgia and currently houses grades six through nine. With the beginning of the 2010-2011 school year, the DeKalb Truancy School was collapsed into the DeKalb Transition Academy and the school underwent significant changes including, but not limited to the grade level designation (changing from 6th – 12th grade to 6th – 8th); the number of full-time and itinerant staff; the students being served; and its Title I designation. The school primarily serves students who are returning to the DeKalb County School System from juvenile incarceration resulting from a designated felony and lasting twenty (20) or more days and serving those students who had been found truant through the DeKalb County court system.

Students are assigned to DTA by administrators at the Student Relations Department and the Student Support Services Department. A typical enrollment is one semester, except for those students assigned because of sexual and/or weapons charges. Students are transitioned to their traditional schools at the time of a semester's end. Students assigned because of sexual and/or weapons charges may remain at the school for a calendar year or more. Prior to the 2010-2011 school year, student enrollment averaged 120-140 students at any time. Due to the changes that occurred during the 2010-2011 school year, DTA saw student enrollment drop to an average of 40-60. With the addition of ninth grade for the current school year, this will be another year that initiates our new trend in demographic, assessment, and other data. DTA currently serves one (1) English Language Learner (ELL). Since we do not have the requisite seven (7) students enrolled to earn an ELL teacher, the student is served through use of the Rosetta Stone software while in the reading classes. The ELL enrollment has been less than seven (7) for each of the past six (6) years. Trend data shows that the school serves a predominantly African American male student population with the highest two subgroups being African American females and Hispanic males.

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**

To begin our needs assessment, the principal appointed a committee chaired by a teacher and assigned the task of conducting surveys and compiling all pertinent data. The CSIP Steering Committee and the Climate and Culture Committee developed a comprehensive needs assessment. Opportunities for participation in the survey were granted to students, parents and staff members during the month of August 2010 and again during the month of May 2011. We conducted two needs assessments because our student enrollment is different during each semester. Parents were invited to participate on the CSIP Steering Committee, the Title I Parent Involvement Committee, the School Council/Parent Advisory Council, and the Title I Steering Committee. Requests for parents to nominate candidates and hold positions on the School Council resulted in no parent nominations. Therefore, a Parent Advisory Council was formed with four parents volunteering to serve in that capacity. Parents volunteered to participate on the Title I Steering Committee and the Title I Parent Involvement Policy Committee. DTA's first Parental Advisory Council Meeting for the 2011-2012 school year was held on September 1, 2011. Though invited to participate in our planning meetings, no parents attended. However, on September 7 and 16, 2011 Ms. Williams (Principal) and MS. Stanberry (CSIP and Title 1 Chair) met with Mr. Harold Keeling (parent) regarding the CSIP and Title 1 Budget. The Principal and Title 1 Budget Committee met with Mr. Jim Lewis (business partner and school council member) on September 9, 2011 and again on September 16, 2011. The CSIP and Parental Involvement Policy and Title 1 Budget were reviewed with parents and community members via the Annual Title 1 Meeting.

The school's assessment, data from the 2010-2011 school year, were discussed and disaggregated in faculty meetings; departmental meetings; and the DTA Leadership meetings. School-related data was compiled by the Student Support Services Department, the Climate and Culture Committee the Title I Steering Committee, and the Leadership Team. Each department and/or area of the school completed its disaggregating, reviewing and planning activities in which each core area and/or school area identified and prioritized the needs that were detected from trend data reviewed. During the period of August 2, 2011 – August 31, 2011, faculty met in their respective core areas and departments to further discuss and identify needs and interventions to support those needs. Of the students enrolled at the school for the 2011-2012 school year, their academic performance on standardized mathematics assessment collectively is 36% proficiency; and 92% English/Language Arts (ELA) proficiency. Their average daily attendance (ADA) to date is 86.76% (+0.76%).

The needs assessment Title 1 Parent Involvement Surveys were conducted with parents during the Parent and Student Enrollment and Orientation sessions that are conducted each Tuesday and Thursday. The Title 1 Parent Involvement Survey showed that the majority

of parents, 73%, received information about the school through the principal, their child and their child's teachers. When asked if they would be interested in attending classes on how to help their children learn at home, 60% of parents stated that they would be interested in doing so. Of the parents interested in attending classes, the topics that showed the most favored responses were helping with homework, reading skills, testing, and career education and building skills. Parents advised that they would prefer to receive services during the weekday. Parent responses indicated that the most effective means of communications that proved helpful are teacher-parent conferences and open house. Thirty percent of parents indicated they needed assistance with working with their children in the area of homework assignments. Thirty percent of parents responding indicated that they needed help dealing with their child's problems as well as their child's discipline. The top areas in which parents volunteered to work in the school included: the classroom (50%), clerical, event organizing and participating in an advisory committee (all 40%). The survey indicated that the top resources and services desired by parents include: parent resource centers (35%), homework hotline (25%) and use of the school library (20%).

Through the 2011 School Climate and Needs Assessment survey given to parents, 82% stated that their child feels safe in school. One hundred percent of parents believe that DTA is a supportive and inviting place for students to learn and that the school administration listens to parent ideas, opinion and complaints. In addition, 100% of parents also believe that the teachers at DTA seem knowledgeable, highly qualified and set high standards for which they expect students to do their best. Ninety percent of parents surveyed stated that teachers cared about the students and the school has a positive atmosphere for learning. When asked about the strengths, improvements needed and what they would like to see more of at DeKalb Transition Academy, the majority of the parents stated: friendly staff, uniform dress code and nothing, everything was well respectively.

A majority of students who completed the 2011 School Climate and Needs Assessment survey (75%) stated that DTA is a supportive and inviting place for students to learn and that teachers set high standards for achievement. Seventy-one percent of students surveyed replied that the teachers at DTA seem knowledgeable, highly qualified and cared about students. When asked if they felt safe at DTA and whether the school was clean, well lit and conducive to learning, 67% of the students responded with yes. A majority of the student body also stated that they felt DTA has a positive atmosphere for learning and that the School Administration listens to student ideas, opinions and complaints.

The faculty and staff participated in a School Culture/Needs Assessment Survey on May 13, 2011. Data is

*The CSIP will be translated in any language of any student in the school; posted to the school's web site

The types of data analyzed and placed in the appendix include the following:

- Standardized Testing (Criterion Reference Competency Test {CRCT}, Eighth Grade Writing Assessment {EGWA})
- Attendance Data
- Demographic Data
- Discipline Data
- Prevention Intervention Faculty and Staff Needs Assessment
- Title I Involvement Parent Survey
- Student Survey
- GAPSS Analysis Results
- The Title I Parent Survey
- The Professional Learning Plan
- The Title I Budget
- The FTE and Per Pupil Budget

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
	Georgia Writing Assessment	X	Free/Reduced Lunch Rate	X	School Self Assessment
	Iowa Test of Basic Skills	X	Discipline Data		Benchmark Scores
		X	Attendance	X	Focus Walk Results
			Graduation Rate	X	Staff Surveys
			Gifted Education	X	Student Surveys
				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.

Our enrollment has changed from grades 6-8 (2010-2011) to that of grades 6-9 (2011-2012); thereby moving us back to the distinction of being a high school. However, one of DeKalb Transition Academy’s apparent strength remains its ability to offer meaningful instruction in a small setting with a typical student/teacher ratio of 1:11. The maximum class size is 20 and teachers are able to work one-on-one with students at any time it may become necessary. The school offers a significant number of co-teaching classes in core, areas to serve our students with disabilities in a regular education setting. To date, 3.45% of our 29 students are students with disabilities (SWD). Our ELL population is also 3.45% of our enrollment. Our students have an overall strength in the English/Language Arts area with 90% (+43.85%) academic assessment proficiency as compared with an 40 % (+21.82%) proficiency in the standardized mathematics assessments.

Administration was also described a school strength. One hundred percent of the survey takers either Agreed or Strongly Agreed that school administrators:

- often talk with teachers, faculty and parents
- demonstrates a high level of accountability, and finds ways to “make it happen”
- seeks out staff opinions about important issues affecting the school

A caring, well-organized staff that promotes teamwork was also highlighted as a strength. Ninety-five to one hundred percent of survey takers either Agreed or Strongly Agreed that the school’s staff:

- enforces the rules
- have a high level of respect for one another
- work together as a team
- are typically constructive when speaking of each other and/or administrators
- model professional behavior

The school has a comprehensive Student Support Services Department consisting of a full-time Director of Guidance; and School Social Worker. The school has an itinerant School Psychologist, and an itinerant Lead Teacher for Special Education. Through this department, a multiplicity of staff, student and parent support services are provided on a daily basis. They include:

- Daily telephone calls to parents regarding absences and tardies
- Parent conferences to complete Attendance, Academic and Behavior Contracts when necessary
- Classroom guidance and classes offered to all students in the areas of Decision Making and Career Cruising
- Writing workshops collaboratively conducted with the English/Language Arts Department
- Parent Orientations for standardized testing (CRCT, MGWA, EOCT), diploma choices, student transitions (DTA to traditional school settings; Department of Juvenile Justice facilities to DTA)
- Monthly postings of pertinent and helpful information in the Student Support Department's section of the school newsletter
- Crisis and other individual counseling sessions such as anger management, conflict resolution, academic planning
- Provision of a community resources listing for parents in need of support

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

- More support staff to meet the emotional needs of the students
- An update school building
- Increased parental involvement
- Increased community involvement
- More resources for the students
- Increased and improved professional growth opportunities for staff
- An increased level of student self-efficacy or responsibility for their learning
- An increased and improved use of technology in the classroom
- An increased and improved use of differentiated instruction in the classroom

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

- Integration of Technology
- Differentiation of Instruction
- Multiple Intelligences
- Depth of Knowledge

- Marzano's Nine High Yield Strategies
- Collaborative Teaching
- How to Grade for Learning
- Never Work Harder than Your Students and Other Principles of Great Teaching
- The Master Teacher Pd Program
- Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model
- 50 Ways to Close the Achievement Gap
- Learning by Doing: A Handbook for Professional Learning Communities at Work
- How to Manage Your Parents (without Manipulation)
- Positive Discipline Practices
- Professional Learning Communities

Instruction by Highly Qualified Teachers (ESEA Mandate #3)

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

Policies, procedures, initiatives, and programs in place to recruit and retain highly qualified instructors at the school include:

- The Leadership Team meets to determine the teacher need we have based upon our trend data for enrollment.
- All candidates are selected and interviewed through a panel process of no less than five persons. That panel sets high expectations for the new hire and becomes that employee's support team. The panel reviews a series of questions with the interview candidates. After the interview, the panel debriefs and discusses the candidate's strengths and weaknesses noted, and identify the candidate for recommendation for the specific job position.
- The Administrative Team as well as other faculty members participates in local and metro-area job fairs in order to recruit highly qualified personnel.

