



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: DeKalb Early College Academy [DECA]			District Name: DeKalb County School System		
Principal Name: Dr. Sharon Riley Ordu			School Year: 2013 – 2014		
School Mailing Address: 1701 Mountain Industrial Boulevard / Stone Mountain, GA / 30083					
Telephone: [678] 875 - 2402					
District Title One Director/Coordinator Name: Dr. Virginia Lucear (Coordinator – OFP, Title I)					
District Title One Director/Coordinator Mailing Address: 1701 Mountain Industrial Boulevard / Stone Mountain, GA / 30083					
Email Address: Virginia_U_Lucear@fc.dekalb.k12.ga.us					
Telephone: [678] 676 - 0408					
ESEA WAIVER ACCOUNTABILITY STATUS					
(Check all boxes that apply and provide additional information if requested.)					
Priority School <input type="checkbox"/>			Focus School <input type="checkbox"/>		
Title I Alert School <input type="checkbox"/> .					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	
Revision Date:		Revision Date:		Revision Date:	

FIRST DRAFT SUBMITTED > 26 August 2013



Georgia Department of Education Title I Schoolwide/School Improvement Plan

Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.
- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) *must* be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.
- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.
- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.).
Note: The planning team must involve parents in the planning process. See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.
- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf>.



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

Title I Schoolwide/School Improvement Plan

Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Dr. Sharon Riley Ordu		School Principal / Director
Edward Conner		Assistant Principal / SWP Facilitator
Mrs. NeCall Wilson (PTA President)		Parent Representative
		Student Representative
Ms. Kim Davis-Mitchell		Community Representative
Ms. Kathy Hall		Community Representative
Dr. Virginia Lucear		Office of Federal Programs Representative
Tara Boddie		Head Counselor
n/a > School has no Special Education population.		Special Education Representative
Dr. Tahiti Mitchell		Reading/ELA Chair
Andre Wilkins		Mathematics Chair
Danielle Armstrong		Science Chair
Jason Butler		Social Studies Chair
Tiffany Mahaffey		Teacher Effectiveness Facilitator / Professional Learning Liaison



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

SWP Components

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Response:

A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were:

NAME	POSITION/ROLE
Principal / Director	Dr. Sharon Riley Ordu
Assistant Principal / SWP Facilitator	Mr. Edward L. Conner
*Parent Representatives	Mrs. NeCall Wilson (PTA President)
*Student Representatives	
Community Representatives	Ms. Kim Davis-Mitchell, Ms. Kathy Hall
Office of Federal Programs Representative	Dr. Virginia Lucear, Coordinator
Head Counselor	Ms. Tara Boddie
Special Education Representative	School has no special education population
Reading/ELA Chair	Dr. Tahiti Mitchell
Math Chair	Mr. Andre Wilkins
Science Chair	Ms. Danielle Armstrong
Social Studies Chair	Mr. Jason Butler
Professional Learning Liaison / Teacher Effectiveness Facilitator (RT3)	Ms. Tiffany Mahaffey

* Required component of SWP as set forth in section 1114 of ESEA



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

The ways they were involved include . . .

B. We have used the following instruments, procedures, or processes to obtain this information :

- **SLDS**
- **EOCTs**
- **CRCTs** (for rising 9th graders)
- **Orleans-Hanna Math Diagnostic** (for rising 9th graders)
- **Scholastic Reading Inventory**
- **CCRPI Results**

*** still need to [1] name these instruments, [2] provide a brief descriptor, and [3] discuss how they are specifically used.*

C. DeKalb Early College Academy currently has no migratory students. Our plan is to follow the DCSS's policies and procedures to accommodate such students, if the need arises. This would involve collaborative work between the head counselor, school social worker, and likely outside agencies.

D. We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example . . .

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including

- Economically disadvantaged students . . .
- Students from major racial and ethnic groups . . .
- Students with disabilities . . .
- Students with limited English proficiency . . .

F. The data has helped us reach conclusions regarding achievement or other related data.

- The major strengths we found in our program were . . .
(Be specific. Example: not just reading – indicate fluency, comprehension, etc.)
- The major needs we discovered were . . .
- The needs we will address are . . .
- The specific academic needs of those students that are to be addressed in the schoolwide program plan will be . . .
- The root cause(s) that we discovered for each of the needs are . . .
(How did you get in this situation? What are some causes?)

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**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

G. The measurable goals/benchmarks we have established to address the needs are . . .

*2. Schoolwide reform strategies that are scientifically-researched based.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

Response:

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are (list strategies to be used)...

