



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

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: DeKalb Alternative School			District Name: DeKalb County		
Principal Name: Margie M. Smith			School Year: 2013-14		
School Mailing Address: 5855 Memorial Drive					
Telephone: 678-676-2302					
District Title One Director/Coordinator Name:					
District Title One Director/Coordinator Mailing Address:					
Email Address:					
Telephone:					
ESEA WAIVER ACCOUNTABILITY STATUS					
(Check all boxes that apply and provide additional information if requested.)					
Priority School <input checked="" 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:	



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>.



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Planning Committee Members:



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Title I Schoolwide/School Improvement Plan

Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Margie M. Smith	<i>Margie M. Smith</i>	Principal
Juanita Letcher	<i>Juanita B. Letcher</i>	Assistant Principal, SWP Facilitator
Larryssa J. Harris	<i>L. J. Harris</i>	Teacher, SWP Facilitator
Letitia Smith	<i>Letitia V. Smith</i>	Teacher, SWP Facilitator
Quinton J. Morris	<i>Dr. Quinton J. Morris</i>	Assistant Principal
Edward D. Williams	<i>Edward D. Williams</i>	Assistant Principal
Roy Dawson	<i>Roy Dawson</i>	Head Counselor
Lauretta Lyle	<i>Lauretta Lyle</i>	Counselor
Clarence Anderson	<i>Clarence Anderson</i>	Lead Teacher Special Education
Augustus S. Hines	<i>Augustus Hines</i>	Student
Marceia Tuggle	<i>Marceia Tuggle</i>	Parent
Vernell Kimbrough	<i>Vernell Kimbrough</i>	Community Member
Dan Fagan	<i>Dan Fagan</i>	Community Member Wal-mart District Manager



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NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Margie M. Smith		Principal
Juanita Letcher		Assistant Principal, SWP Facilitator
Larryssa J. Harris		Teacher, SWP Facilitator
Letitia Smith		Teacher, SWP Facilitator
Quinton J. Morris		Assistant Principal
Edward D. Williams		Assistant Principal
Roy Dawson		Head Counselor
Lauretta Lyle		Counselor
Clarence Anderson		Lead Teacher Special Education
Augustus S. Hines		Student
Marceia Tuggle		Parent
Vernell Kimbrough		Community Member
Dan Fagan		Community Member General Wal-mart Manager



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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 Margie Smith, the school Principal; Juanita Letcher, Assistant Principal; Larryssa Harris and Letitia Smith, classroom teachers and SWP facilitators; Quinton Morris, Instructional Assistant Principal; Clarence Anderson, Lead Teacher for Special Education; Augustus S. Hines served as a student representative; Marceia Tuggle served as a parent volunteer, and community leaders Dan Fagan and Vernell Kimbrough round out the committee.

There were several ways this committee was involved in this process. The School Improvement Committee took an active role in the compilation and disaggregation of data for the SIP, dividing each section to answer the questions using school data. The Leadership Team reviewed last year's School Improvement Plan at the start of the current school year. Student leaders were selected by students who showed leadership capabilities and who had been identified as needing the opportunity for Behavioral Improvement. These students created school-wide improvement goals from the student perspective, and took on the roles of being student leaders for their peers, teachers, parents, and community stakeholders.

- B. We have used the following instruments, procedures, or processes to obtain this information: The committee ascertained and analyzed the data from our students' most recent standardized test scores. From the aggregated data, we identified the top four prioritized needs, and then strategized plans that would address the aforementioned weaknesses in the classroom. Our school-wide planning committee makes most of the decisions for our school. Components of our school-wide planning committee are the strategic planning committee and action teams that address specific issues requiring long-term planning. The action teams set goals and timelines and create strategies to meet those goals. Once the goals are met, the action teams address other items for school improvement. They follow the previous cycle and continuously improve our school through student growth. Immediate concerns that occur unexpectedly are addressed through community email and/or brief meetings to gather input from the staff. We have found that this method of including staff in the decision-making process builds morale, self-esteem, and encourages staff members to work hard for the success of our school. We address the fact that students have different learning styles and needs; therefore, we are flexible in the implementation of our lessons. Each teacher uses a flexible learning plan in which they identify weak skills and Common Core Strands for individual students.

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



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

Teachers then tailor individualized resources and differentiated lessons for each student's specific need and monitor the progress using student portfolios.

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
	School Report Card	X	Enrollment (include ethnicity & gender)	X	GaDOE GAPSS Review
X	Georgia Criterion Referenced Test	X	Students with Disabilities		School GAPSS Self-Assessment
	Georgia High School Graduation Test		Language Proficiency	X	Benchmark Scores
	Georgia High School Writing Test		Free/Reduced Lunch Rate	X	Focus Walk Results
	Georgia Writing Assessment	X	Discipline Data	X	Staff Surveys
X	End of Course Tests	X	Attendance	X	Student Surveys
	Iowa Test of Basic Skills		Graduation Rate	X	Parent Surveys
			Gifted Education		Community Surveys

C. Currently DAS does not service any migrant students; however due to the nature of DAS and its high transient population, servicing the migrant student would align with the students we already serve daily. Migrant students, as all students, are assigned to us through the Student Evidentiary Hearing Committee. To assist transition of students, all parents would be required to attend a mandatory entry conference. Since migrant most students come to DAS from another school they would have already been identified as such, and the transitional phase has usually taken place in their home schools.

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.

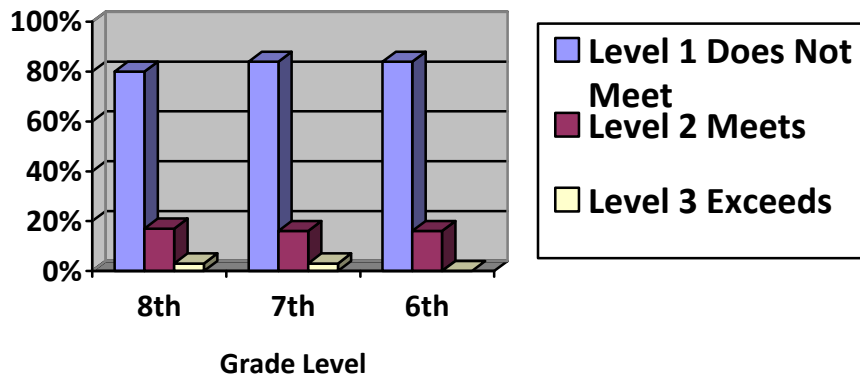
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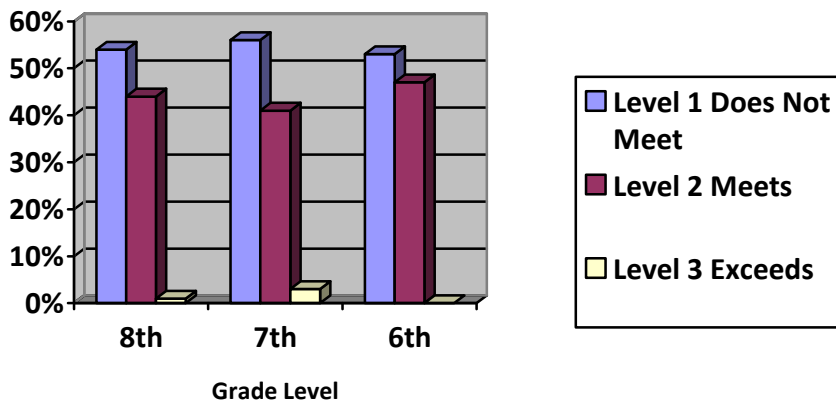
*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

CRCT Mathematics



The chart above identifies middle grades performance on the Mathematics portion of the CRCT. Among 8th grade students 80% of them did not meet expectations, while 84% of 7th grade students and 84% of 6th grade students did not meet expectations. While we use this data to address classroom, local school, and district-wide trends of academic need, we also understand that we are assessing an extremely transient population. DAS students are enrolled an average of 30 days before transitioning back to their home schools.

