SACS CASI DISTRICT SELF STUDY

DeKalb County School System
Decatur, Georgia

One Direction, All Schools, Every Student!

February 25 – 28, 2007

Crawford Lewis, Ph. D.
Superintendent

BOARD OF EDUCATION

Cassandra Anderson-Littlejohn, Chair
Lynn Cherry Grant, Vice Chair
Elizabeth Andrews
Tom Bowen
Sarah Copelin-Wood
Jesse "Jay" Cunningham
Bebe Joyner
Jim Redovian
Zepora Roberts

Table of Contents

Section 1: Self Study Procedures - Overview of the District's Preparation and Organization to Conduct the Self-Study

In September 2005, Dr. Crawford Lewis requested that the DeKalb Board of Education endorse with a formal resolution the district's pursuit of district accreditation status with the Southern Association of Colleges and Schools/Council on Accreditation and School Improvement (SACS CASI). The Board approved this resolution and the Superintendent made the request for consideration to SACS CASI.

SACS CASI approved the district's request with a deadline for a Quality Assurance Visit by September 2007. Subsequently, the district gained approval for a visit far in advance of that deadline (February 2007).

On December 1, 2005 a district level steering committee representing various divisions, departments, and schools convened for its first meeting and received subcommittee assignments. Immediately, the various subcommittees began working toward completing a district self-study. Subcommittee assignments were broken down into five areas which included: district profile, mission and vision, compliance with SACS CASI Standards, action plan and quality assurance.

The steering committee met monthly from January through June 2006 and again from August 2006 through February 2007. The subcommittees met throughout this period as well. The Mission and Vision Subcommittee and the Action Plan Subcommittee worked extensively with an external facilitator who specializes in strategic organizational planning (during the months of March, April, and May 2006).

In January 2006, Mr. Jay Wansley from the SACS CASI Georgia Council Office delivered an overview of SACS CASI and its district accreditation process to all school and district level administrators. Additionally, DeKalb's Department of Assessment and Accountability solicited input from all principals concerning their view of the district's current compliance with the expectations laid out by the SACS CASI Standards for Quality Systems. This feedback identified particular standards that would require the district's attention in the future.

DeKalb's annual Summer Leadership Conference (July 26 – 28, 2006) emphasized the SACS CASI District Accreditation process and the district's self-study in conjunction with the annual implementation of the Consolidated School Improvement Plan (CSIP) at the local school level. The essential congruence among the mission, vision, and plans for improvement of both the district and its schools was the theme of the conference.

At the beginning of the 2006-2007 school year all principals were asked to designate an internal facilitator who would help each school's leadership committee facilitate a successful school improvement process for the current school year and beyond. An initial training of these facilitators was conducted on August 29, 2006 with follow-up sessions in September 2006 and January 2007.

DeKalb County School System's Mission and Vision Committee engaged an external facilitator to assist the committee in revisiting the district's strategic plan and in developing mission and vision statements.

The external facilitator developed an agenda for the Mission/Vision Committee to validate, synthesize, and prioritize. The committee engaged in a series of exercises to build consensus around mission and vision statements. Participants revisited the mission statement from the previous strategic planning effort and developed new district mission and vision statements. The committee members participated in a two-day data gathering session. The members subsequently met to refine statements and solicited input from additional stakeholder groups – including the Parent Advisory Council, Teacher Advisory Council, school principals, and others.

Nearly thirty people from the community and the school system participated including: **Gloria Talley**, Deputy Superintendent Curriculum & Instruction; **Debora Furce**, Refugee Services/Youth & Parent Services Manager; **Bernetta J Jordan**, Middle School Principal; **Dannie L. Reed,** Interim Associate Superintendent, Human Resources; **Dan Williams**, Director, DeKalb Medical Center/Volunteer Services and Advocacy; **Regina Merriwether**, Assistant Director, Instructional Technology; **Paula Swartzberg**, Grants Coordinator; **Dale A. Bowen**, Parent Volunteer; **Wanda S. Gilliard**, Senior Associate Superintendent Curriculum & Instruction; **Terracer Earnest**, Parent Representative; **Regina Fletcher**, Executive Director Public Relations; **Deborah Loeb**, Assistant to the Superintendent, **Everett Patrick**, High School Principal, **Deirdre Pierce**, President, DeKalb Council of PTAs; **Douglas G. Wren**, Director Research and Evaluation; **Karen Baron**, Director, Exceptional Education; **Carla Jones**, Technical School Principal; **Ben C. Jakes**, Executive Director, Destiny Academy; **Conchita Gomez**, Interpreter; **Cassandra Anderson-Littlejohn**, Chair, DeKalb BOE **Zepora Roberts**, DeKalb BOE; **Rita C. Wyatt**, Area Assistant Superintendent; **Vivian McMillan**, SACS State Specialist; **Ray Kuniansky Jr**., Parent Representative; **Anthony Eitel**, Executive Director, Assessment and Accountability; **Susan Freeman**, Middle School Principal; **Barbara Willis Brown**, Vice President, R L Brown & Associates.