Curriculum 3.2 PA 2: System level personnel and school level administrators work collaboratively to utilize federal, state, and local resources to support the student needs and curriculum implementation:

Time:

- Master schedule supports extended learning time (30 minutes daily)
- After-school tutorial program
- Before-school tutorial program
- Saturday School Sessions

Technology:

- Apple ipad Carts and relevant applications
- Active Expressions
- Promethean SmartBoards

Resource Materials:

* Required component of SWP as set forth in section 1114 of ESEA



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

***2. Schoolwide reform strategies that are scientifically-researched based.**

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

- Supplemental Common Core materials
- Instructional games
- Relevant manipulatives

Strategies:

- Individual and small group counseling
- College and career readiness plan
- Guidance classes on time management, study skills, and organizational skills
- Provide freshman survival guide to students and parents
- Summer Bridge/Orientation Program for rising 9th Grade transition
- Regularly scheduled meetings in whole and small group with students at GPC

Daily classroom performance, performance on End of Course Tests, content area benchmark assessments, and CRCT performance (for incoming freshmen) are used to indicate qualification of students for interventions that support student achievement. The basic framework for this additional support is the Response-to-Intervention [RTI] model.

Tier 1

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

Tier 2

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

Tier 3

- All students participate in Georgia Performance standards-based classroom instruction.
- Research-based instructional practices, including Early Colleges Common Instructional Practices are implemented across the curriculum.

* Required component of SWP as set forth in section 1114 of ESEA



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

*2. Schoolwide reform strategies that are scientifically-researched based.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

- Dynamic flexible groups provide opportunities for differentiated instruction as a result of scheduled, frequent progress monitoring.
- 90-Minute blocks structured to provide opportunities for small group and individual assessments and instruction.
- Required attendance at 3 days a week school day tutorials and before and after-school tutorials as indicated.

Tier 4

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

In all instances, rigor of content and appropriateness of instructional strategies is monitored by staff and administration who participate in professional development to ensure that they have access to instructional practices that promote student achievement. Throughout the year, instructional staff, head counselor, and administrators use daily classroom performances, performances on End of Course Tests, performances on content area benchmark assessments, and CRCT performances (for incoming freshmen), and attendance to identify students who are in need of additional assistance. Beginning of the year reviews of students' performances on EOCTs and/or diagnostic assessments along with grade point averages alert instructors and administrators of potential difficulties for students, as well as opportunities for enrichment to boost students' high level performances to the exceeds range. The results of these reviews are shared with parents, students, and relevant staff as indicated in order to form a plan to maximize students' academic achievement.

Instruction 2.3, PA 3: Use the standards as the expectation for learning, but assess the needs of student prior to instruction. Classroom instruction may need to be paced and presented differently based on the student's level of understanding.

- Data analysis/common planning

* Required component of SWP as set forth in section 1114 of ESEA



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

*2. Schoolwide reform strategies that are scientifically-researched based.
2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.
<ul style="list-style-type: none"> • Adjust content, process, product, and learning environment as needed • Differentiation of instruction based on skill level, exceptionality, or learning style • Student choice • Centers/workstations • Individualized activities using iPads and e-Readers • Small groups/guided reading and math operations

2(b). Are based upon effective means of raising student achievement.
<p><i>Response:</i></p> <p>Following (or in our appendices) are examples of the scientifically-based research supporting our effective methods and instructional practices or strategies (cite research that supports selected strategies)...</p> <p>Performance actions selected from the Georgia DOE School Keys Implementation Resource are predicated on scientifically based research. 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, <i>What Works in Schools</i> (2003), <i>School Leadership that Works</i>, (Marzano, Waters, and McNulty, 2003), and the Standards of the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.</p> <p><i>** Add citation and abstract for Stds-Based Classroom, 16 Habits of Mind, Thinking Maps, or others from Title I ppt.</i></p>

2(c). Use effective instructional methods that increase the quality and amount of learning time.
<p><i>Response:</i> We will increase the amount and quality of learning time by...</p> <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"> • Before and After School Tutorial • Targeted Saturday School Tutorial • Block Scheduling for intensive, continuous focus on material • 30-minute Extended Learning Time [ELT] built into daily schedule for review • AC Navigator Series during ELT

* Required component of SWP as set forth in section 1114 of ESEA



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

2(c). Use effective instructional methods that increase the quality and amount of learning time.
<ul style="list-style-type: none"> • Double Dosing troublesome content through flex scheduling of ELT

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).
<i>Response:</i> Once identified from diagnostics and ongoing formative assessments, the target populations for additional support are the Tier 2 and 3 students. The implementation of Tiered Instruction, as well as operating within a rigorous standards-based classroom will be continuously monitored for student performance via benchmarks and teacher-made assessments and monitored for teacher effectiveness through the observation and feedback cycles of the TKES (teacher evaluation system).