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

- The goal of the DeKalb Transition Academy's Professional Learning Program is to create better teachers through provision of research-based, best practices and strategies and support for teachers that enable them to become more effective their delivery of instruction to students.
- New employees are paired with a "Buddy Teacher" who is a veteran teacher with a successful record within the building.

- The school celebrates the achievements of teachers through small recognition initiatives (i.e. Appreciation Days, Personnel of the Year, free coupons for restaurants, free tickets to sports activities, etc.).
- The school acknowledges special moments and occasions and shares them with the staff to help to create a positive environment and improve human relations.
- The school places quality teachers in leadership roles within the building (i.e. building liaisons, facilitators, scheduling team, teacher advisory liaison, and parent liaisons) to assist teachers in having a sense of belonging and jurisdiction within the organization.
- The staff members at DeKalb Transition Academy work to build skills, relations, and ultimately student achievement by working together and sharing what is effective in classrooms.
- The Administrative Team refers struggling teachers to the respective Middle or High School Department of Instruction via Moving Towards Excellence referrals when necessary.

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

- The new employee is provided ongoing support through staff development, teacher support teams, and teacher buddy systems.
- The staff members at DeKalb Transition Academy work to build skills, relations, and ultimately student achievement by working together and sharing what is effective in classrooms.
- The school supports new teachers through DeKalb County School System's TSS (Teacher Support Specialist) program. This program provides support to beginning teachers who are in the first three years of their teaching career. A veteran teacher known as the TSS coordinator (Mentor) assists the needs of new teachers in the areas of time management, stress management, acclimation to new environment, providing resources, brain-based teaching strategies, parent conferences, multiple intelligences, observation, coaching, role-playing, lesson modeling, and assessment. The program becomes focused on "teacher learning to support student learning."

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.

Teachers are involved in the decision- making process of selecting, implementing and monitoring academic assessments in the following manner:

- Teachers meet with their content area groups on a monthly basis with system-level coordinators to review assessment data and determine specific areas of student success or lack thereof.
- Weekly departmental meetings are conducted to discuss instructional concerns and address student needs
- Weekly faculty meetings are conducted to provide needed professional learning activities and support.
- Bi-weekly Leadership Team meetings are held to discuss instructional and other concerns with student academic achievement.
- The Instructional Assistant Principal assigned each teacher and department the task of using county-made and standardized diagnostic tests to assess baseline knowledge or core subject area test materials relevant to the CRCT and EOCT.
- Teachers maintain the student data over the course of the semester and identify the elements/domains of GPS standards mastered or in need of remediation.
- Teachers meet weekly if not more frequently to discuss results of diagnostic and formative assessments and to plan for specific skill remediation.

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

- Teachers conduct routine, in-class assessments to determine deficiencies and lesson plans are revised to address remediation and acceleration of identified areas of need.
- Benchmark results are used to address a lack of mastery of content area CRCT and EOCT test objectives.
- Benchmark Remediation Plans are developed and turned in to the principal after administration of each Benchmark.
- Failing Reports are run after each official progress report with teachers having to submit a Plan for Remediation in their classes with high failure rates.
- Three-week progress reports are issued with Plans for Remediation identified for individual students throughout the semester.

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 enroll almost daily at the school due to the nature of the release of students from Juvenile Justice Facilities.
- Title I students are identified by the counselor at the time of enrollment by means of IDMS stored test data (CRCT, MGWA, EOCT) for purposes of Level I planning and tutorial in the areas of reading and/or mathematics.
- The Mock CRCT is administered to all middle school students in the fall of each school year. An End of Semester Benchmark is administered to high school students every semester to determine the instruction needed prior to the EOCT. The Assistant Principal for Instruction and the Director of Guidance coordinates this testing. Teachers plan for remediation of these weaknesses based upon those and other benchmark data.
- At the time of their enrollment, previous test data is reviewed for all ninth grade students to identify their areas of need and to qualify for additional assistance such as Tutorial and Title I.
- Classroom teachers review weekly progress or lack thereof for timely RTI intervention and referral to the Student Support Team (SST) process.
- The Lead Teacher for Special Education identifies those students needing Exceptional Education Services at the time of enrollment and they are reported to the guidance counselor. The different teachers who provide the IEP services meet with other classroom teachers to share accommodation plans and Behavior Intervention Plans to help ensure that teachers are aware of students' needs.
- Administrators and counselors work with students and review discipline and guidance records for timely referral to SST for academic as well as social and emotional support.
- Parents indicate on Parental Involvement surveys the need for assistance in motivating their children, Title I funds are used to fulfill parents' request.

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

- Student Progress Reports are distributed every four and a half weeks. The principal and assistant principals monitor failure rates and meet with teachers to discuss results and needs for improvement in teaching strategies and student achievement.
- Parent Conference Nights are strategically scheduled in regards to the distribution of Progress Reports to encourage parent participation in planning for remediation of student deficiencies.
- Benchmark testing and review of data take place every four and a half weeks in the core areas of Mathematics, Science and English/Language Arts as specified from the system level. Strategies are discussed at system level monthly meetings and building level weekly meetings for improvement and remediation of students' academic success with the standards.
- Teacher-made formative assessments occur each week to determine mastery of GPS that have been taught.

- As results of each administered standardized test are returned (CRCT, MGWA, EOCT), departments meet to discuss the individual class, student and building results and to plan for improvement in instructional strategies and remediation of students' skills.
- During Parent and Student Orientations which take place at least twice each semester, counselors meet with parents to discuss pertinent information such as promotion/retention guidelines, standardized testing mandates, test taking tips, parenting strategies which promote academic achievement and other information that support student achievement.

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

- The school psychologist and assistant principal conducts professional learning activities regarding the referral of students to the SST and Section 504 Process.
- Teachers in the Exceptional Education Department work with other teachers and staff to provide professional learning activities in the provision of accommodations to students with disabilities.
- The Administrative Team, Leadership Team, Professional Learning Liaison, and the CSIP Committee work with staff to provide professional learning activities in the desegregation of data, identification and prioritization of needs, and the selection of researched-based instructional strategies for improvement.
- Teachers meet with their respective content area coordinators at the system level each month to discuss data and student achievement.

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.

- Teachers, counselors, and administrators meet with parents and students during Parent Conference Nights and Parent Orientation Nights to discuss and interpret assessment results.
- At the request of parents or school personnel, teachers, counselors and administrators meet with parents during the school day in individual conferences to discuss and interpret assessment results.
- Parents may receive individual student test information via the Counseling Department.

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.).

Teachers, counselors, and administrators interpret and articulate assessment results to stakeholders in the following manner:

- At the time of a student’s enrollment in the school, counselors meet with the student and parent to discuss the student’s educational plan, diploma choice (middle school), and to answer questions or concerns from parents and students.
- After administration of each standardized test (CRCT, MGWA, EOCT), the counselors meet with students to discuss and interpret results. Teachers meet with students to also interpret and plan for remediation of deficient areas.
- Parent and Student meetings are held after administration of each standardized test (CRCT, MGWA, EOCT) to discuss and interpret results.
- Counselors meet individually with students to discuss test results and plans for remediation.
- Counselors meet individually with parents and students to discuss results and plans for remediation.

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:

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		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: The itinerant middle school graduation coach works with the Middle School Counselor to complete and/or update and review Level Plans with student to give them a better understanding of their academic strengths and weaknesses. The middle school graduation coach also performs individual counseling for students.

Psychologists: The itinerant school psychologist works with students to provide individual counseling and support.

Social Workers: The full-time School Social Worker provides student support in the area of the coordination of the Student Support Team and Section 504 needs. She also counsels students about social/emotional needs, attendance issues, and physical needs. The School Social Worker serves as the liaison between community service agencies such as the Department of Family and Children Services, the Department of Juvenile Justice and the DeKalb Juvenile Court. The School Social Worker serves as a member of the Crisis Intervention Team for the school system. The School Social Worker maintains a listing of community service agencies for parental and school personnel access.