Participants identified the following strategic objectives and prioritized them in order of importance to achieve the mission and vision:
1. Improve student achievement
2. Ensure quality personnel
3. Provide a risk free learning environment
4. Create financial stability
5. Increase the effectiveness of educational programs
6. Unify family, school, and community (w/parent involvement)
7. Decrease high school dropout rate
8. Establish and maintain quality facilities
9. Increase (quality/quantity) professional development
10. Improve stakeholder perception of DCSS
11. Reduce unfunded priorities

Participants revisited the core values/ beliefs and consolidated them as follows:
- Value and promote parental involvement
- Regard quality public education as essential
- Honor universal human rights
- Contribute to the common good of our community
- Hold high expectations for ALL

Participants then identified the expectations the system must deliver if it is to successfully engage all stakeholders and prioritized them accordingly:

1. Competent graduates prepared for the workforce, college, citizenship
2. A highly motivated staff (teachers and non-teachers)
3. Operational excellence
4. Exceptional customer service
5. Consistent, accurate communication

Participants ended the session with prioritizing the "Premier DeKalb" principles according to importance as decision criteria:

1. Educationally sound
2. Philosophically-based
3. Fiscally responsible

Please see the strategy map in Appendix A

Section 2: Profile and Results

The DeKalb County School System (DCSS) is a metropolitan Atlanta public school system in the second largest county in Georgia and is one of the most culturally diverse counties in the nation. DeKalb County is comprised of 268 square miles. An estimated 675,725 residents live within the county. The average family size is 3.2 individuals with a median household income of $54,018.00. In 2004, the county's population consisted of four major racial categories: White (27.8%), Black or African American (55.7%), Hispanic or Latino (8.9%), and Asian (3.8%). Of the residents five years of age and older, 15.5% speak a language other than English. The county's top five employers are: Emory University, DCSS, DeKalb County Government, General Motors (scheduled to close in 2008) and the Internal Revenue Service. DeKalb is very accessible and includes four major interstate highways as well as Metro Atlanta Rapid Transit Authority System (MARTA).

In 1946, more than 9,000 children were enrolled in DeKalb schools. The system experienced explosive growth during the 1950s with 47 schools dedicated between 1955 and 1958. The decade of the sixties brought DeKalb a severe teacher shortage, mounting enrollments, and the issues of desegregation. In 1969, a lawsuit was brought against DCCS charging that the school system had operated a dual system since 1954. The African-American population in DeKalb County was approximately 5% in 1969. The few African-American schools were closed and the African-American students integrated into existing "white schools." During this period, African-American families were moving into south DeKalb while north DeKalb continued to attract white families. In 1976, the Georgia Supreme Court directed DCCS to form a Biracial Committee as an advisory body to provide oversight relative to the actions the system was taking to integrate the schools. This committee remained in existence for 12 years and resulted in DeKalb identifying innovative ways, such as the Majority to Minority Transfer Program and Magnet School programs, to bring students of different races together. By the mid-1980s, the African-American population had risen to 65%. During this period, DeKalb petitioned the court to declare the system "unitary." The Federal Appellate Court denied the request in 1989 and, in doing so, stated that the district must be unitary in five areas: student assignment, faculty and staff placement, transportation, extracurricular activities, and facilities. The court ordered the school system to balance, through a lottery, the ratio of faculty and staff at every school, center, and facility to reflect the county population. The Board of Education appealed the Appellate Court's ruling to the U. S. Supreme Court. The Supreme Court declared the district unitary in June, 1996 thus ending 27 years of court supervision.

Today, with a housing boom in south and east DeKalb and with an influx of international families settling in north and central DeKalb, 2,000 additional children enter DeKalb Schools every year. Because of this growth, the DeKalb citizens approved a Special Purpose Local Option Sales Tax (SPLOST) in 1997 and a second SPLOST in 2003 for building new schools and improving old ones. In Fall 2006, the district opened its seventeenth new school using these SPLOST funds. Additionally, hundreds of new

classrooms have been constructed and significant renovations have been made to older schools. A third SPLOST referendum will go before the DeKalb voters in March 2007.