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring finding for Georgia.
<i>Response:</i> N / A

*3. Instruction by highly qualified professional staff.
<i>Response:</i> <u>INSERT 2013-14 Teacher Qualification Chart here.**</u>
DeKalb Early College Academy will adhere to the DCSS’s Department of Professional Learning policies, procedures, and protocols of the Teacher Support Specialist [TSS] Program through the following actions:
<ul style="list-style-type: none"> • Assign TSS to new teachers (0-2 years previous experience); • Develop Master Schedule wherein mentors and mentees meet formally at least once per month; • Ensure that the TSS is properly trained through the Department of Professional Learning so that s/he can effectively serve in their role; • Adhere to TSS guidelines regarding the scheduling of meetings/activities, the collection of faculty data, and reporting the results; • Allow ample time at Faculty Meetings for our site’s Teacher Effectiveness/RT3 Facilitator to make staff aware of upcoming training opportunities (e.g., Title II’s

* Required component of SWP as set forth in section 1114 of ESEA



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

***3. Instruction by highly qualified professional staff.**

Saturday Learning Sessions);

- Use the inherent coaching model of the Teacher / Leader Keys evaluation systems to promote professional growth.

Internally, the school will develop and maintain policies, procedures, and protocols to ensure a supportive school culture and climate for all staff by:

- Assigning mentors for teachers new to the profession;
- Assigning mentors to teachers new to DECA;
- Providing mentors to veteran teachers, if so requested;
- Scheduling formal time for mentors and mentees to meet;
- Training mentors in how to effectively serve in this capacity;
- Promoting the use of DCSS's PD360 for self-paced, online teacher training modules.

***3(a). Strategies to attract highly qualified teachers to high-needs schools.**

Response: We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. If certification deficiencies arise, they will be addressed by exploring options within DCSS – Professional Learning classes related to GACE testing, Teacher Alternative Preparation Program (TAPP), etc. and reaching out to local colleges/universities if extensive core content training is what is called for.

When there are vacancies at DECA, the Principal works closely with Human Resources personnel to fill those vacancies. The Human Resources Department is informed of the vacancy and an official job announcement is then posted on DCSS's online employment website, PATS – Paperless Applicant Tracking System. Next qualified applicants apply online and upload their credentials, resume, letters of reference, etc. for review. Once the deadline on PATS expires, administration reviews applicants' files to generate a list of final interviewees. A panel with representation by administration, other staff – i.e., counselor, and corresponding academic subject faculty member(s) participate in the interview process to hire the best highly qualified applicant to come out of the resume pull.

With respect to recruitment, DECA participates in various DCSS's Job Fairs which are held at designated times during the academic year. We also engage potential teachers at our Annual School Choice Fair. We highlight school accomplishments on the school's website, as well as on the county-wide website. For example, we were one of 14 schools in the state and the first early college preparatory program ever to receive the honor of being a 2012 Georgia School of Excellence. Also we recognize staff accomplishments throughout the year and have had a recent Teacher of the Year featured in a local newspaper article.

* Required component of SWP as set forth in section 1114 of ESEA



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

Response:

A. We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to address the root causes of our identified needs. For example:

- Workshops to teach effective strategies (e.g., differentiation, explicit instruction in mathematics) in working with students;
- Training in the area of academic achievement via better test preparation;
- Training and collaboration between both DECA and Georgia Perimeter College professors and support staff on test preparation and increased academic achievement;
- Ongoing training to support effective implementation of researched-based best practices for DECA professors for differentiation, Webb's Depth of Knowledge, Marzano's Essential Nine, Costa & Kallick's 16 Habits of Mind, etc.

B. We will align professional development with the State's academic content and student academic achievement standards by regularly reviewing our PL calendar in light of Common Core Curricular Standards, relevant PD360 modules, DCSS's Curriculum, Instruction, Assessment, and Professional Learning Framework (CIAPL), etc.

C. We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems by:

- Providing ongoing training with Thinking Maps and other fundamental best practices listed above;
- Providing time, opportunities, and requisite resources for ongoing collaboration between DECA and Georgia Perimeter College;
- Requiring book studies for faculty and staff based on commonly identified needs and/or themes and providing them the time and forum to report back out to whole faculty their insights, effects when applied to their own instructional practices, etc.