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
X	Parent Lending Libraries		Pre-K Family Resource Specialists
X	Parental Involvement Workshops	X	Title I Parental Involvement Conferences
X	Parental Involvement Survey/Summary	X	Others (list here) How to Manage Your Parents (Without Manipulation) – a series of Parental Involvement Workshop and Trainings

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

The Parental Involvement Survey, the Culture and Climate Survey; the Parent and Student Orientation Survey are used to provide the school and its stakeholders information regarding the needs and challenges facing parents and their children. From that information, the Parental Involvement Policy is reviewed and updated to reflect those needs and challenges. A minimum of six (6) Parental Involvement Conferences are scheduled to provide real-time data to parents regarding their child’s progress or lack thereof. From these conferences Remediation Plans and Level I Plans are developed to help improve student academic achievement. Orientations and informative meetings are held with parents to make them aware of expectations of the state, system and school with regards to promotion/retention; standardized testing; formative assessments; student behavior; and other pertinent information. Specific to parents, they will be provided support and assistance with learning how to help their children with homework; parent discipline skills; academic success; motivating their children; interacting effectively with the school; and other areas pertinent to being successful with their children. The school has a small, site-based Parent Center that houses helpful information and brochures for parents; identified community and DCSS resources. A lending library has formed within the school’s media center which will allow parents to check out helpful informational guides and books designed to assist them. Parents are provided information regarding the system’s Parent Resource Centers and the multiplicity of parent meetings that are scheduled throughout the school year.

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

	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)		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).

- The Title I Parent Involvement Program provides opportunities for parents and students to attend enriching activities that orientate and inform them about high stakes testing, graduation requirements, promotion/retention guidelines, diploma choices and ways of helping their child improve academic achievement.
- The school conducts a Title I Parent Involvement Survey and meets via the Title I Parent Involvement Policy Committee to ensure that those critical needs identified by parents in the survey are addressed. Parents are asked to serve on this Policy Committee as well.
- The school has business partnerships with three area businesses. These businesses provide funds and other resources that support our Employee and Student Recognition Programs. McDonald's Wesley Chapel provides career planning through a collaboration of their Wheels of Dreams Program. This program is used in collaboration with our Business Education classes.
- Community business members participate on the School or Parent Advisory Council.
- Community business members participate in the school's annual Career Day Activities.
- Parents and community members are invited to participate on committees for the CSIP. Though they agree to become a member of committees, they rarely show for a meeting. Parents and community members are invited to participate in the reflection survey for the CSIP, though this is typically a small number of participants as well.

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

The process used for developing and implementing Title I compacts and Parent Involvement Policies include:

- Formulation of a Title I Parent Involvement Policy Committee including parent and student participation.
- Conduction of a Title I Parent Involvement Survey with critical areas identified being addressed through the Parent Involvement Policy.
- Review of the school's identified needs to coordinate parent activities to support those needs
- Review of the school's and system's calendar for available dates for activities
- Development of the compact and policy at the Title I Parent Involvement Policy Committee meeting
- Posting of the Title I Compact and Parent Involvement Policies on the school's website
- The Title I Compact and Parent Involvement Policy are included in the student enrollment packet for all new students and parents to have a copy
- Parental Involvement Policy will also be sent via US Mail

Stakeholder Communication (ESEA Mandate #10)

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

Teachers and administrators interpret and articulate assessment results to stakeholders in the following manner:

- At the time of a student's enrollment in the school, counselors meet with the student and parent to discuss the student's educational plan, diploma choice (middle school), and to answer questions or concerns from parents and students.
- After administration of each standardized test (CRCT, EOCT), the counselors meet with students to discuss and interpret results.

Teachers meet with students to also interpret and plan for remediation of deficient areas.

- Parent and Student meetings are held after administration of each standardized test (CRCT, EOCT) to discuss and interpret results.
- Counselors meet individually with students to discuss test results and plans for remediation.
- Counselors meet individually with parents and students to discuss results and plans for remediation.

Assessment data will also be sent through US Mail

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

The school will communicate the results of disaggregated data in the following manner:

- a.. Sending the building level results home in a parent newsletter.
- b. Sending the individual student results home to parents after administration of each standardized test (CRCT or EOCT).
- c. Presentation of the results at a School or Parent Advisory Council Meetings which are held quarterly.
- d. Presentation of the results at Parent Conference Nights which are held two nights each semester.
- e. Presentation of the results at Title I Parent Activities as they occur per the schedule of activities.
- f. Public Dissemination of the School Improvement Plan to all Stakeholders
- g. Sending data through US Mail

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

The school will use the following methods and media to communicate with stakeholders regarding the CSIP:

- School department meetings which take place each week as designated by the specific department
- School faculty meetings which take place on Wednesday of each week
- The school's Morning Bulletin which is electronically disseminated to all personnel each day
- The school's morning public announcements which take place each morning during first period/block
- The school's parent newsletter which is disseminated each month
- The school's website which is maintained by the media specialist and updated as needed
- School/Parent Advisory Council Meetings which are held quarterly each year
- Parent involvement meetings (Title I and Parent Conference Nights)
- School Parent Resource Center computer

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
- 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:

- 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.

Identified Need	Action Plan and Page #	Citation and Abstract
<p>Need:</p> <p>Increase students' ability to read and comprehend material</p> <p>Intervention:</p> <p>Tutorial</p>	<p>Mathematics Action Plan, Page 43</p> <p>Graduation Rate Action Plan, Page</p>	<p>Jackson, Jacqueline, and Hosch, Rita, A Profile of a Community, After School Tutorial Success Program: A Community and Volunteer Effort, Ohio Reading Teacher, Summer 2002, p. 5-7.</p> <p>The time immediately after school is a most valuable time for helping students toe increase academic achievement in reading and literacy skills as well as avoid at-risk behavior. Further, after school tutorials provide a quality extended learning experience that can help to improve critical thinking skills.</p>
<p>Need:</p> <p>Increase student achievement.</p> <p>Intervention:</p>		<p>Dodd, Catherine, Wise, Donald. Extended-day programs: time to learn: extending learning time for students in need of support can bridge the academic gap by providing students with the time they require to master subject content. Leadership. October 2002</p> <p>http://findarticles.com/p/articles/mi_m0HUL/is_1_32/ai_94872301/</p>

<p>Place students who are not meeting standards into groups according to the domain assessment results (Number and Operations, Algebra, Geometry) and assign them to ELT. ELT sessions are monitored for effectiveness by analyzing various data sources.</p>	<p>Mathematics Action Plan, Page 43</p>	<p>Research confirms that some students take three to six times longer to learn than the average student. It is now clear that more time is necessary to support those students in need of additional time to be able to successfully master and build upon national and state standards and expectations. Extending learning time for students can bridge the gap to successful academic learning and provide students with the time they require to master subject content.</p>
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***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	Funds from the Title I Program will be used to support student achievement in the areas of reading and mathematics through purchasing of resources to include teaching supplies; teaching equipment; professional learning activities; student supplies; and parental involvement.
State Funds	FTE funds will be used to support student achievement in all areas of the school through purchasing of resources to include teaching supplies; teaching equipment; and student supplies.
School Improvement Grant (Needs Improvement Title I Schools Only)	NA
Reduced Class Size	NA
Local Professional Learning Funds	The Professional Learning Funds awarded the school will be used to attend a national conference (International Reading Association Annual Convention).
Smaller Learning Communities	NA
Grants (list)	NA
PTSA	NA
Partners in Education	NA
Other (list)	

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

Reading/English/Language Arts Action Plan (NCLB Mandate #2)				
Annual Measurable Objective:				
86.7% of middle school students taking the CRCT will meet or exceed expectations in the areas of Reading and Language Arts.				
93.9% of high school students taking the GHSGT and/or EOCT will meet or exceed expectation in the areas of English and Writing.				
Intervention	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence of Monitoring
<p><u>Instruction 2.1 PA 1</u> (DCSS Instructional Framework Sept #3) Utilize and monitor the three part lesson as an instructional frame work 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 Collaborative setting where students can be taught in smaller groups (parallel and alternate teaching)</p>		<p>August, 2011 – May, 2012</p> <ul style="list-style-type: none"> ▫ Principal, ▫ Dept. Chair, ▫ API, ▫ ELA Teacher, ▫ Interrelated Teacher, ▫ Instructional Coach 	<p>Lesson plans viewed by administrator(s) and room design</p>	<p>Students are aware of individual progress through biweekly student -teacher consultations and assessments.</p>
<p><u>Curriculum 1.2 PA 2</u> Teachers use the online CRCT 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. Reading teachers will also use the Star Reading Assessment Program to diagnose</p>		<p>August, 2011 – May, 2012</p> <ul style="list-style-type: none"> ▫ Principal, ▫ Dept. Chair, ▫ API, ▫ ELA Teacher, ▫ Interrelated Teacher, 	<p>Lesson plans viewed by administrator(s) Display wall of student work, and portfolios Aligned benchmark assessments Aligned</p>	<p>Student profile and progress report cards 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>and remediate student deficiencies electronically.</p> <ul style="list-style-type: none"> Students taught by various data such as “multiple intelligence, course content benchmarks, and pre and posttest 		<ul style="list-style-type: none"> Reading Teacher, Instructional Coach 	<p>formative assessments Data utilization guide Assessments created from online data banks, etc.</p>	
<p><u>Instructional 1.3 PA 1</u> Learning goals are always aligned with GPS and communicated by the instructor, with all teaching-learning-assessment tasks designed to ensure student mastery of GPS.</p> <ul style="list-style-type: none"> Implementing DCSS Curriculum Center Unit Guides and weekly writing analysis and composition 	<p>\$200.00 DCSS Department of Teaching and Learning Title 1</p>	<p>August, 2011 – May, 2012</p> <ul style="list-style-type: none"> Principal, Dept. Chair, API, ELA Teacher, Interrelated Teacher, Instructional Coach 	<p>Posted essential questions, enduring understandings, learning goals Lesson and/or unit plans with learning goals Lesson plans viewed by administrator(s)</p>	<p>End Product Evidence such as; Plot maps and writing samples</p>
<p><u>Instruction 1.2 PA 4</u> The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation.</p> <ul style="list-style-type: none"> DCSS initiative 25 book Campaign. Read books with a variety of genres. Principal’s book of the month. Provide Reading Intervention Books 	<p>\$500.00 Title 1 DeKalb County School System</p>	<p>August, 2011 – May, 2012</p> <ul style="list-style-type: none"> Principal, Dept. Chair API ELA Teacher Interrelated Teacher Instructional Coach 	<p>Disaggregated Lexile reports and /or local reading reports 25-Books Standard committee guidelines Resource alignment to units Media circulation records, etc.</p>	<p>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. Increase passing rates on state exam (CRCT reading and language arts)</p>