CRCT English/Language Arts



The chart above identifies middle grades performance on the English Language Arts portion of

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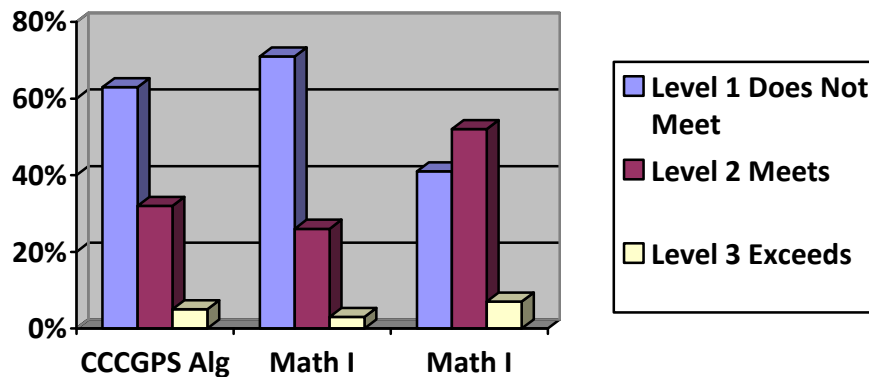


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*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

the CRCT. For the 2012-2013 school year, 55% of 8th grade students, 56% of 7th grade students, and 53% of 6th grade students did not meet expectations. While we use this data to address classroom, local school, and district-wide trends of academic need, we also understand that we are assessing an extremely transient population. DAS students are enrolled an average of 30 days before transitioning back to their home schools, with entrances and exits of students weekly.

EOCT Mathematics



- 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 represent 82.58% of the total population.
 - Students from major racial and ethnic groups represent 97.73% of the total population, with African American (non-Hispanic) students representing 91.67% and Hispanic students representing 6.06%.
 - Students with disabilities represent 21.97% of the total population.
 - Students with limited English proficiency represent 4.55% of the total population.
- F. The data have helped us reach conclusions regarding achievement or other related data.
- The major strengths we found in our program were in EOCT in American Literature with 90% of students meeting or exceeding expectations, 85% of Ninth Grade Literature students meeting or exceeding expectations, 83% of Physical Science students meeting or exceeding expectations.
 - The major needs we discovered for DAS are significantly lower standardized test scores than district and state mean. Mathematics is the major area of need at the Middle and High School levels. We believe this stems from students enrolling into our program with low or no transfer averages (often with less than four weeks in the

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semester) reflecting gaps in the instructional process. Additionally, due to the nature of our program, less than 5% of our students are enrolled for a full academic term which is substantially less than the 65% required by the Georgia Department of Education.

- The specific needs we will address are Mathematics and English/Language Arts at both the middle and high school levels. We will also address learning gaps as determined by individual student profiles. Specific needs our interventions will address are Mathematics and English/Language Arts deficits.

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

Increase the percentage of meets and exceeds on the 8th grade Math CRCT by 2%, from 45% to 47% by the spring of 2014. Increase the percentage of meets and exceeds on the 7th grade Math CRCT by 2%, from 44% to 46% by the spring of 2014.

Increase the percentage of meets and exceeds on the 6th grade Math CRCT by 2%, from 44% to 46% by the spring of 2014.

Increase parental involvement through parent/teacher conference and workshop attendance 10 % by May 2014.

Student portfolios, Benchmark and SLO assessments, Success Maker, Tutorials and other resources will be used to ensure that growth is on target throughout the year.

***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:

DeKalb Alternative School will address the needs of all children in the school furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are in the utilization of the School Keys.

The School Keys will serve as a descriptor of effective, high impact practices for schools. 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

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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 strands into eight broad strands and are utilized 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.

Curriculum Standard 2, Performance Action 1: Teachers engage in a process of collaborative planning for curriculum implementation to ensure that they agree on core content and required student performance(s).

- Continue common planning time in master scheduling for core content area instructors to include specialized content teachers
- Conduct first forty-five minutes of all planning collaboratively in DAS Professional Learning Center
- Utilize SchoolNet for data disaggregation and planning
- Utilize District Released Curriculum-at-a-Glance
- Utilize newly formulated unit plans from District CIAPL (Curriculum, Instruction, Assessment, and Professional Learning) core content area groups
- Utilize Georgia Statewide Longitudinal Data System (SLDS), a component of the District eSIS Program

Goals

- Reach consensus of what students are expected to know, do, and understand
- Identify strengths and weaknesses in student comprehension
- Help guide and align instruction from content to content
- Identify instructional plans within units that need to be strengthened
- Promote consistency in rigor between subjects

Curriculum Standard 3, PA 1-2: Teachers and administrators use a systematic process for monitoring and evaluating implementation of the curriculum.

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Focus Walks/Evaluations

- Weekly; debriefing on Wednesdays
- Focus walk formative/summative evaluations; debrief within three days
- Administrators, Department Chairs, Leadership Team Members, and Peer Teachers involved in process
- Teacher Keys Observations
- Student surveys

Student, Family, and Community Involvement and Support Standard 1.4, PA 2: The school reinforces the continuous improvement process through active and sustained involvement of student, family, and community.

- **On-going written communication**
- **Twice a semester Parent/Teacher Conference**

The priority for DeKalb Alternative School is to address low standardized test scores in middle and high school math. Instructional strategies that will improve the identified needs based on discussed school-wide weaknesses include the implementation of standards-based classrooms, professional development for accountability, as well as the implementation of an instructional framework with job-embedded professional development. The identified root cause for the low middle school math standardized test scores is the fact that data are not aligned throughout a school year. Due to our transient population, the middle school math scores are not reflective of the students who had been enrolled, but transitioned back to home schools before testing.

The secondary priority objective is the desired continual increase of parental involvement, which is vital for the success of the DAS program. The identified root cause for low parental involvement is our understanding that due to our point-of-entry/point-of-exit program, parents are limited in their contribution to the school. Another root cause of low parent involvement is the high propensity for students enrolled in the DAS program having foster home and group home placement.

To address the low standardized test scores in middle school mathematics, we plan to use additional instructional resources outside of those already utilized for classroom lessons. Our teacher's flexible learning plans will analyze and fill the gaps identified by the diagnostic assessment.

- Master schedule supports additional math instruction
- Before-school tutorial program

Technology: Active Expressions, e-Readers

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Resource Materials: Supplemental Common Core materials, interactive instructional tools, and general supplies

2(b). Are based upon effective means of raising student achievement.