DeKalb's diversity is reflected in the many programs available to students. The school system's enrollment as of January 2006 was 102,330 students: Asian (3%), African-American (77%), Hispanic (7%), White (10%), and Multiracial (2%). To date approximately 63.7% of DeKalb students are recipients of free or reduced lunches. In 2005, 9.3% of DeKalb's student population was served by Special Education and 3.9% of the students were served through English Language Learner (ELL) Studies in 2005. DeKalb's gifted students comprised 10.1% of the student population. The Early Intervention Program (EIP) for K-5, and the Remedial Education Program (REP) for grades 9-12 serve 22.9% and 3.7% of the student population, respectively. The attendance data reflects that 44.8% of students missed 6 or more days during the 2004-2005 school year. This was an increase of 0.5% from the previous year.

The graduation rate, as calculated for Adequate Yearly Progress (AYP) purposes, was 64.6% in 2006. The number of K–12 students retained during the same year was 3,586 or 4.5% of the student population. In 2005, there were 5,444 high school graduates in the DCSS. Of the 4,541 students graduating high school in 2006, 11.8% earned dual diplomas, 76.4% earned college prep diplomas, and 11.8% earned a vocational diploma. A total of 198 special education diplomas and 705 Certificates of Performance were issued in 2005. Of the district's 2005 graduates, approximately 38.2% were enrolled in college or postsecondary options by June 1, 2005, with 62% qualifying for the HOPE Scholarship.

DeKalb's discipline data reflects a degree of improvement in recent years. Several of the reportable discipline categories revealed a reduction in offenses. In fact, the DCSS had no violent criminal offenses to report to the state under the Persistently Dangerous Schools component of *No Child Left Behind (DCSS)* during the 2005-2006 school year.

The school system employs 13,825 full-time employees. As of January 2006, 3,733 certified staff members had earned a master's degree, 948 had a specialist degree, and 293 had a doctoral degree. The school system has 64 certified employees that have earned National Board Certification. The average number of years of experience for a certified employee was 12 years with the mean salary for certified employees approximately $53,074.00 in 2006.

The DeKalb assessment program has seen significant growth since the implementation of *No Child Left Behind* in 2002. The district now administers at least one state assessment each month of the calendar year. The DeKalb County School System participates in the Georgia Assessment Program as required by state and federal law. Additionally, the district participates frequently in the National Assessment of Educational Progress (NAEP).

Results on the state's Grade 1–8 accountability assessment, the Georgia Criterion-Referenced Competency Tests (CRCT), the state of Georgia's accountability

assessment indicate areas of strength for the district along with areas of great need. The percentage of students whose achievement is below proficiency in the area of reading showed significant decline in grades 4 and 5 from 2003 – 2005. The early grades have shown very little change during the same period. The district's middle schools have shown inconsistent performance in reading during the same period with essentially little improvement over time. The implementation of Georgia's new curriculum, the Georgia Performance Standards, led to a significant increase in the number of non-proficient students in reading in the elementary grades in 2006. In the area of mathematics, the CRCT results during the same period show very little improvement in the elementary and middle grades. More than one-third of the district's middle school students are not proficient in mathematics according to CRCT results since Spring 2003.

Performance on the Georgia Writing Assessments in grades 8 and 11 have consistently been an area of strength – with 75% of all 8th graders and over 85% of all 11th graders meeting or exceeding state standards since the 2003 school year.

The Georgia High School Graduation Tests (GHSGT) serve as the state's accountability assessment for high schools. The GHSGT measure 11th grade students' proficiency in five core subject areas: writing, language arts, mathematics, science and social studies. DeKalb's results on these assessments mirror those of the state of Georgia. DeKalb's results generally trail those of the state in each area. According to the Georgia K-12 State Report Cards for 2003 through 2005, passing percentages in English/language arts and mathematics are relatively high in the district's high schools with over 85% of all students passing these sections consistently since spring 2003. Although the spring 2006 GHSGT administration saw a significant improvement of five percentage points across the district in science, it continues to present significant challenges with approximately 35% to 45% of the district's 11th grade students failing this section of the assessment on their first attempt. Social studies results on the GHSGT also show deficiencies.

Georgia high school students, along with their 8th grade counterparts, began participating in the Georgia End of Course Tests (EOCT) beginning in the 2004 – 2005 academic year. This assessment is administered in eight core academic courses. The EOCT serves as a student's final exam in the course per Georgia State Board of Education rules. The results of this assessment in DeKalb's middle and high schools again mirror those of other assessments with mathematics and science showing a great need for improvement. Only one-third of the over 13,000 DeKalb students who participated in the Algebra I EOCT passed the assessment in spring 2005. Passing rates in December 2005 were below 60% for seven of the eight EOCT content assessments. The spring 2006 EOCT results (for six out of the eight subject areas) were relatively the same as the results from 2005.