			Book reports, mini reflectives, and story board presentation	
<p><u>Technology Integration – Instruction 2.7:</u> <u>PA 2:</u> Teachers effectively use technology to provide real world application and to maximize student learning.</p> <ul style="list-style-type: none"> ▫ Class multi-media projects ▫ Interactive Board lessons <p>Lessons utilizing LCD Projectors and document cameras</p>	<p>Department Funds \$600</p>	<p>August, 2011- May, 2012</p> <ul style="list-style-type: none"> ▫ Principal ▫ Asst. Principal ▫ ELA Dept. Chair ▫ ELA Teachers 	<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.</p>

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

Mathematics Action Plan (NCLB Mandate #2)				
Annual Measurable Objective: To improve student achievement by increasing the number of students performing at Level II and Level III on the mathematics portion of the state mandated Georgia Criterion-Referenced Competency to 83.8%. To improve student achievement by increasing the number of students passing Math EOCTs to 84%.				
Intervention	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence of Monitoring
<p><u>Assessment 3.1, PA 4:</u> Group students not meeting standards according assessment results and assign to safety net instruction which occurs before, during and after school, including:</p> <ul style="list-style-type: none"> ▫ After School and Saturday School tutorial ▫ Double Dosing - Math Tools Connections/additional team teacher 	Title I Funds	8/2011-5/2012 <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 	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.
<p><u>Students with Disabilities PA 3:</u> When co-teaching, maximize personnel and instruction by:</p> <ul style="list-style-type: none"> ▫ Ensuring that both adults are actively teaching the entire instructional segment. ▫ Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching <ul style="list-style-type: none"> ▪ Station Teaching ▪ Parallel Teaching ▪ Alternative Teaching 	N/A	8/2011-5/2012 <ul style="list-style-type: none"> • Principal, • Assistant Principals • Instructional Coach • Math Department Chair • Math department • Teachers 	<ul style="list-style-type: none"> ▫ Collaborative planning meeting dates ▫ Agendas ▫ Minutes ▫ Lesson plans ▫ Classroom observation data ▫ Focus walk data 	Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching. In addition, collaboratively develop lesson plans that have clearly established goals based on the subject and/or grade level standard and element. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concept
<p><u>Technology Integration – Instruction 2.7: PA 2:</u> Teachers effectively use technology to provide real world</p>	Title I Funds	8/2011-5/2012 <ul style="list-style-type: none"> • Principal, 	<ul style="list-style-type: none"> • Computers • Technical Equipment 	Students can articulate how technology supports their learning. Examples are provided of student work that has been

<p>application and to maximize student learning.</p> <ul style="list-style-type: none"> ▫ GIZMOS ▫ Class multi-media projects ▫ Interactive Board Lessons ▫ Graphing Calculators ▫ SmartView TI Graphing Calculator Software 		<ul style="list-style-type: none"> • Assistant Principals • Instructional Coach • Math Department Chair • Math Teachers 	<ul style="list-style-type: none"> • Student work samples (projects) 	<p>enhanced by technology as a set of tools and resources to enhance their learning process.</p>
<p><u>Extended Learning Time and Math Tools</u> Place students who are not meeting standards into groups according to the domain assessment results (Number and Operations, Algebra, Geometry) and assign them to ELT. ELT sessions are monitored for effectiveness by analyzing various data sources.</p>	<p>No Local Funding Needed</p>	<p>8/2011-5/2012</p> <ul style="list-style-type: none"> • Principal, • Assistant Principals • Instructional Coach • Math Coach • Math Department Chair • Math Teachers 	<ul style="list-style-type: none"> • Collaborative planning meeting dates • Agendas • Minutes • ELT Lesson plans • Classroom observation data • Word Wall • Mock CRCT • Tutorials 	<p>CRCT ITBS Benchmarks In-school assessments</p>

Science Action Plan				
Annual Measurable Objective:				
By 2012, 50% of students taking the Science portion of the CRCT will meet or exceed expectations.				
By 2012, 50% of students taking the Biology EOCT will meet or exceed expectations.				
Intervention	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction 2.3, PA 3:</u> Teachers use the standards as expectations for learning, but assess the needs of their students prior to instruction. Classroom instruction may need to be paced and presented differently based on the students’ levels of understanding.</p> <ul style="list-style-type: none"> • Professional learning on DI strategies • Collaborative planning for differentiation of strategies • Implementation and Monitoring of DI strategies: <ul style="list-style-type: none"> ▪ Flexible grouping ▪ Student portfolios ▪ Student choice (projects) 	DCSS Professional Learning Department.	8/2011-5/2012 <ul style="list-style-type: none"> • Principal, • Assistant Principal • Science Dept. Chair • Grade Level Chairs • PL Liaison • Teachers 	<ul style="list-style-type: none"> • Student work • Lesson plans • Meeting notes • Sign in sheets • Group lists • Pretests • Post-tests • Portfolios • Manipulatives • Student choice activates • Classroom arrangements • Observations 	Teachers will demonstrate a method used to determine the reading level of their textbooks or other reading material. Teachers will use instructional strategies necessary for students to understand and apply standards when the textbook exceeds the students reading level.
<p><u>Students with Disabilities PA 3:</u> When co-teaching, maximize personnel and instruction by:</p> <ul style="list-style-type: none"> • Ensuring that both adults are actively teaching the entire instructional segment. • Utilizing flexible, small group instruction most of the time by implementing the preferred models of 	N/A	8/2011-5/2012 <ul style="list-style-type: none"> • Principal, • Assistant Principals • Lead Teacher for Special Education 	<ul style="list-style-type: none"> • Collaborative planning meeting dates • Agendas • Minutes • Lesson plans • Classroom observation data • Focus walk 	Lesson plans and observations indicate that teachers are utilizing preferred models of co-teaching. Students and teachers can articulate how teachers work together to deliver instruction utilizing the preferred models of co-teaching.

<p>co-teaching</p> <ul style="list-style-type: none"> ▪ Station Teaching ▪ Parallel Teaching ▪ Alternative Teaching 		<ul style="list-style-type: none"> • Science Department Chair • Science Teachers 	<p>data</p>	
<p><u>Technology Integration – Instruction 2.7: PA 2:</u> Teachers effectively use technology to provide real world application and to maximize student learning.</p> <ul style="list-style-type: none"> • GIZMOS • Class multi-media projects • Laboratory projects • Interactive Board lessons <p>Lessons utilizing LCD Projectors, document cameras, and/or graphing calculators</p>	<p>NA</p>	<p>8/2011-5/2012</p> <ul style="list-style-type: none"> • Principal • Asst. Principal • Science Dept. Chair • Science Teachers 	<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.</p>

Social Studies Action Plan				
Annual Measurable Objective: Improve student achievement on CRCT and EOCT by 5 percentage points by 2012.				
Intervention	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction 2.2 PA 1</u> Study the standards and elements to determine the higher-order thinking skills needed to understand and apply the standards.</p> <ul style="list-style-type: none"> Teach the standards using standards-based instruction and ensure the identified instructional activities at the appropriate depth of knowledge level. Develop high-level questions for assessments as well as performance tasks that require critical thinking, application, etc. Ask high-level questions needed to assess students' understanding of concepts during instruction. Utilize Thinking Maps to organize concepts for understanding <p>Implement Marzano's nine high yield strategies</p>	TBD	8/2011-5/2012 <ul style="list-style-type: none"> Principal, Asst. Principal, Social Studies Teachers, Department Chair 	<ul style="list-style-type: none"> Open-ended questions on assessments Performance tasks Rubrics Graphic organizers Classroom assessments Posted essential questions, standards, etc. 	Teachers can explain how assessments, performance tasks, etc. emphasize higher-order thinking and promote depth of knowledge
<p><u>Students with Disabilities</u> <u>Instruction 2.1 PA 2</u> Present content in a logical and sequential process using a variety of delivery models to enable students to develop</p>		8/2011-5/2012 <ul style="list-style-type: none"> Principal Asst. Principal Social Studies 	<ul style="list-style-type: none"> Small groups pairs independent work conferencing 	Teachers can explain the specific purposes of how students are divided into work groups and can articulate the data that led to

<p>understanding of the standards. Co-taught classes use one of the three preferred instructional models to best support students' mastery of standards: station teaching, parallel teaching, or alternative teaching.</p>		<p>Teachers</p> <ul style="list-style-type: none"> • Department Chair 	<p>observed</p> <ul style="list-style-type: none"> • Co-teaching lesson plans • Room arrangement that supports delivery modes, etc. 	<p>the flexible groups. The delivery modes observed support the learning goals of the lesson and students' needs.</p> <p>Students transition smoothly from one activity to another.</p> <p>Students can explain different grouping options typically used in the class.</p>
<p><u>Technology Integration – Instruction 2.7: PA 2:</u> Effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning.</p> <ul style="list-style-type: none"> • Interactive Board lessons and document cameras • Small group instruction utilizing mobile computer labs and/or computers in the classroom • Star Reading, USA TestPrep, Compass Learning, Study Island, Study Buddies 		<p>8/2011-5/2012</p> <ul style="list-style-type: none"> • Principal • Asst. • Principal • Social Studies Teachers • Department Chair 	<ul style="list-style-type: none"> • Lesson or unit plans identifying use of technology • Focus walk data on the use of technology • Media center/lab use schedule • Samples of Student work enhanced by technology • Research projects, etc 	<p>Students can articulate how technology supports their learning.</p> <p>Students can provide examples of student work that has been enhanced by technology.</p> <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>