Response:

The means in which we will address the needs of all students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standards are identified by subject area as well as individual strategies for all teachers.

- Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading, etc.). Teachers can explain how different performance tasks require different skills.
- All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary.

Career Technology Action Plan (for high school and middle school)

Objective: Increase student enrollment in the career technology program by enhancing technical skills taught in the CTE courses.

Intervention (Performance Actions should be selected and <u>cited</u> from the <i>DCSD Implementation Resource</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p>CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to complete course.</p> <p>CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.</p>	N/A	August 2013 – May 2014	<p>Master Schedule with courses offered</p> <p>eSIS-attendance/registration reports</p>	<p>Offering Business Education, Graphic Design, Photography, and Video Broadcasting</p> <p>Increase number of students enrolled in Interactive courses</p>

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<ul style="list-style-type: none"> Increase student enrollment in Career Technology class 			
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Reading/English/Language Arts Action Plan (NCLB Mandate #2)

Annual Measurable Objective:

- ❖ Ninety-one percent of students who attend DAS for at least fifteen weeks will meet or exceed expectations in ELA on the EOCT in the fall of 2013 and spring of 2014.
- ❖ Ninety percent of 6th grade students, 88% of 7th grade students, and 91% of 8th grade students who have attended DAS for at least fifteen weeks will score ≥800 in ELA on the CRCT in the spring of 2014.

Intervention (Performance Actions should be selected and <u>cited</u> from the <i>Georgia School Keys Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Differentiation</u> Instruction Standard 2: 2.3 Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to pace and present classroom instruction differently. <ul style="list-style-type: none"> ▪ Utilize flexible grouping ▪ Use the 25 Book 	Professional Learning including Substitute Teachers \$7,715.40	August 2013 - May 2014 Principal Assistant Principals Teachers	Lesson plans Teacher observation Reading test scores Flexible Learning Plan data Student work Rubrics Benchmark assessments	Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading, etc.). Teachers can explain how different performance tasks require different skills. All students articulate the same expectations

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<p>Campaign in addition to The Principal’s Book of the Month to encourage reading and strengthen comprehension</p> <ul style="list-style-type: none"> ▪ Utilize leveled reading texts in small guided reading groups based on the interest level of the student, ▪ Utilizing Lexile scores to determine student reading levels and appropriate assignment of materials ▪ Utilize Learning Styles Survey to determine learning modalities 				<p>of the lesson although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working to meet the same standards</p>
<p><u>Students with Disabilities Collaboration or Level 1 Plans</u> Instruction Standard 3: 3.2 Performance/Action 1 Collaboratively develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent</p>	<p>No Funding Required</p>	<p>August 2013 – May 2014 Principal AP LTSE Special Education teachers Teachers</p>	<p>Lesson plans Teacher observation STAR reading Test scores Student work Rubrics Benchmark assessments</p>	<p>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>

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practice, peer or group support and application of the concepts.				
<p><u>Personnel Planning and Organization Standard 3: 3.1</u> <u>Performance/Action 2</u> Utilize the available financial resources to enhance student learning and maintain a focus on student achievement in reading/language arts</p> <p><u>Assessment Standard 1:</u> A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.</p>	<p>Title I Funding \$69,654.37</p>	<p>August 2013 – May 2014 Principal AP LTSE Special Education Teachers Teachers</p>	<p>Schedules Personnel Data coach Budgets Leadership team minutes Agendas</p>	<p>Teachers can describe the variety of resources utilized to teach the standards. Leadership can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation of the Common Core Standards.</p>
<p><u>Materials equipment and supplies Planning and Organization Standard 3: 3.1</u> <u>Performance/Action 1/2</u> Select supplemental materials based upon school and student data collected and analyzed, to address the identified needs in the area of reading/language arts (CRCT & EOCT Coach Books, Promethean Boards) Interpreting/Utilizing Lexile scores</p>	<p>No Funding Required Lexiled Library Books</p>	<p>August 2013 – May 2014 Principal AP LTSE Special Education Teachers Teachers</p>	<p>Budgets Leadership team minutes Agendas Inventory records</p>	<p>Teachers can describe the variety of resources utilized to teach the standards. Leadership can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation of the Common</p>

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				Core Standards
<p><u>Tutorial/Safety Nets/ELT</u> Assessment Standard 3: 3.1 Performance/Action 4 Place students who are not meeting standard(s) into group according to assessment results and assign them to safety net instruction which occurs during school. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.</p>	No Funding Required	August 2013 – May 2014 Principal Assistant principal LTSE Special education teachers Teachers	Lesson plans Teacher observation STAR reading test scores Student work Rubrics Benchmark assessments	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>English Language Learners</u> Post WIDA and Common Core Standards in classrooms and implement in lesson plans and class activities.</p>	No Funding Required	August 2013 – May 2014 Principal AP LTSE Special Education Teachers Teachers ELL Teachers	Posted standards Lesson plans Student created activities and projects	Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Lesson plans utilize WIDA, Access, and Common Core Standards. Classroom observation and instructional focus walk
<p><u>Technology Integration:</u> Instruction Standard 2: 2.7 Performance/Action 2 Effectively use technology to provide</p>	No Funding Required	August 2013 – May 2014 Principal AP LTSE Special	Lesson plans Teacher observation STAR reading Test scores Student work Rubrics	Students can articulate how technology supports their learning. Students can provide examples

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<p>real world application, enhance students' research skills, and differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards. Programs include, but are not limited to, Learning Styles Inventory, STAR reading and math (Renaissance), and DOLA.</p>		<p>education teachers Teachers Media Specialist</p>	<p>Benchmark assessments</p>	<p>of student work that has been enhanced by technology. 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>
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Mathematics Action Plan

Annual Measurable Objective:

Increase the percentage of students meeting and exceeding expectations on the 8th grade Math CRCT from 14% to 22% by the spring of 2014.

For 8th Grade mathematics, the identified area of need for the school improvement plan, the lowest mathematics domain from the CRCT was in Algebra with students scoring an average of 37% correct. This domain is followed closely by Numbers and Operations, with students scoring an average of 39% correct. However, for middle school 8th grade mathematics, all domains had average overall scores of less than 50%. On the CRCT-M, the lowest areas in math are the domains of Geometry and Algebra, with students scoring an average of 47% in Geometry, and 49% in Algebra.

Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<p><u>Differentiation</u> Instruction Standard 2: 2.3 Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to pace and present classroom instruction differently.</p> <ul style="list-style-type: none"> ▪ Utilize flexible grouping ▪ Utilize math projects in groups 	Title I Funding \$69,654.37	August 2013 – May 2014 Principal AP LTSE Special Education Teachers Teachers ELL Teachers	Lesson plans Teacher observation Test scores Student work Rubrics Benchmark Assessments CRCT Online	Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading, etc.). Teachers can explain how different performance tasks require different skills. All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students can

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<p>based on the interest level of the student</p> <ul style="list-style-type: none"> ▪ Increase the use of Integrated Technology through the use of Brainchild Study Buddies 				<p>show the standard and elements they are working on in their work. Students are working to meet the same standards</p>
<p><u>Students with Disabilities Collaboration or Level 1 Plans</u> Instruction Standard 3: 3.2 Performance/Action 1 Collaboratively develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts.</p>	<p>No Funding Required</p>	<p>August 2013 – May 2014 Principal Assistant principal LTSE Special education teachers Teachers ELL teachers</p>	<p>Lesson plans Teacher observation Co-Teaching CRCT Online test scores Student work Rubrics Benchmark assessments</p>	<p>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>
<p><u>Materials equipment and supplies Planning and Organization Standard 3: 3.1</u> Performance/Action 1/2 Select supplemental materials based upon school and student data collected and analyzed, to address the identified needs in the area of reading/language arts (CRCT & EOCT Coach Books, Promethean</p>	<p>No Funding Required</p>	<p>August 2013 – May 2014 Principal AP LTSE Special Education Teachers Teachers ELL Teachers</p>	<p>Leadership team minutes Agendas Inventory records</p>	<p>Teachers can describe the variety of resources utilized to teach the standards. Leadership can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support</p>

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Boards)				the implementation of the Common Core Standards.
<u>Tutorial/Safety Nets/ELT</u> Assessment Standard 3: 3.1 Performance/Action 4 Place students who are not meeting standard(s) into group according to assessment results and assign them to safety net instruction which occurs during school. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.	No Funding Required	August 2013 – May 2014 Principal AP LTSE Special Education Teachers Teachers ELL Teachers	Lesson plans Teacher observation test scores Student work Rubrics Benchmark Assessments CRCT Online	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.
<u>English Language Learners</u> Post WIDA and Common Core Standards in classrooms and implement in lesson plans and class activities.	No Funding Required	August 2013 – May 2014 Principal AP LTSE Special Education Teachers Teachers ELL Teachers	Posted standards Lesson plans Student created activities and projects	Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Lesson plans utilize WIDA and Common Core standards. Classroom observation and instructional focus walk documentation provides evidence of standard implementation on a consistent basis.
Technology	No Funding	August 2013	Lesson plans	Students can

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



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<p><u>Integration:</u> Instruction Standard 2: 2.7 Performance/ Action 2 Effectively use technology to provide real world application, enhance students' research skills, and differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards. Programs include CRCT OnLine, SuccessMaker, and DOLA.</p>	<p>Required</p>	<p>– May 2014 Principal AP LTSE Special Education Teachers Teachers ELL Teachers Media Specialist</p>	<p>Teacher observation test scores Student work Rubrics Benchmark Assessments CRCT Online</p>	<p>articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. 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>
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Science Action Plan

Annual Measurable Objective:

Increase the percentage of students meeting and exceeding standards on the Biology EOCT by 2%

Ninth grade Biology was identified as a need, with students scoring lowest in the domains of Cells with an average of 27.5% correct. This domain is followed closely by the domains of Organisms and Evolution, with students scoring an average of 40% and 42% correct, respectively.

Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys</i>	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence

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<i>Implementation Resource Supplement)</i>				
<p><u>Differentiation</u> Instruction Standard 2: 2.3 Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to pace and present classroom instruction differently.</p> <ul style="list-style-type: none"> ▪ Utilize flexible grouping ▪ Utilize science projects in groups based on the interest level of the student 	<p>Title I Funding \$69,654.37</p>	<p>August 2013 – May 2014 Principal AP LTSE Special education teachers Teachers ELL teachers</p>	<p>Lesson plans Teacher observation test scores Student work Rubrics Benchmark Assessments CRCT Online</p>	<p>Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading, etc.). Teachers can explain how different performance tasks require different skills. All students articulate the same expectations of the lesson although the tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working to meet the same standards</p>
<p><u>Students with Disabilities Collaboration or Level 1 Plans</u> Instruction Standard 3: 3.2 Performance/Action 1 Collaboratively develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to</p>	<p>No Funding Required</p>	<p>August 2013 – May 2014 Principal AP LTSE Special education teachers Teachers ELL teachers</p>	<p>Lesson plans Teacher observation CRCT Online test scores Student work Rubrics Benchmark assessments</p>	<p>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</p>

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<p>be mastered and provide time for independent practice, peer or group support and application of the concepts.</p>				<p>of co-teaching.</p>
<p><u>Materials equipment and supplies</u> Planning and Organization Standard 3: 3.1 Performance/Action 1/2 Select supplemental materials based upon school and student data collected and analyzed, to address the identified needs in the area of reading/language arts (CRCT & EOCT Coach Books, Promethean Boards)</p>	<p>No Funding Required</p>	<p>August 2013 – May 2014 Principal AP LTSE Special Education Teachers Teachers ELL Teachers</p>	<p>Budgets Leadership team minutes Agendas Inventory records</p>	<p>Teachers can describe the variety of resources utilized to teach the standards. Leadership can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the resources support the implementation of the GPS.</p>
<p><u>Tutorial/Safety Nets/ELT</u> Assessment Standard 3: 3.1 Performance/Action 4 Place students who are not meeting standard(s) into group according to assessment results and assign them to safety net instruction which occurs during school. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.</p>	<p>No Funding Required</p>	<p>August 2013 – May 2014 Principal AP LTSE Special education teachers Teachers ELL teachers</p>	<p>Lesson plans Teacher observation test scores Student work Rubrics Benchmark assessments CRCT Online</p>	<p>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>

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<p><u>English Language Learners</u> Post WIDA and GPS standards in classrooms and implement in lesson plans and class activities.</p>	<p>No Funding Required</p>	<p>August 2013 – May 2014 Principal AP LTSE Special Education Teachers Teachers ELL Teachers</p>	<p>Posted standards Lesson plans Student created activities and projects</p>	<p>Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Lesson plans utilize WIDA and GPS standards. Classroom observation and instructional focus walk documentation provides evidence of standard implementation on a consistent basis.</p>
<p><u>Technology Integration:</u> Instruction Standard 2: 2.7 Performance/ Action 2 Effectively use technology to provide real world application, enhance students' research skills, and differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards. Programs include GIZMO, and CRCT</p>	<p>No Funding Required</p>	<p>August 2013 – May 2014 Principal AP LTSE Special education teachers Teachers ELL teachers Media specialist</p>	<p>Lesson plans Teacher observation test scores Student work Rubrics Benchmark Assessments CRCT Online</p>	<p>Students can articulate how technology supports their learning. Students can provide examples of student work that has been enhanced by technology. 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>

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OnLine Assessment System.				
Social Studies Action Plan				
Annual Measurable Objective:				
<ul style="list-style-type: none"> ❖ The percentage of students who attend DAS for at least fifteen weeks will increase from 60% to 62% of students meeting or exceeding expectations on the U.S. History EOCT in the Fall of 2013 and the Spring of 2014 ❖ Fifty percent of students who have attended DAS for at least fifteen weeks will score ≥800 on the Social Studies portion of the CRCT in the Spring 2014 				
Intervention (Performance Actions should be selected and cited from the <i>Georgia School Keys Implementation Resource Supplement</i>)	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
<u>Differentiation</u> Instruction Standard 2: 2.3 Performance/Action 3 Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to pace and present classroom instruction differently. <ul style="list-style-type: none"> ▪ Utilize flexible grouping ▪ Utilize social studies projects in groups based on the interest level of the student 	Title I Funding \$69,654.37 Professional Learning \$7,715.40	August 2013 – May 2014 Principal AP LTSE Special education teachers Teachers ELL teachers	Lesson plans Teacher observation test scores Student work Rubrics Benchmark assessments CRCT Online Proficiency TKES Standards	Teachers can describe different ways to scaffold learning (read aloud /think aloud, collaborative pairs, shared reading, etc.). Teachers can explain how different performance tasks require different skills by utilizing ongoing professional development to increase instructional proficiency. All students articulate the same expectations of the lesson although the