D. We will include teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways by:

- Having them participate in workshops on effective use of data to better drive instructional decisions;

* Required component of SWP as set forth in section 1114 of ESEA



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

- Providing training on the informational data systems being used county-wide (e.g., IDMS, State Longitudinal Data System, etc.)
- Providing numerous opportunities for individual, departmental, and school-wide data dig sessions where classroom level data from the profile summaries, learning styles inventories, diagnostic assessments, benchmarks, etc. will be analyzed to create action plans and remediation for individual students and/or groups of them with commonly identified weaknesses.

*5. Strategies to increase parental involvement.

In completing this section, you should review the parental involvement strategies already defined in your school's parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.

Response:

- A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement policy by . . .
- B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community, by...
- C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by...
- D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by...
- E. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by ...
- F. We will jointly develop with parents of participating children a school-parent compact

* Required component of SWP as set forth in section 1114 of ESEA



Georgia Department of Education Title I Schoolwide/School Improvement Plan

that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards by...

- G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators, by...
 - H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by...
 - I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by ...
 - J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by...
- N / A, given that DECA is a high school site.
- K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by...
 - L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by...

***6. Plans for assisting preschool children in the transition from early childhood programs to**

* Required component of SWP as set forth in section 1114 of ESEA



Georgia Department of Education Title I Schoolwide/School Improvement Plan

local elementary school programs.

Response:

We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering middle school or high school and for students entering from private schools including students entering our school throughout the school year.

The counselor, administration, and teacher/leaders will present host events and advisement sessions for the Annual 9th Grade Orientation on the DECA Program. Key information and program expectations will be delineated. Group and individual sessions will be held to provide guidance for students seeking to attend DECA.

A Summer Bridge Orientation was implemented in July 2013. The program provided academic and social support to the rising 9th grade students intending to matriculate at DECA. This program was implemented through classroom activities that mirrored instructional expectations, informed about DECA's core principles, advisement, and allowed students to form educational partnerships with faculty and peers.

The counselor and/or administration visit middle schools to promote the DECA program and collaborate with the middle school counseling staff in order to assist students complete the application process and transition to DECA smoothly.

For rising 11th graders who will transition to Georgia Perimeter College (GPC), concurrent sessions with GPC students take place to learn about how to be a successful college student. This will be implemented during the second semester of the students' 10th grade year. In addition the counselor visits and collaborates with GPC staff regarding DECA's students' transition to college campus life. The counselor has regularly scheduled meetings with 11th and 12th graders attending GPC in order to make them aware of the tutoring and support services available at GPC. These same students are also required to come back to DECA for meetings with administration and counselor. This constant contact provides an ongoing safety net for these students.

To better support student learning, DECA provides school-wide tutorials. These occur prior to, during-the-day, and after school. Saturday school is also scheduled for student and parent support with respect to the various transitions that take place as a student matriculates. After school tutorials will place an emphasis on accelerated learning and remediation for students not making adequate progress during the school day. Saturday school sessions are also built into the calendar to focus on preparing students to pass the various state assessments (e.g., Georgia High School Writing Test and the End of Course Tests in all content areas).

Parents also receive a Parent/Scholar Handbook that detail DECA expectations, have the academic/behavior/uniform contracts, and provide contact information for various needs

* Required component of SWP as set forth in section 1114 of ESEA



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

that may arise. The students attending GPC and their parent/guardian have orientation sessions on the college campus to better acclimate to this transition as well.

*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response: The ways that we include teachers in decisions regarding use of academic assessments are as follows:

Once DECA teachers have addressed the assessment and monitoring requirements of the district (e.g., benchmarks) and the state (e.g., EOCTs, Student Learning Objectives or SLO's, etc.), they participate in data reviews wherein their task is to identify how to approach the Common Core Standards with the relevant Pacing Guides and what further formative academic assessments will best serve students. Given our track record of success, DECA teachers have considerable autonomy in selecting, implementing, and monitoring academic assessments based on the demands, strengths, and needs of each class during a given unit of instruction. In our school-wide team approach, teachers frequently collaborate to discuss and improve assessment formats that enhance student learning and application which yields a truer picture of their comprehension and academic performance.

Teachers are expected to diagnose the needs of students as a prerequisite for instructional planning. The diagnostic instruments focus on core subjects, like the Scholastic Reading Inventory for comprehension and the Orleans-Hanna for mathematical reasoning, and focus on the psychology of the learner (e.g., learning style profiles). They plan for rigorous instruction grounded in best practices to teach the Common Core Curriculum Standards. They are required to utilize engaging strategies in the context of standards-based instruction. The use of a three-part lesson delivery model and ongoing practice turns/feedback cycles ensure students are provided every opportunity to demonstrate learning and mastery of the standards. DECA uses a common instructional framework consisting of six [6] key instructional strategies. These strategies create common expectations across classrooms that allow for powerful teaching and learning. They also form the foundation of a coherent college preparatory curriculum. The strategies are:

1. Collaborative Group Work
2. Writing to Learn
3. Questioning Techniques
4. Scaffolding
5. Classroom Accountable Talk
6. Literacy Groups

These instructional strategies succeed because they engage all students in the learning and require them to take active, responsible roles in their education. Teachers are expected to assess

* Required component of SWP as set forth in section 1114 of ESEA



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

students using a variety of formal and informal methods for formative or summative purposes. The students are instructed on how to and often encouraged to self-assess. The assessment results must be communicated to students, parents, and administration. This constant data stream drives instructional decisions, lesson planning and the possible need for remediation and tutorials as it pertains to teaching curriculum standards and state assessment performance.

*8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

8(a). Measures to ensure that student's difficulties are identified on a timely basis.

Response:

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance. Those activities are (especially for those students who are struggling)...

8(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

Response:

8(c). 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 the student at the school or in the community.

Response:

*9. Coordination and integration of federal, state, and local services and programs.

This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.

9(a). List of state and local educational agency programs and other federal programs that will be included.

Response:

* Required component of SWP as set forth in section 1114 of ESEA



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

9(b). Description of how resources from Title I and other sources will be used.

Response:

9(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response:

10. Description of how individual student assessment results and interpretation will be provided to parents.

Response: School personnel (e.g., faculty members, administrators, and counselor) who are trained in the administration and analysis of student assessments will meet with parents/guardians to interpret student results via individual conferences and whole group parent meetings. Parents will receive individual student score reports from the various state-wide assessments (e.g., EOCTs, GHSWT, etc.) from our counselor. These reports will be accompanied by a letter of explanation. Basic interpretation guides from the GA DOE will also be made available on the school's website.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response: Current methods required of faculty to collect, maintain, and analyze student data include: [1] administering diagnostic assessments – e.g., Scholastic Reading Inventories, Orleans-Hanna Math, SLO's – during Summer Bridge-Orientation and the first weeks of school, [2] classroom profiles and learning styles inventories, [3] teacher data notebooks of assignments, county-wide benchmarks, etc., [4] a data wall in their individual classrooms displaying student performance results, and contributing to the school-wide data wall in the Teachers' Planning Room. With this valuable information so prominently displayed, it is a key artifact during student conferences, parent meetings, etc.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response: The GA DOE provides disaggregation of data assessment for the State Longitudinal System. Therefore, the disaggregation results are valid and reliable. In addition, there are assurances from the various educational companies (Pearson, Scholastic Inc., etc.) we use for

* Required component of SWP as set forth in section 1114 of ESEA



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

diagnostic, formative, and summative assessments regarding the reliability and validity of the student data generated from these instruments.

13. Provisions for public reporting of disaggregated data.

Response: Disaggregated school data results will be provided to all stakeholders via parent / faculty meetings, newsletters, our school website, and by email upon request. In addition, the school has a data wall and various bulletin boards accessible to all stakeholders which depict this information. The website for the DeKalb County School System and the parent portal link to student report cards also provides disaggregated feedback on academic performance.

14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.

Response: This initial plan was developed over the 2012-13 academic year. It will be updated throughout 2013-14.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

Response: During post-planning sessions, faculty data conferences, and TKES Summative Conferences in May 2013 and in pre-planning activities (August 5th-9th), DECA administration, faculty, and support staff reviewed the school's individual student, class, and school-wide performance on state assessments, diagnostic assessments, teacher-made and county benchmarks. The artifact samples reviewed include EOCTs, GHSWT (both CCRPI Indicators), the COMPASS Exam, attendance reports, and discipline reports. These assessments served as focal point for our school-wide analysis. The findings derived from this ongoing interpretative work serve as the basis for the development of DECA's needs assessment.

*** Dr. Ordu >> Previous SWP talks about Nov. 2011 GAPSS Analysis w/ surveys and interviews of teachers, parents, and students. Still include this? Readminister surveys, analyze, and share new results? Or...?*

16. Plan available to the LEA, parents, and the public.

Response: The DECA SWP will be available to all stakeholders in multiple ways. These include our school website, on file in the Main Office and Media Center, information sent home with students, and at open house, Title I Parent Meetings, PTA events, school council meetings, etc. The Assistant Principal will be the designee at the local school level who will serve as the contact for those who need additional information or explanation regarding the SWP.

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**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

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17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

<i>Response:</i> At the current time, there are not a specific number of parents who speak a language other than English as their primary language. If this situation changes where an influx of a significant number of parents speak another language, this plan will be translated into their primary language.
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18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.

<i>Response:</i> This plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.

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