Graduation and Attendance Rate Action Plan					
Annual Measurable Objective:					
By 2012, the number of all students absent 15 or more days will not exceed 15%.					
By 2012, the number of all students absent 6 or more days will not exceed 20%.					
By 2012, For eighth graders, achieve a 50% passing rate on Math CRCT.					
By 2012, For eighth graders, achieve an 80% passing rate on Reading CRCT.					
By 2012, For ninth graders, achieve an 80% passing rate on designated EOCT exams.					
Intervention	Professional Learning Needed	Estimated Cost and Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
				Evidence of Monitoring	Evidence of Impact
<u>Attendance and Graduation Rate 3 Performance/Action 6</u> The Graduation/Attendance team will design and implement instructional programs... <ul style="list-style-type: none"> Classroom guidance sessions will be conducted focusing on test taking strategies in collaboration with classroom teachers in the areas of reading, math and persuasive writing. 	N/A	N/A	August 2011-May 2012 Director of Guidance E/LA Teachers Math Teachers	Teacher Observations Guidance Logs	Results of CRCT and EOCT will increase
<u>Attendance and Graduation Rate 3 Performance/Action 1</u> A site-based team is established that focuses on three critical elements that address dropout prevention... <ul style="list-style-type: none"> Intake Interviews with students and parents to review current histories and select diploma choices 	N/A	N/A	August 2011-May 2012 Director of Guidance	Guidance Logs ESIS records	Student awareness of diploma choices and requirements for graduation

<p><u>Attendance and Graduation Rate 3 Performance/Action 1</u></p> <p>A site-based team is established that focuses on three critical elements that address dropout prevention.</p> <ul style="list-style-type: none"> Grade Level individual student conferences with parents will be conducted prior to exiting DTA, discuss options for summer school, and to facilitate a smooth transition to the home school 	<p>N/A</p>	<p>N/A</p>	<p>March 2012-May 2012</p> <p>Director of Guidance</p>	<p>Guidance Logs</p> <p>Parent/Student sign in sheets</p> <p>Summer School enrollment</p>	<p>Students show awareness of diploma choices, requirements for graduation.</p>
<p><u>Attendance and Graduation Rate 3 Performance/Action 2</u></p> <p>The Graduation/Attendance team will conduct an assessment to create a profile of students within the school, identify students with multiple risk factors, and identify possible barriers to student success.</p> <ul style="list-style-type: none"> Seventh grade testing data will be compiled so that Level 1 plans can be developed and implemented for those students demonstrating deficiencies in key areas School counselor will call parents of those students absent on a daily basis 	<p>N/A</p>	<p>N/A</p>	<p>August 2011-May 2012</p> <p>Middle School Assistant Principal</p> <p>Director of Guidance</p> <p>Middle School L/A, Math teachers</p>	<p>Level 1 Plans</p> <p>Guidance Logs</p> <p>Lesson Plans</p> <p>Department and Team Meeting Minutes</p> <p>Call Logs</p> <p>ESIS attendance data</p> <p>Copies of Letter sent</p>	<p>The team will describe the process and timelines for completion of student needs assessment and student demographics.</p> <p>Written copies of results exist and are utilized in planning for improvement.</p> <p>Student CRCT and EOCT results</p> <p>Increased promotion rate for 8th grade students</p>

<ul style="list-style-type: none"> Attendance contracts will be administered to students and parents to sign Parents will be provided with resources to assist in helping their student educationally and emotionally 					
<p><u>Attendance and Graduation Rate 3 Performance/Action 1</u></p> <p>A site-based team is established that focuses on three critical elements that address dropout prevention ...</p> <ul style="list-style-type: none"> Counselor, in collaboration with media specialist, will work with students during the tutorial program in implementing reading and math remediation for those students demonstrating deficiencies in key areas. Monthly attendance data will be generated and letters sent to parents of students absent six or more school days. Referrals to school social worker by staff and teachers will be followed up by individual sessions with students and parents of chronic absentees, with contacts made to probation officers when needed. 	N/A	N/A	<p>September 2011-May 2012</p> <p>Director of Guidance</p> <p>Media Specialist</p>	<p>Guidance Logs</p> <p>Student Tutorial Sign in Sheets</p> <p>Copies of Letters sent</p> <p>ESIS attendance data</p> <p>Copies of individual counseling referrals</p> <p>Contacts to probation officers</p> <p>Weekly sign in logs</p> <p>Student referrals</p>	<p>Graduation/Attendance team exists and meets regularly to discuss trends and best practice to address student attendance, academic performance and discipline issues.</p> <p>Student CRCT results will increase</p> <p>Increased promotion rate for 8th grade students</p> <p>Reduction in chronic student absences</p> <p>Increased student achievement on formal and informal assessments</p>

<ul style="list-style-type: none"> Utilize the Student Support Specialist to conduct and facilitate support groups targeted at chronic absentees 					
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Library-Media Action Plan

Annual Measurable Objective:
 By 2012, students will improve their reading fluidity and comprehension by reading for information and for pleasure.

By 2012 students will retrieve, evaluate, and use information from a variety of sources including print, internet, and digital databases when conducting research.

Intervention	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Instruction 1.2:PA 4</u> The media specialist collaborates with the instructional staff to determine media center support needed to increase resources to enhance school-wide content. The media specialist serves on the leadership team and provides services and resources that support school units and lesson implementation</p> <ul style="list-style-type: none"> Promote reading by assisting all students in locating and evaluating information in a variety of formats. Teacher-Librarian will teach all students how to locate, evaluate, and use information from multiple resources, including reference, print and online databases, and websites. Teacher-Librarian will assist 	no cost	Aug. 2011 to May 2012 <ul style="list-style-type: none"> Librarian Reading Teacher Principal Assistant Principal ELA teachers CTSS Technology Teacher 	<ul style="list-style-type: none"> Projects Research Assignments Reports Multimedia Presentations Rubrics Student Oral Presentations 	Students demonstrate a better understanding of concepts in core areas Increased scores on CRCT Students show increase in reading skills based on data from Read Naturally software Teacher observation Parents demonstrate a better understanding and involvement in students' education.

<p>students with reading comprehension and speed through Kindle reading groups and by participation in after-school reading club.</p> <ul style="list-style-type: none"> • Lending Library for parents to include books and periodicals to assist with providing academic support to their children in the areas of reading and math • Teacher-Librarian will give support with Adobe Audition programs to assist students and teachers with editing audio files. 				
<p><u>Technology Integration – Instruction 2.7: PA 2:</u> Teachers effectively use technology to provide real world application and to maximize student learning.</p> <ul style="list-style-type: none"> • All students will select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. • Evaluate technology. • Disseminate information. • Basic operations • Technology literate • Personal productivity 	<p>no cost</p>	<p>Aug. 2011 to May 2012</p> <ul style="list-style-type: none"> • Librarian • Technology Teacher • Principal • Assistant Principal. 	<p>Student Multimedia Presentations</p>	<p>Increased scores on CRCT</p> <p>Students show greater understanding of concepts in core areas.</p>

Professional Learning Plan					
<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)	To improve the students writing skills.	Writing Across the Curriculum	August 2011 – May 2012	Lesson Plans Failure Rates MGWA	Increased students engagement Increased student success on standardized writing tests Increased student academic success in all classes
Federal Title I	To Improve student achievement in standards based block classrooms	Multiple Intelligences To help teacher use teaching methods / practices that contend for the different multiple intelligences of students	August 2011 – May 2012	Lesson plans Individual check list Portfolios	Increased students engagement Increased student success on

				Standardized Test Score Results	standardized tests
				Multiple Intelligence Testing	Increased student academic success in all classes
Federal Title I	Improve the students' Reading comprehension	Direct Instruction in Strategic Reading	August 2011 – May 2012	Lesson plans Software internet access logs Focused Walks	Increased academic success on formal and informal assessments. Improved Student engagement Decreased failure rates in E/LA classes
Federal Title I	Increase the effectiveness of Co-Teaching in E/LA and Math Classrooms	Effective Instructional Strategies in Co-Teaching Classrooms	August 2011 – May 2012	Lesson Plans Focused Walks Failure Rates	Improved academic performance in E/LA and Math classes Increased SWD students in least restrictive

					environments Improved academic success for SWD students
Local	To enhance the delivery of instruction in through use of the E/LA and Math mini labs	Effective Planning of Technology Connected Lessons	August 2011 – May 2012	Lesson plans Software internet access logs Focused walks	Increased students engagement Improved academic success on standardized testing Decreased failure rate in E/LA and Math classes
Local	To improve the use of technology integration in classrooms in order to enhance student success with mathematics and reading GPS	Effective Use of Interactive Boards	August 2011 – May 2012	Lesson Plans Professional Learning Logs Focused Walks Informal Assessment Data	Improvement on daily classroom assignments Increased academic success on high stakes testing Increased student