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				tasks, grouping, pacing, etc. may vary. Students can show the standard and elements they are working on in their work. Students are working to meet the same standards
<p><u>Students with Disabilities Collaboration or Level 1 Plans</u> Instruction Standard 3: 3.2 Performance/Action 1 Collaboratively develop lessons that have clearly established goals based on the subject and/or grade level standards and elements. The lessons specify the concepts to be mastered and provide time for independent practice, peer or group support and application of the concepts.</p>	No Funding Required	August 2013 – May 2014 Principal AP LTSE Special education teachers Teachers ELL teachers	Lesson plans Teacher observation CRCT Online test scores Student work Rubrics Benchmark assessments	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><u>Materials equipment and supplies</u> Planning and Organization Standard 3: 3.1 Performance/Action 1/2 Select supplemental materials based upon school and student data collected and analyzed, to address the identified needs in the area of reading/language arts</p>	No Funding Required	August 2013 – May 2014 Principal AP LTSE Special Education Teachers Teachers ELL Teachers	Budgets Leadership team minutes Agendas Inventory records	Teachers can describe the variety of resources utilized to teach the standards. Leadership can explain how the utilization of resources is directly aligned to the school improvement plan as well as how the

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(CRCT & EOCT Coach Books, Promethean Boards)				resources support the implementation of the GPS.
<u>Tutorial/Safety Nets/ELT</u> Assessment Standard 3: 3.1 Performance/Action 4 Place students who are not meeting standard(s) into group according to assessment results and assign them to safety net instruction which occurs before and during school. All extended learning sessions are monitored for effectiveness by analyzing data from assessments on a regular basis.	No Funding Required	August 2013 – May 2014 Principal AP LTSE Special education teachers Teachers ELL teachers	Lesson plans Teacher observation test scores Student work Rubrics Benchmark assessments CRCT Online	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.
<u>English Language Learners</u> Post WIDA and GPS standards in classrooms and implement in lesson plans and class activities.	No Funding Required	August 2013 – May 2014 Principal AP LTSE Special Education Teachers Teachers ELL Teachers	Posted standards Lesson plans Student created activities and projects	Teachers and students are aware of posted standards and can articulate how they relate to the lesson. Lesson plans exist and utilize WIDA and GPS standards. Classroom observation and instructional focus walk documentation provides evidence of standard implementation on a consistent basis.
<u>Technology Integration: Instruction Standard 2:</u>	FTE funds	August 2013 – May 2014	Lesson plans	Students can articulate how

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<p>2.7 Performance/ Action 2 Effectively use technology to provide real world application, enhance students' research skills, and differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs. The technology used by teachers and students promote content research and require the conceptual application of the standards. Programs include PLATO, USA Test Prep, CRCT OnLine Assessment System and DOLA.</p>		<p>Principal AP LTSE Special education teachers Teachers ELL Teachers Media Specialist</p>	<p>Teacher observation test scores Student work Rubrics Benchmark assessments CRCT Online</p>	<p>technology supports their learning. Students can provide examples of student work that has been enhanced by technology. 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>
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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.

Parental Involvement Action Plan

Objectives:

- ❖ The percentage of parents attending parent-based learning workshops in mathematics, reading, and homework strategies will represent 25% of the student population.
- ❖ The percentage of parents attending parent-based learning workshops in Common Core Strategies and academic assessments will represent 25% of the student population.

Intervention	Estimated Cost/Funding Sources	Timeline and Positions Responsible	Means of Evaluation	
			Artifacts	Evidence
Provide <i>Tools</i>	Title I funds	Sept. 2013 –	Budget sheet	The facilitator

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<p><i>for Parenting through educational workshops on a variety of topics, including:</i></p> <ul style="list-style-type: none"> - Mathematics - English/ Language Arts - Homework - Common Core Strategies - Academic Assessments 		<p>April 2014 Title I Coordinator Assistant Principal Teachers LTSE</p>	<p>Agenda Sign-in Logs Surveys</p>	<p>will provide training, intervention strategies, copies of Common Core Standards for appropriate content area, strategies to remediate and enhance learning, and assessment information.</p>
<p>Provide information opportunities for parents of ELL students to participate in the education of their children.</p>	<p>Title I funds</p>	<p>Sept. 2013 – April 2014 Title I Coordinator Assistant Principal Teachers ELL Teacher LTSE</p>	<p>Budget sheet Agenda Sign-in Logs Surveys</p>	<p>Parents of ELL students will be afforded the opportunity to have the Title I School-wide program explained to them in their language.</p>
<p>Family Reading Night: Provide parents with reading ideas to use at home to help their children become stronger readers and writers.</p>	<p>Title I funds</p>	<p>Sept. 2013 – April 2014 Title I Coordinator Assistant Principal Teachers</p>	<p>Budget sheet Agenda Sign-in Logs Surveys</p>	<p>Participants will interact with facilitator, receive tools to enhance reading readiness in their homes, sign in and complete a survey at the end of the presentation.</p>
<p><u>Materials equipment and supplies Planning and</u></p>	<p>Title I funds \$3,234.13</p>	<p>Sept. 2013 – April 2014 Title I Coordinator</p>	<p>Budget</p>	<p>Budget</p>

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Organization Standard 3		Assistant Principal Teachers		
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2(c). Use effective instructional methods that increase the quality and amount of learning time.

Response:

A. *Response:* We will increase the amount and quality of learning time by utilizing our Flexible Learning Plan to enrich student learning. Included in this plan is the employing of SuccessMaker during middle school extended learning time. (During school for Extended Learning Time, summer school, and block scheduling)

Assessment 3.1, PA 4: Group students not meeting standards according to assessment results and assign to safety net instruction which occurs before, during and after school, including:

- Before school tutorials
- Differentiation instruction
- Extended learning time
- Flexible Learning Plan to enrich daily instruction
- WriteToLearn

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).

Response:

The students' comprehension and problem solving skills are weak. Furthermore, the students lack the pre-requisite skills. They struggle with mathematical vocabulary; moreover, clear learning targets and goals were not established for students. The instructional practices that will be implemented consist of strategies for teaching reading comprehension. The expectations are that teachers will make connections between high frequency and specialized vocabulary to standards and elements through lessons plans. Another expectation is that teachers will design standardized tasks for students to demonstrate acquisition of words throughout lesson. Next, teachers will generate a list of high frequency words to use across the curriculum. Lastly, departments will generate a list of specialized words. Individual Learning Plans (ILPs) will be utilized for Level One students. Special education teachers will modify each content plan using student IEPs and utilize pull-outs and small groups to effectively administer accommodations and modifications as indicated within the student's IEP.

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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.

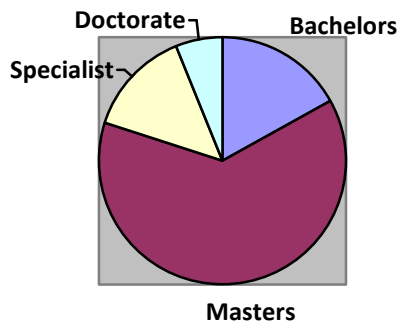
Response:

DeKalb Alternative School does not attend field trips.

*3. Instruction by highly qualified professional staff.

Response:

DeKalb Alternative School employs a staff of 63 people, including a faculty of 37 certified teachers who average 12 years instructional experience with 17% of the staff holding bachelor degrees, 63% with master degrees, 14% with specialists, and 6% holding doctoral degrees. The DeKalb County School District Human Resources Hiring Administrator assists the principals with recommendations for open teaching positions. The Staff Services Departments works with teacher candidates to make sure they complete any requirements to become highly qualified.



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

Response:

Response: Our administration uses the automated online system, PATS, to pre-screen and identify highly qualified teachers. The DeKalb County School District Human Resources Hiring Administrator assists the principals with recommendations for open teaching positions. The Staff Services Departments works with teacher candidates to make sure they complete any requirements to become highly qualified. The principal assists with recruiting and attracting highly qualified teachers for DeKalb Alternative School through job fairs and university visits. Efforts are also made to retain teachers through a strong professional development program and the assignment of mentor teacher. We have a small staff at DAS. The average number of

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

teachers in each department is three. Because we are small, we are able to provide a nurturing environment for our students as well as our teachers. We consider ourselves a very cohesive team. All of the teachers in a department serve as mentors to one another.

We will provide instruction by highly qualified teachers who meet the standard established by the state of Georgia. For certification deficiencies, teachers would be notified of GACE trainings for their corresponding areas of need. Teachers can be aided in registration on IDMS.

Communication will be on-going in reference to highly qualified status updates. DAS promotes an environment of mentorship, collaboration, common planning time, and professional learning, which are methods that attract highly qualified teachers.

***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. The focus of DeKalb Alternative Schools (DAS) Professional Learning Plan is to provide ongoing site based management professional learning activities in order to meet the instructional needs of students, parents, and teachers. Collaborative workshops will be implemented throughout the school year to include diagnostic sessions of student data, instructional planning, student and teacher reflections, classroom talk, lessons and activities based on the Common Core standards, scaffolding, questioning, collaboration, writing and literacy opportunities, as well as, continued assessments of student achievement (formative and summative). The planned professional activities will include (but is not limited to) the following: Accountability Training, TKES, Multiple Intelligence Assessments, ELL/ESOL Training, Promethean Software Training, Data Analysis of (PSAT, GHS GT, GHS WT, EOCT, CRCT, Writing Assessments, and ACCESS) for parents and teachers.

2013-2014 Professional Development:

- Departmental Accountability Talks
- Teacher Keys Training
- SST/504 Training
- AdvancedED Strategies
- Parental Involvement Module Workshops
- Georgia SLDS
- Standardized Testing Accommodation Training

We have included teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example, in the departmental accountability talks, teachers disclosed how

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

they disaggregated data for their classes with strategies on how they used the data to drive instruction. Each department shared strategies that were useful to all content areas that differentiated with rigor. Each department was able to ask questions and apply the strategies within their own classes. Additionally, pertinent data was shared between subject areas, and guided practice for how each strategy could be utilized specifically for our unique environment..

B. We have aligned professional development with the State’s academic content and student academic achievement standards in the following ways:

Common Core Standards	Benchmark Assessment Classroom Instruction/Marzano's Strategies Depth of Knowledge Level (DOK) Formative/Summative Assessment Strategies Differentiated Instructional Strategies
School Keys	Standards Based Classrooms Ropes Training Technology Training
Teacher Keys	Instructional Strategies Training Department Chair Agenda/Meeting Teacher Leader Training

C. We will devote sufficient resources to effective professional development activities that are primarily job embedded and address the root causes of academic problems. Sufficient resources have been devoted to effectively implement the professional development activities that address the root causes of academic problems.

D. We will included 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. Professional development has been included for teacher activities regarding the use of academic assessments. This professional development will enable teachers to discuss and analyze information concerning the achievement of individual students and improve the overall instructional program in the following ways:

- Formative assessment opportunities for students and teachers to ensure that teaching and learning is an on-going process will be embedded into the instructional day. In addition, collaborative workshops will be implemented throughout the school year to include diagnostic sessions of student data, instructional planning, student and teacher reflections, classroom talk, scaffolding, questioning, collaboration, writing and literacy opportunities, as well as, continued assessments of student achievement (formative and summative)
- Professional development training on the use of academic assessments to improve the achievement of individual students and the overall instructional program will be ongoing through department collaborative planning and data analysis sessions.

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***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 involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement. We invite all Title I Parents to the following meetings and workshops: Annual Title I Meeting, Student entry conference, twice weekly to discuss DCSD Title I Program (student-parent- teacher compact, parent instructional forums, FLP tutorials, Title I budget and parental involvement policy), Four (4) Parental Instructional Forums which focus in the four content areas with strong emphasis in Math and ELA, provide weekly FLP tutorials. Parents serve on the following committees: Consolidated School Improvement Plan, School-wide Title I budget, FLP Plan and SWP Steering Committee. Parents and community stakeholders are involved in the revisions, amendments, and updates to the SWP/Title I budget via calling post, school website, brochures, flyers, and letters home with students.
- B. We update the school parental involvement policy yearly, making revisions based on parental surveys and feedback to meet the changing needs of parents and the school. The parental involvement policy is distributed to parents of participating children and the plan is made available to all stakeholders via the DAS's website, brochures, flyers sending the policy home with all students, and distributing the policy at parent meetings.
- C. We 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 school-wide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by communicating the meeting dates with parents on the website, newsletters, brochures, flyers and letters home with students.
- D. We offer a flexible number of meetings, such as meetings in the morning or evening, and twice weekly to discuss DCSD Title I Program (student-parent- teacher compact, parent instructional forums, FLP tutorials, Title I budget and parental involvement policy) and may provide, with funds provided under Title I, child care (parent forum meeting only). DAS will utilize appropriate staff such as Assistant Principals, counselors, or the Title I coordinator to host flexible meetings during the school day – morning or evening – to provide workshops and trainings that encourage parent involvement. DAS Title I brochure are sent home informing parents of the scheduled Forums (workshops) October 17, 2013, November 21, 2013, February 20, 2014 and March 20, 2014 all forums start times are scheduled for 3:00pm.