				Interactive Board Signup Sheets	engagement
Federal Title I	To Improve student achievement in standards based classrooms	Effective Use of Differentiated Instruction	August 2011 – July 2012	Lesson Plans Professional Learning Logs Focused Walks Informal Assessment Data	Improvement on daily classroom assignments Increased academic success on high stakes testing Increased student engagement
Local	To enhance student performance on standardized tests through use of test preparation software or electronic resources	Effective Use of Test Preparation Software and Electronic Resources	August 2011 – May 2012	Professional Learning Logs Lesson Plans Computer Lab Signup Sheets Informal Assessment Data Software Access Logs	Improvement on daily classroom assignments. Increased academic success on high stakes testing Increase student engagement

<p>Local DCSS Professional Learning Dept.</p> <p>DCSS Student Support Services Dept.</p>	<p>To enhance SWD’s performance in standards based classrooms in the least restricted environment.</p>	<p>Project Ice</p> <p>To help regular and special education teachers develop effective co-teaching instructional strategies and practices</p>	<p>August 2011 – May 2012</p>	<p>Lesson plans</p> <p>Individual Check Lists</p> <p>Standardized Test Score Results</p>	<p>Increased student engagement</p> <p>Increased numbers of SWD students taught in least restrictive environments</p> <p>Increased student academic success in standards-based classrooms</p>
<p>Local</p>	<p>To enhance student performance through station-based teaching</p>	<p>Station-based Teaching</p> <p>To enhance teachers’ ability to conduct station-based teaching</p>	<p>August 2011 – May 2012</p>	<p>Lesson plans</p> <p>Individual Check Lists</p> <p>Standardized Test Score Results</p>	<p>Increased student engagement</p> <p>Increased student academic success in standards-based classrooms</p> <p>Increased academic success on</p>

					high stakes testing
Local	To enhance student learning through technology-connected lessons in Math and Science using Explore Learn GIZMOS	Explore Learn GIZMOS To enhance teachers' ability to integrate technology in Math and Science instruction	August 2011 – May 2012	Lesson plans Individual Check Lists Standardized Test Score Results	Increased student engagement Increased student academic success in standards-based classrooms Increased academic success on high stakes testing
Local	To enhance student learning through implementation of Marzano's nine High Yield Strategies	Effective use of Marzano's High Yield Strategies	August 2011 – May 2012	Lesson plans Individual Check Lists Standardized Test Score Results	Increased student engagement Increased student academic success in standards-based classrooms

					Increased academic success on high stakes testing
Local	To enhance student learning through effective use of Depth of Knowledge	Effective use of Depth of Knowledge To enhance teachers' effectiveness in use of the DOK in instructional strategies and questioning of students	August 2011 – May 2012	Lesson plans Individual Check Lists Standardized Test Score Results	student engagement Increased student academic success in standards-based classrooms Increased academic success on high stakes testing
Local	To enhance student learning through effective mastery and delivery of the Department of Teaching and Learning Expectations	Teaching and Learning in DCSS	August 2011 – May 2012	Professional Learning Logs Lesson Plans Computer Lab Signup Sheets Informal Assessment	Increased student engagement Increased student academic success in standards-based classrooms

				Data Software Access Logs	Increased academic success on high stakes testing
Local	To enhance student learning through effective use of data to drive instructional decisions	Data-Driven Decision Making	August 2011 – May 2012	Professional Learning Logs Lesson Plans Computer Lab Signup Sheets Informal Assessment Data Software Access Logs	Increased student engagement Increased student academic success in standards-based classrooms Increased academic success on high stakes testing

School Climate Action Plan				
Objective: Through collaborative planning, implementation and monitoring, the faculty and staff will ensure a school climate that is pervasively academic and demonstrates high expectations for teaching and learning.				
Intervention	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>School Culture 2.4, Performance/Action 3</u> The principal has made clear what is meant by high expectations for all students and teachers. Teachers are expected to have a plan for implementing the standards on a daily basis and monitoring student progress towards meeting the standards.</p>	N/A	<p>8/2011-5/2012</p> <ul style="list-style-type: none"> Principal Assistant Principals Instructional Leaders Faculty and Staff 	<ul style="list-style-type: none"> Standards and Elements are posted Vision and Mission statements are posted Teacher evaluations linked to performance standards Student and Teacher portfolios 	<p>Students can explain what they need to know and do to meet the standards. All students are held accountable for the same standards. Students are provided additional support when needed. Additionally, teachers know and can explain what is expected of them and where to get support if needed.</p>
<p><u>School Culture 2.2, Performance/Action 3</u> A culture of success is supported by high profile celebrations and recognitions that encourage academic progress and reinforce the focus on academics.</p> <ul style="list-style-type: none"> Honor’s Day (each semester) Wall of Fame(every 4 ½ weeks) School Newsletter (monthly) Announcements (daily) 	N/A	<p>8/2011-5/2012</p> <ul style="list-style-type: none"> Principal Assistant Principals Instructional Leaders Faculty and Staff 	<ul style="list-style-type: none"> School Newsletter Awards/certificates (Honor’s Day) Positive letters to parents Positive e-mail communication to parents Positive phone call log Recognition on Daily Announcements 	<p>Students discuss the difference recognitions and celebrations that occur in the school. Students describe how these celebrations encourage their continued progress or academic achievement.</p>

			<p>and/or Bulletin</p> <ul style="list-style-type: none">• Classroom and Hallway Displays (i.e. - Wall of Fame, posters, etc)• Displays of Academic Work	
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Teacher Retention Action Plan				
Objective: Increase teacher retention through best practices in school policy, professional learning, and teacher support.				
Intervention	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Teacher Retention 2.2 Performance/Action 6</u></p> <p>The school will develop and maintain policies, procedures, and protocols to ensure a teacher supportive school environment through the following actions:</p> <p>New teachers to DTA will be assigned a “Buddy Teacher” or Mentor to help provide support</p>	\$0.00	<p>August, 2011 – May, 2012</p> <ul style="list-style-type: none"> • Principal, • Buddy Teachers 	<p>Mentoring Handbook</p> <p>Mentor assignment list</p> <p>First Class email and calendar for reminder Notifications</p> <p>Morning Bulletin for reminder Notifications</p> <p>Weekly meetings minutes</p>	<p>Mentors and mentees can articulate polices, procedures, and protocols regarding teacher mentoring. A written copy (handbook) exists and is utilized to provide mentoring services to new and veteran teachers. Teachers demonstrate an understanding of and effective implementation of best mentoring practices.</p>
<p><u>Teacher Retention 2.2 Performance/Action 8</u></p> <p>The school will provide a collaborative planning time for teachers through one or more of the following actions:</p> <p>Departmental teachers will be given collaborative planning time so that they can collaborate and support each other in maintaining</p>	\$0.00	<p>August, 2011 – May, 2012</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Department Chair 	<p>First Class email and calendar for notification;</p> <p>Morning Bulletin for reminder notifications</p> <p>Weekly departmental meeting minutes</p> <p>Master schedule</p> <p>Lesson plans</p>	<p>Grade levels and/or content area teachers know what to teach, when to teach it, and can articulate progress made in student learning. Teachers provide support to one another to improve instruction and student learning. Instructional adjustments are made within unit plans.</p>

<p>the pacing guide and providing meaningful instruction</p>			<p>Classroom observations</p>	
<p><u>Teacher Retention 2.2</u> <u>Performance/Action 15</u></p> <p>The school leaders continually ask for input from staff members to improve the learning environment and make decisions based on that input.</p> <p>Teachers will be given opportunities for roles of responsibility within the school (i.e. Leadership Team; school committee membership; sponsor/coordinator of a school activity or extracurricular activity, etc)</p>	<p>\$0.00</p>	<p>August, 2011 – May, 2012</p> <p>Principal</p>	<p>Calendar reflects</p> <p>Surveys</p> <p>Questionnaires</p> <p>Meeting agendas and minutes, etc.</p>	<p>The school leaders describe how decisions are made through input from questionnaires, surveys, etc. and through the collaborative work of the staff. The school leaders articulate the results of questionnaires and how decisions were made using that input in addition to their personal beliefs and expectations. Staff members can describe how they are able to provide input for decisions.</p>

Career Technology Action Plan				
Objective: Increase instructional effectiveness through best practices in career technology instruction.				
Intervention	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>Performance/Action 4 Encourage student enrollment in Career Technology Programs/Pathways.</p> <ul style="list-style-type: none"> • Increase student awareness of and exposure to postsecondary opportunities aligned with program areas through the use of Career Cruising. • Increase visibility of Career Technology Programs/Pathways. • Educate principals, teachers and counselors about non-traditional careers. • Promote Career day and utilize current Career Technology students to organize and promote. 	n/a	<p>August 2011 – May 2012</p> <p>Principal Assistant Principal Teacher-Librarian Director of Guidance Business & Technology Teacher Teachers</p>	<p>Master Schedule</p> <p>Career Day Attendance sheets</p> <p>Career Day Photographs</p> <p>Career Surveys & Questionnaires</p> <p>Career Cruising Lesson Plans</p> <p>Career Technology Promotional Materials</p>	<p>Increased enrollment in High School Career Technology Programs/Pathways</p> <p>Increased number of students enrolled in Career Technology courses and who successfully complete Career Pathways.</p> <p>Increased numbers of students entering careers in the technology fields.</p>

Add Demographic Data

Student Enrollment

Year	Total Enrollment	% Black	% White	% Hispanic	% Asian	% American Indian	% Multiracial	% N/A	% Not Hispanic
2008-2009	496	82	3	5	*	0	2	2	4
2009-2010	198	90	4	4	*	0	0	0	2
2010-2011	139	89	4	5	0	0	1	0	1