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- E. We 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. DAS encourages parents to actively participate in the Entry Conferences of students and monitor student progress and behavior during the attendance period. Additionally, parents are given information on student academic and behavioral expectations and encouraged to communicate any concerns they may have regarding student progress.
- F. We jointly develop with parents of participating children a school-parent compact 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. Administrators, teachers, and parents review and revise the annual Parental Involvement policy and Title I Compact at the beginning of the school year. A presentation shows the staff what it means to be a Title 1 school and how we became a school-wide Title 1 school. In addition, the staff is told how we use our Title 1 funds to support parents' and students' needs. The school's plan is discussed and the goals set for this year are reviewed so the staff is familiar with their part in helping the school attain the goals. The Parental Involvement Policy provides an overview of information to parents regarding grade reports, conferences, volunteer opportunities, and Parent Resource Centers. In the Title I Compact, the teacher agrees to provide rigorous instruction; the parent agrees to hold high expectations for their child; the student agrees to do their best every day; and the Principal signs to acknowledge the agreement. Students are parents are provided the information at the beginning of the school year (or when their child is placed at DAS). One copy is housed in the District Title I office.
- 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. DAS scheduled four Title I workshops/meetings inviting parents to attend to ascertain pertinent information regarding the requirements of Title I. One meeting is dedicated to helping parents understand the state's academic content standards and academic assessments. Inclusive of the agenda items will be a session on monitoring student progress and working collaboratively with teachers. Training material are provided. A presentation shows the staff what it means to be a Title 1 school and how we became a school-wide Title 1 school. In addition, the staff is told how we use our Title 1 funds to support parents' and students' needs. The school's plan is discussed and the

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goals set for this year are reviewed so the staff is familiar with their part in helping the school attain the goals.

H. We 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. DAS will provide one of its four Parent Workshops to providing strategies and literature from Channing Bete Company, such as: 1. How to Help Your Child Succeed in School, 2. Learning Better Study Skills; and 3. Your Child is Education. Concurrent sessions will be conducted to inform parents of the use of technology and research tools to assist students in academic expectations in all core content areas.

I. We provide Professional Learning 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. DAS will work collaboratively with the district Title I Office and District Parent Resource Centers to inform and encourage parents, teachers, and other pertinent staff to attend district workshops and utilize resources from the District Parent Resource Center. Parents will be notified through Brochures and flyers of available workshops. DAS will diligently monitor communication from the district Title I Office to ensure proper dissemination of training workshops to bridge the gap between school and home and build ties between parent and school.

J. N/A

DAS's student population consists of middle and high school students. Our parents are informed of the opportunities at the Parent Resource Centers closest to their home schools through flyers and newsletters.

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

- Entry Conferences: (throughout the year on Tuesdays and Thursdays) – to provide parents with information on Title I, to review academic progress, and to review school board policies
- Open House/Parent Teacher Conferences/Curriculum Night: (August 7 and September 19; Second semester dates to be determined)
- Community Meetings: (Monthly) to provide parents with information about the academic assessments used and the proficiency level of their children

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- DAS Brochure: an informative tool for parents containing information that concerns the entire school such as standardized assessments, achievements, programs or concerns that parents need to learn about are addressed in this publication.

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. ESOL parent night and Title I Orientations: (September 19, 2013) Orientation to the Title I School-Wide program. On this night, we will provide information and opportunities for Spanish speaking parents to participate in the education of their children. School staff members will explain the Title I school-wide program, the Parent-Student-Teachers Compact and other important school related information to parents of ELL students in their native language (when applicable). In addition, the parents learn what resources are available in our Parent Center to use at home. DAS also offers Tools for Parenting, which comprises educational workshops on a variety of topics. Some include behavior management techniques as well as other topics related to helping parent make appropriate decisions for the education of their children and positive use of time away from school. A presentation shows the staff what it means to be a Title 1 school and how we became a school-wide Title 1 school. In addition, the staff is told how we use our Title 1 funds to support parents' and students' needs. The school's plan is discussed and the goals set for this year are reviewed so the staff is familiar with their part in helping the school attain the goals.

M. We have involved parents in the planning, review, and improvement of the comprehensive School-wide program plan. During the school year, DAS maintains effective communications and relationships with the stakeholders in the community. Improved student achievement is a desired goal; therefore, parents, students, and the entire faculty will collaboratively develop a school-parent compact focusing on helping children achieve the State's high standards

District Parent Resource Center	The goal of the Center is to provide the educational support for parents in nurturing and guiding their children in our school community.
Title 1 Parental Involvement	Parents are included and informed on the procedures that Title 1 implies
Parent Lending Libraries	Parents have access to reading materials that will enhance student achievement

N. We have developed a parent involvement policy that includes the following:

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- Includes strategies to increase parental involvement (such as family literacy services)
- Describes how the school will provide individual student academic assessment results, including a interpretation of those results
- Makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- Compacts required – include with policy
- Parent Involvement checklist included

We have included parent involvement policy included in our appendices that

- Includes strategies to increase parental involvement(such as family literacy services)
- Describes how the school will provide individual student academic assessment results, including an interpretation of those results
- Makes the comprehensive school-wide program plan available to the LEA, parents and the public

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

- Title 1 Orientation and Entry Conference-At this meeting the parents will receive an orientation to the Title 1 school-wide program and the parents will be informed of their school's participation under Title 1.
- Title 1 Staff Orientation: Staff orientation addressing the value and utility of the contributions of parents as well as how to reach out to communicate to and work with parents as equal partners to build ties between home and school. A presentation shows the staff what it means to be a Title 1 school and how we became a school-wide Title 1 school. In addition, the staff is told how we use our Title 1 funds to support parents' and students' needs. The school's plan is discussed and the goals set for this year are reviewed so the staff is familiar with their part in helping the school attain the goals.

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

Response:

Our school setting does not enroll pre-school or elementary school students; therefore, those plans are not at work in this unique setting.

*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:

DAS includes teachers in decisions regarding use of academic assessment are through participating on Leadership teams and school committees. The teachers, once on the teams and committees, will modify instruction to meet the individual and collective needs of the students.

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Test data will be analyzed to improve instruction. The use of performance data will be used to review student work and modify the curriculum. Monitoring and evaluating implementation of the curriculum through an ongoing systematic school-wide process will be done. The use of rubrics, teacher-made tests, projects, homework assignments, and oral and visual presentations are used to serve as tangible evidence of the mastery of stated objectives based on the Common Core Georgia Performance Standards. Teachers will identify standards and benchmarks that have been mastered by the students. This information will recognize students who need additional help. Instruction will reflect the needs of the students and the lessons will address strengths and weaknesses. After the evaluation, teachers will select appropriate strategies to facilitate learning. Teachers may use a variety of teaching strategies to enhance daily instruction. Portfolios and folders will be used to collect work samples from students for the purpose of analyzing and monitoring progress. Teachers may empower students to redeliver information to another person or small group, produce peer evaluations, self-assessments, and/or self-reflections of student's performance. Learning maps may contain scrapbooks and autobiographies.

*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:

Activities are provided 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. Data are reviewed and analyzed every four and one half weeks for all students. Additionally, teachers develop local assessments and collaborate in data team meetings to disaggregate data. Results of local, district, and state assessments are examined to check students' progress and to decide appropriate re-teaching, remediation, and enrichment.

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

Response:

Several opportunities for on-site professional development are offered throughout the school year at local school site and through district offerings. Teachers can collaborate with each other if a student is identified as needing additional assistance beyond the regular day either academically or socially. The School Social Worker periodically shares information during staff meetings to help teachers and staff in their awareness of available services for students experiencing difficult with the academic course load partially due to court-related, social, transportation-related, and/or other family issues.

Special Education teachers speak during faculty meetings and during common planning time within departments to discuss general strategies that regular education teachers should utilize when they teach students with disabilities. When necessary, they meet with regular education teachers individually and help with identifying specific strategies that target a need identified in

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the student's Individualized Education Plan.