*** Less than 1% of students enrolled**

Attendance

Year	All Students	Black	Students With Disabilities
2011	29	26	55
15 +	17	15	15
% Absent	59%	58%	27%

Year	All Students	Black	Students With Disabilities	Economically Disadvantaged
2008	30%	32%	35%	34%
2009	33%	29%	17%	*
2010	30%	31%	27%	32%

Retention Rates

Year	Blacks	Whites	Hispanics	Other Ethnic Groups	Male	Female
2010	85%	5%	10%	0%	76%	24%

Currently Enrolled Students

2011-2012

CRCT Meeting/Exceeding Data for Current Enrollment	6th Grade	7th Grade	8th Grade	9th Grade
Reading	100%	80%	75%	83%
Language Arts	100%	80%	75%	67%
Mathematics	0%	0%	50%	33%
Science	0%	40%	50%	33%
Social Studies	0%	40%	50%	17%

Reading:	% of All Students Meeting/Exceeding Standard on CRCT		
Grade Level	2010-2011	2009-2010	2008-2009
Grade 6	53	67	43
Grade 7	51	38	63
Grade 8	34	68	69

Language Arts:	% of All Students Meeting/Exceeding Standard on CRCT		
Grade Level	2010-2011	2009-2010	2008-2009
Grade 6	59	100	29
Grade 7	49	33	56
Grade 8	25	53	55

Mathematics:	% of All Students Meeting/Exceeding Standard on CRCT		
Grade Level	2010-2011	2009-2010	2008-2009
Grade 6	6	0	14
Grade 7	14	23	25
Grade 8	8	6	14

Science:	% of All Students Meeting/Exceeding Standard on CRCT		
Grade Level	2010-2011	2009-2010	2008-2009
Grade 6	66	0	0
Grade 7	11	9	14
Grade 8	7	7	0

Social Studies:	% of All Students Meeting/Exceeding Standard on CRCT		
Grade Level	2010-2011	2009-2010	2008-2009
Grade 6	6	0	*
Grade 7	6	0	*
Grade 8	7	10	21

***No students enrolled in grade level at the time test was administered.**

Middle Grades Writing Assessment (Grade 8): Percent of 8th graders in each category and average scaled score.

Categories of Scaled Scores	2010-2011	2009-2010	2008-2009
Not on target	70	67	82
On Target	30	33	18
Exceeds Target	0	0	0
Average Scaled Score	175	185	180

DeKalb Transition Academy Parent Involvement Policy 2011-2012

In order to guarantee student success, partnerships among schools and parents are vital. Parents participate on school committees such as the Parent Involvement Committee; the Media Committee; the Consolidated School Improvement Committee (CSIP) and the Parent Advisory Council. Parents may also volunteer at the school. At DeKalb Transition Academy, we recognize that parents are their children's primary teachers and their support is critical in our efforts to provide a quality education to the children at DeKalb Transition Academy. In order to maximize the success of our students the following programs we conduct a Parent Involvement Survey and activities are planned based on a review of this data.

At DeKalb Transition Academy, one of the primary programs occurs at the beginning of the school year to help establish a relationship between parents and teachers.

- Notification of Parent Involvement: (Ongoing via Parent and Student Enrollment and Orientation Sessions; the Parent and Student Handbook) Staff provide orientation and enrollment sessions addressing the value and utility of the contributions of parents and how to reach out to communicate with, and work with parents as equal partners to build ties between home and school.
- Parent Involvement Committee Meeting (September 1st) The Parent Involvement Plan is discussed and the goals are set and reviewed for the current year are reviewed so the staff and parents are familiar with their part in helping the school attain the goals.
- Parent Involvement Orientation and Open House: (September 1st) - At this meeting the parents will receive an orientation to the Parent Involvement Program and the parents will be informed of the school's Title I designation or lack thereof at this time. The No Child Left Behind Act and the Parent-Student-Teacher Compact including the parent's responsibility for supporting their child's learning will be addressed. At this meeting, the parents will be invited to use the resources available in the DCSS Parent Centers. An important purpose of these meetings is the timely explanation and description of the school's curriculum, mission statement, and other school/classroom policies. In addition to providing parents with the academic assessments that will be used and the proficiency levels, the students are expected to meet.

In addition to the Parent Involvement Plan Orientation and Open House, the following meetings and programs are offered at flexible times to meet the needs of the parents at DeKalb Transition Academy. These programs were planned in response to parent input. Parent input is important and continues to be a part of the planning and development of new and existing programs.

- Parent Centers: DCSS staffed resource centers are available to all parents that provide activities and information for parents. They are open for parents to use daily.

- DTA Parent Center – DeKalb Transition Academy has established a resource area in the main office of the school devoted especially for our parents to gather and obtain various academic, parenting, and community resources. Parents may access the information at any time they visit the school to receive information regarding DCSS happenings, continuing education opportunities, DeKalb commissioner bulletins, and parenting help information.
- Tutoring Program Orientation for Parents: Orientation to the purpose of the after school program. In addition, parents will be asked to contribute ideas to improve the services offered to the students. The parents will receive strategies and ideas about how they can help their children learn at home.
- Family Reading Night: Provides parents with reading ideas to use at home to help their children become stronger readers and writers.
- Tools for Parenting: Educational workshops on high stakes testing, promotion/retention guidelines for CRCT and diploma choices for high school transition.
- After School Tutoring: (Ongoing and offered by individual classroom teachers) Emphasis is on accelerating learning for students not making adequate progress during the regular school day. Focus is on remediation of skills and assisting with passing individual classes.
- Campus Beautification Day A day of parents, students and staff working together to bring about a spirit of team and instill pride in the school and self. The staff will donate food items for a picnic to feed students and parents as they fellowship with the staff and beautify the camps.
- Career Week Community and business personnel will be invited to provide workshops to students and parents regarding career opportunities and the need to become academically prepared for specific careers.

DeKalb Transition Academy uses the following communication methods to provide parents with timely information about Parent Involvement programs and the academic progress of the students. Information about school and parent programs, meetings, and other activities are sent to parents in a format and to the extent practical, in a language the parents can understand.

- Parent Conference Nights– Parents will have the opportunity to meet with teachers and discuss their child’s progress or lack thereof. Plans for remediation to assist students who are failing or in jeopardy of failing a class will be completed.
- Parent Newsletter: an information newsletter for parents. Any news that concerns the whole school, individual and groups of students are highlighted in the newsletter (i.e. clubs, School Council or Parent Advisory Council, student and school successes, and

any programs or concerns that parents need to learn about are addressed in this publication).

- Parent letters from the Principal are sent home by students as well as U. S. mail whenever deemed necessary to disseminate information.
- The DeKalb Transition Academy website: Updated information is posted regularly concerning the whole school, as well as the DCSS.
- At the end of the year, a survey is sent to parents. The data is collected and included in our Consolidated School Improvement Plan (CSIP). In addition, parents on the local school advisory team and participating in our School Council meetings will review the parents' comments and assist in addressing the suggestions and concerns on the survey.

Parent Involvement Survey

2011-2012

DeKalb Transition Academy

The Title I Program needs your help to plan parent involvement programs at your school. Parent involvement is fun, informative, and most important of all. It helps your children perform better in school. Please take a few minutes to fill out this survey and return it to your child's school.

1. What specifically would you like to know about the school?

2. What sources do you get most of your information about school? (Circle your answers)

- | | | |
|------------|-------------|-----------|
| Newsletter | Children | Teachers |
| Principal | Friends | Newspaper |
| TV | Other _____ | |

3. Would you be interested in attending a class session on how parents can help their children learn at home? Yes No

4. If you checked "yes" for question 3, please indicate below the type of workshops you would like to participate in to help your child learn:

- | | |
|--|--|
| <input type="checkbox"/> Helping with homework | <input type="checkbox"/> Building your own skills |
| <input type="checkbox"/> Improving reading skills | <input type="checkbox"/> Helping your child explore career choices |
| <input type="checkbox"/> Testing programs and what they mean | <input type="checkbox"/> Saying NO to drugs |
| <input type="checkbox"/> English as a second language | <input type="checkbox"/> Improving your child's self-image |
| <input type="checkbox"/> Explaining AIDS & steps to protect your child | |
| <input type="checkbox"/> Other _____ | |

5. When would you like to have these meeting scheduled?

- | | |
|---|--|
| <input type="checkbox"/> On a weekday evening | <input type="checkbox"/> In the early morning before school starts |
| <input type="checkbox"/> During a weekday: | <input type="checkbox"/> Morning <input type="checkbox"/> Afternoon |
| <input type="checkbox"/> On Saturday: | <input type="checkbox"/> Morning <input type="checkbox"/> Afternoon <input type="checkbox"/> Evening |
| <input type="checkbox"/> On Sunday: | <input type="checkbox"/> Morning <input type="checkbox"/> Afternoon <input type="checkbox"/> Evening |
| <input type="checkbox"/> Other _____ | |

6. How effective are the following toward improving communication with your child's teacher and school?

	Good	Fair	Poor
Open House	()	()	()
Grade-level orientation sessions	()	()	()
Teacher-Parent conference	()	()	()
PTA Meetings	()	()	()

7. As a parent, do you have trouble with any of the following?

	Yes	No	To Some Degree
Your child's homework	()	()	()
Discipline	()	()	()
Spending enough time with your child	()	()	()
Dealing with your child's problem	()	()	()
Motivating your child	()	()	()

8. Would you like to volunteer in the following areas?

	Yes	No
Clerical or administrative duties	()	()
Helping in your child's classroom	()	()
Organize a PTA or school event	()	()
Participating on an advisory committee	()	()
Other _____		