Staff has also been given the opportunity to present Best Practices for on-site professional development, and to administer redelivery of district-wide policies and information.

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:

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

- Entry conferences: (continuously throughout the school year on Tuesdays and Thursdays) – Used to provide parents with information about Title I, review academic progress, and review school and board policies.
- Parent-teacher conferences: Utilized to disseminate information to parents about student's academic progress and proficiency, assessments, and behavior.
- DAS Newsletter: This informative letter for students and parents contains news that concerns the entire school, including but not limited to standardized assessment, achievements, programs, or parental concerns.
- Surveys: This assessment tool is given to parents during entry conferences. The data are collected and submitted to our local educational agency (LEA). Any unsatisfactory commentary is added to the School Improvement Plan. In addition, parents on the local school advisory team will review the parents' comments and assist in addressing the suggestions and concerns on the survey.

Communication with the students concerning their academic standing when they enroll in DAS comes from the School Counselor, Registrar, School Social Worker and Lead Teacher for Special Education during the entry conference and subsequent meetings. Students are also surveyed by the faculty and staff for emotional, financial, and other needs not directly associated with academia. The school social worker assists with finding the necessary community resources for families in need.

Additionally, Title I tutorial and Extended Learning Time are used for additional academic

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assistance.

***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.

Title I will be utilized to provide additional support to increase student achievement at DeKalb Alternative School. We will use the funds to hire additional staff to enhance student learning, and implement activities to unite students, parents, and teachers in efforts to educate our children with fidelity. Funds will also be used to provide appropriate staff development classes as needed for enrichment. Data Analysis of the Georgia End of Course Tests (EOCT), Criterion Reference-Competency Test (CRCT), LEA and local school benchmarks will be ongoing in order to ensure data driven school-wide decisions.

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

Response:

Per Pupil funds will be used to support instructional programs with materials and equipment. All Professional Learning funds will be used to enhance our instructional program to support our teachers' pursuit of optimal student achievement. Teachers across the curriculum are trained in the area of student performance assessment using rubrics in the context of a ninety-minute class period. Teachers will attend a session outlining the latest testing data for the student body (school-wide and countywide). To supplement this information, teachers will be offered workshops in the areas of End of Course Testing, Georgia Performance Standards, data-driven instruction, alternative forms of assessment, and "teaching at risk students". Other annual conferences such as the Mathematics and Language Arts Conferences are also funded through Professional Learning.

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

Response:

- Academic Data Coach - \$69,564.37
The academic data coach will be utilized to compile and disaggregate data daily to drive instruction as we continually fill in the gaps of our students.
- Professional Development - \$7,715.40
The academic data coach will be utilized to compile and disaggregate data daily to drive instruction as we continually fill in the gaps of our students.

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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.
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<i>Response:</i> The school provides career awareness and career exploration and counseling using the GAcollge411 website and Career Cruising initiative to help students who may be interested in higher education to identify, select, or reconsider their career interests, future goals, and/or college majors, including those options that may not be traditional for their gender, race, or ethnicity.
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10. Description of how individual student assessment results and interpretation will be provided to parents.
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<i>Response:</i> Faculty members are trained in data analysis through professional learning and through in-services provided by counselors. Parents are notified about the time and place to receive copies of their student’s test scores through phone trees as well as are given an interpretative guide by the counselors in one-on-one conferences during school-wide parent-teacher conference, and in DeKalb Alternative School Newsletter. The parents also receive assessment information through mailings. The information is disseminated to the students by their counselors and home room teachers. DeKalb Alternative School also displays a DAS Assessment “Data Wall” which is located in the Professional Learning Center.
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11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

<i>Response:</i> Faculty members will collect and disaggregate achievement and assessment data using IDMS. IDMS allows the teachers to access standardized test scores, benchmark testing results, and class assessments. The Department Chairperson will oversee the collection and the input of SLO/benchmark assessments into the system. The data are available to each teacher once they log into the IDMS system. IDMS also includes student profiles. In addition, teachers will also use student portfolios to collect classroom assessments to monitor student performance and achievement.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
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<i>Response:</i> The Georgia Department of Education provides disaggregation of data assessment; therefore, the disaggregation results are valid and reliable.

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13. Provisions for public reporting of disaggregated data.

Response:

Our school will communicate to the widest possible range of stakeholders the results of our disaggregated data through our school website, the DeKalb County School District website, the Governors' Office of Student Achievement Report Card and the Georgia Department of Education AYP website. It is also published in the local papers.

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:

At the beginning of the school year and throughout the academic school year, the SWP is reviewed by all stakeholders including the principal, assistant principals, counselors, teachers, and parents. A comprehensive needs assessment is conducted by stakeholders to address all academic areas and additional factors that may affect student achievement and school improvement. After the SIP has been reviewed, the review team updates the SIP based on the results provided by the school's comprehensive needs assessment. Although the initial plan was developed within a year, the plan will be revised each subsequent year.

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:

The procedure used for school-wide planning and organization is based on Covey's "Seven Habits of Highly Effective People" and "Principle-Centered Leadership." According to Covey (1989), there is enough work for everyone, teachers should be empowered into leadership roles, and administrators should not feel threatened by teachers in leadership roles. Our school-wide planning committee makes most of the decisions for our school. Components of our school-wide planning committee are the strategic planning committee and action teams that address specific issues requiring long-term planning. The action teams set goals and timelines and create strategies to meet those goals. Once the goals are met, the action teams address other items for school improvement. They follow the previous cycle and continuously improve our school. Immediate concerns that occur unexpectedly are addressed through community email and/or brief meetings to gather input from the staff. We have found that this method of including staff in the decision-making process builds morale, self-esteem, and encourages staff members to work hard for the success of our school.

School leaders from the instructional staff, administration, counseling department, support staff,

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a parent, a student, and community stakeholders form a committee to facilitate the planning of the School Improvement Plan. The team began the process by reviewing the action plans for School Improvement from 2010-2013. The team reviewed which curriculum and instructional goals were set and why the goals were or were not met.

DeKalb Alternative School provides a Student Needs Assessment questionnaire at registration, during our entry conferences. This instrument along with an interview with the student and parent/guardian assesses student needs in academic, social and emotional areas. These assessments are taken at every entry conference. Conferences are held on Tuesday, and Thursdays throughout the month. In terms of assessing our needs for the current school year, we used the results of teacher surveys, test scores, and CCGPS/GPS standards to generate action plans in each of the core disciplines.

Covey, S. R. (1991). *Principle-centered leadership*. New York: Summit Books.

Covey, S. R. (2004). *The 7 habits of highly effective people: Restoring the character ethic*. New York: Free Press.

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

Response:

The SWP will be made available to LEA, parents, and stakeholders through the school website, counseling center, and main office. The information will be sent home with students, and filed in the media center. There will be a designee at the local school level who will serve as the contact for those who need additional information and explanation of the SWP.

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.

Response:

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.

18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.

Response:

The School-wide Plan is subject to the school improvement provisions of section 1116 and the needs assessment of the school. This document provides the framework for improving academic achievement. Teachers and administrators refer to this document when planning for student instruction as well as professional development.

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