9. Check the kinds of resources and services you would like to see made available at school.

- [] Homework hotline
- [] Parent resource centers
- [] Family use of gym, pool or school library
- [] After -school childcare
- [] Parent support group
- [] Other _____

10. Will your child participate in a Saturday School Tutorial Program to obtain academic support for

Reading
and Math? ___ YES ___ NO

Parent's Name: _____ Date: _____

Contact Number: _____ Best time to call: _____

SCHOOLWIDE PROGRAM			
630		DeKalb Transition	
LOC	STATE	SCHOOL NAME	FEDERAL FUNDS
TITLE I ALLOCATIONS TO SCHOOL			ALLOCATIONS
Title I, Part A			10,725.00
Title II, Part A			5,000.00
Total Funds Allocations - Site Level			\$15,725.00
EXPENDITURES			BUDGETED EXPENDITURES
			FUNDS NOT ASSIGNED
			\$0
			\$0
INSTRUCTION - Function 1000			Budgeted
			To Be Allocated
110	Salaries - Teacher (38.05)		0.00
115	Salaries - After-School / part-time (38.17) Summer Tutorial (38.17.02)		0.00
140	Salaries - Aides / Paraprofessionals (38.07)		0.00
	Benefits (38.89)		0.00
300	Contracted Services (38.95)		0.00
610	Supplies (38.53)		4,375.00
612	Computer Software (38.53.05)		0.00
615	Equipment (61.92)		4,375.00
616	Computers (61.92.05)		0.00
642	Books and Periodicals (38.62)		348.00
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
IMPROVEMENT OF INSTRUCTION SERVICES / PROFESSIONAL DEVELOPMENT - Function 2210			NCLB MANDATES MINIMUM EXPENDITURE OF \$
			0.00
113	Salaries - Substitutes (46.16)		2,000.00
115	Salaries - After-School / part-time Instructor (46.17)		0.00
116	Salaries - Stipends (46.12)		0.00
	Benefits (46.89)		160.00
300	Contracted Services (46.95)		0.00
580	Travel (46.33)		0.00
	Conference Registration and Dues & Fees (46.36)		0.00
610	Supplies Professional Learning (46.60 or 46.53)		523.29
	Contracted Services - Staff Meetings (46.95.05)		0.00
642	Books and Periodicals (46.62)		3,943.26
			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
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)		0.00
			0.00
GRAND TOTAL			\$0.00
			\$15,725

630		DeKalb Transition	15,725.00	\$0	\$0	\$15,725
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 percentage of Level 2 and Level 3 students by 3%.	
110 - Salaries - Teacher (38.05)	\$0.00		
115 - Salaries: After-School Tutorial (38.17) & Summer Tutorial (38.17.02)			
140 - Salaries - Aides / Paraprofessionals (38.07)	\$0.00		
Benefits (38.89)		Do not type in the Benefits Amount Column - Benefits will automatically calculate. →	\$0
300 - Contracted Services (38.95)			
610 - Supplies (38.53)		pgs.36 and 39 : to provide Buckle Down(\$1,537.11 for CRCT Reading. ELA and Math student set plus teacher's guide grades 6-8), Coach(\$599.60 for ELA and Math EOCT student set plus teacher's guide grade 9)and other test prep materials; pens; pencils; construction paper; glue; crayons and markers; poster boards; chart paper; dry erase boards; folders, flash drives, post it notes (\$1798) , ; rechargeable AAA batteries for graphing calculators(7packs @ \$19.00/pack=\$133.00); laminating film(cold-\$249.95 and hot-2 packs@ \$27.82/pack=\$55.64)	\$4,375

612 - Computer Software (38.53.05)			
615 - Equipment (61.92)		pgs. 39 and 409: to improve technology-connected lesson delivery through use of Promethean Board accessories: remote control(\$49); ActiveTablet(2 @ \$99.00 = \$198.00); ActivRemote(4 @ \$80= \$320); ActivWand(4 @ \$79.00 = \$316.00); ; scanner(1 @ \$254.83); calculators(TI-84 \$599.95 for 5);battery charger(2 @ \$41.99=\$83.98);document camera(\$635.00); Promethean ActivPanel(1 @ \$1999.00)used with computer monitor	4,375
616 - Computers (61.92.05)			
642 - Books and Periodicals (38.62)		pg. 38: Reading Intervention Books-Shady Falls Mysteries(classroom set w/ workbook @ \$232); Four Corners Series(classroom set w/ workbook @ \$116)	348
810 - Dues and Fees for Students (38.95)			
INSTRUCTION SUBTOTAL			9,098
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:	Increase the number of teachers and staff that demonstrate "Master Teacher" best practices as indicated by Focus Walks and Data Talks.		
<p>The amount must be divisible by 80.</p> <p>113 - Salaries - Substitutes (46.16)</p>		<p>pgs 51- 58; to provide substitutes to cover classes while teachers participate in professional learning in the form of workshops and trainings to support academic achievement in the areas of reading and math (25 substitutes)</p>	<p>\$2,000</p>
<p>115 - Salaries - After-School / Prof. Learning Instruct. (46.17)</p>			
<p>116 - Salaries - Stipends (46.12)</p>			
<p>Benefits (46.89)</p>		<p>Do not type in the Benefits Amount Column - Benefits will automatically calculate.→</p>	<p>\$160</p>
<p>300 - Contracted Services (46.95)</p>			
<p>580 - Travel (46.33)</p>			
<p>Conference Registration and Dues & Fees (46.36)</p>			
<p>610 - Supplies Professional Learning (46.60) or (46.53)</p>		<p>pgs 51-58 ; to purchase jump drives(25 @ \$12.82=\$320.50), binders (25 @ \$3.49=\$87.25), folders(2 @ \$8.54=\$17.08) and paper(3 cases @ \$32.82=\$98.46) to help facilitate redelivery of professional learning activities (Going Green)</p>	<p>\$523</p>
<p>Contracted Services - Staff Meetings (46.95.05)</p>			
<p>642 - Books and Periodicals (46.62)</p>		<p>pgs 51-58;to provide for purchasing of materials and books for re-delivery and participation in professional learning activities that support academic achievement in the areas of reading and math; to disaggregate data; to assess students more effectively; to help with high stakes testing: How to Grade for Learning, K-12(\$291.65); Never Work Harder Than Your Students and Other Principles of Great Teaching(25 @ \$26.95 = \$673.75); The Master Teacher Program(25 @ \$21= \$525); How to Grade for Learning: Linking Grades to Standards(25 @ \$9.92=\$248); Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model(25 @ \$14.19=354.75); 50 Ways to Close the Achievement Gap(16 @ \$39.31=\$628.96); Learning by Doing: A Handbook for Professional Learning Communities at Work(25 @ \$34.95=\$873.75); Raising Black Students' Achievement Through Culturally Responsive Teaching(12 @ \$28.95=\$347.40)</p>	<p>\$3,943</p>

PROFESSIONAL DEVELOPMENT SUBTOTAL			\$6,627
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:			
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)				
PARENTAL INVOLVEMENT SUBTOTAL				\$0.00
BUDGETED TOTAL	\$0.00		ALLOCATED TOTAL	\$15,725

School Name: DeKalb Transition Academy

Principal: Annette S. Williams

Plan Year: 2011-2012

TITLE I PARENTAL INVOLVEMENT BUDGET			
630	0	DeKalb Transition	
<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
	Benefits (65.89)		0
300	Vendors Contracted to work with Parents (65.95)		0
580	Travel (65.33)		0
	Books and Periodicals (65.62)		0.00
	Conference Registration and Dues & Fees (65.36)		1,481
610	Supplies (65.53)		0.00
	Computers (61.92.05)		562
	Equipment (61.92.00)		0.00
			835
			1,099
GRAND TOTAL			\$0.00
			\$4,388

PARENTAL INVOLVEMENT BUDGET

610 - Supplies (65.53)

630 0 DeKalb Transition

\$ 4,388.00 4,388.00

4,388.00

Computers (61.92.05)

pg 29: to provide a desktop computer (\$734.96) for parental use for completing surveys; accessing the Parent Involvement of student academic success; for accessing computer-based assistance for student academic achievement

ALL BUDGETED

beginning your narrative. Include your CSIP page number

item. Your narrative should be brief (three lines available), but clear and concise. Refer to CSIP before support the request.

Equipment (61.92.00)

(1) Printer to be housed in parent center for parental use for completing surveys, accessing Parent Assistant for reviewing student academic success and web-based assistance for student academic achievement CSIP p. 29

\$1,099

To Be Allocated

PARENTAL INVOLVEMENT SUBTOTAL

\$4,388.00

BUDGETED TOTAL

\$0.00

ALLOCATED TOTAL

\$4,388.00

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)

580 - Travel (65.33)

Books and Periodicals (65.62)

pgs. 22 and 48: to promote parental involvement in all areas of education by providing resources and information that focuses on enhancing child development: Drive: 9 Ways to Motivate Your Kids to Achieve(5 @ \$14.95=\$74.75); Active Parenting of Teens(2 sets of 6 @ \$349.00/set=\$698); Families Talk About...Education Starts at Home(2 @ \$69.95=\$139.90); Connecting with Kids for Parents of Older Children(1 set of 9 @ \$479.00); Helping Teens Handle Tough Experiences: Strategies to Foster Resilience(3 @ \$29.95=\$89.85)

\$1,481

Postage (65.97)

Postage for parent notices regarding six required Title I Parent Involvement Meetings CSIP p. 27-28

\$411

pgs. 27 and 28: to provide supplies and materials for use with parental involvement activities such

\$562

School Name: DeKalb Transition Academy

Principal: Annette S. Williams

Plan Year: 2011-2012