DeKalb students also participate in several national assessments such as the Iowa Tests of Basic Skills (ITBS). Over the past few years, National Percentile Rank (NPR) results for students in grades 1 through 5 have been consistently above the 50th

percentile in reading comprehension and mathematics. Composite scores are not provided in first or second grade. However, the complete composite (all subject areas) score in grades 3 through 5 has consistently been above the 50th percentile. In general, grades 6 through 8 results have been at, or below, the 50th percentile in reading comprehension, total mathematics, and complete composite during the same period. This mirrors both a state and national trend of declining norm-referenced scores from early grades to middle grades. The district's Scholastic Assessment Test (SAT) scores have consistently trailed both state and national averages for nearly the last decade. However, the performance of DeKalb's African-American students on the SAT has often exceeded that of their counterparts nationally.

DeKalb's state assessment results show similar patterns when data is disaggregated by programs and demographics according to the Georgia K-12 State Report Card. The largest single demographic group in the district is African-American. When compared against other demographic groups in the district (which have much smaller samples), a significant achievement gap appears relative to African-American students and their Asian and Caucasian counterparts on all state assessments. The negative gap for African-American students is particularly acute in mathematics and science assessments. However, this group does tend to perform better than Hispanic students across all assessments (with Hispanics being a much smaller sample group).

Adequate Yearly Progress (AYP) is the most important accountability requirement of NCLB. In order to comply with the law, Georgia's accountability model specifies that (1) 95% of all students in a school will participate in annual testing on the CRCT, the GHSGT, or the Georgia Alternate Assessment; (2) students will meet specified levels of proficiency in English/language arts and mathematics; and (3) students will meet a specified level of proficiency on a second indicator which is attendance for schools with grades three through eight, and graduation rate for schools with grades nine through twelve.

The school district has yet to meet the district level expectations for AYP. The primary area of concern has been the academic progress of three subgroups: Hispanic, Limited English Proficient (LEP), and Students with Disabilities (SWD). The district showed marked improvement in the academic performance of its SWD subgroup in 2005, however, noting slight digression in this area in 2006. The district's test participation rates have been high across all subgroups. The high school second indicator of graduation rate is a significant challenge for the district. The overall rate of 63% in Spring 2005 is, when disaggregated, alarming for subgroups such as Limited English Proficient (22%), Hispanic (41%), Black (61%), and Students with Disabilities (22%). (Note: Special Education diplomas are not factored into the AYP Graduation Rate calculation).

In general, the AYP status of DeKalb's elementary schools has been positive with only four schools missing AYP in 2003, three in 2004, and four in 2005. AYP reports denote a significant increase in the number of schools that did not meet AYP from four in 2005 to twelve in 2006. This was a result of specific sub-groups in each school in the area of

English language arts/reading. The performance of the district's middle schools has proven to be more problematic. Twelve of the district's nineteen middle schools did not meet AYP standards in 2005 and 2006; up from nine in that category in 2004. Thirteen high schools did not meet AYP in 2006 as compared to eleven in 2005 and three in 2004. For both the middle and high schools the content area of mathematics among specific subgroups has negatively impacted progress toward achieving AYP.

School Choice options throughout the country are evolving and include options for parents and students to enroll in academic programs that support and develop educational interests, talents, and abilities. The school district will be divided into six regions with various choices within each region. Some School Choice options will remain system-wide. The regions may consist of 3 to 4 high schools along with their feeder middle and elementary schools. Each region may include as many as 12,000 to 21,000 students. Additionally, each region will have a design team which will be facilitated by an area assistant superintendent. Design teams will consist of parents, principals, teachers, students, and community members.

The total budget for the general operations of the school system for FY 2007 is $820.18 million. This represents an increase of 5.51% over the current FY 2006 budget for operations. The other individual fund types included in the system-wide consolidated budget amount to an additional $272.45 million. This net increase consists of slightly over $56 million in additional budgeted expenditures offset by additional budget cuts and reductions in excess of $13.5 million. The serious funding and budget challenge that the school system began experiencing in FY 2003 will continue in FY 2007. The school system will have lost over $68 million in earned state revenue through state austerity cuts from FY 2003 through the current FY 2006. These cuts will continue in FY 2007 with additional state austerity cuts projected to be nearly $11 million bringing the total cumulative loss of earned state revenue from "austerity" cuts to nearly $80 million for the five-year period ending June 30, 2007.

The DCCS has a long history of care and concern for students with special needs. The Division of Exceptional Education and Support Services provide services for students and their parents. Support Services provides programming that includes: guidance, counseling, and mentoring; gifted and high achievers education; Georgia Learning Resource System (GLRS); parent mentoring; prevention/intervention; psychological services; and social work.

The Office of School Improvement (OSI) provides support, guidance, and training to foster a continuous process of school improvement in the district. The department is also responsible for implementing the "Needs Improvement" mandates of NCLB. The department serves as an important point of contact for the Georgia Department of Education and its network of school improvement support personnel. The DeKalb Consolidated School Improvement Plan (CSIP) in 2005 marked an important step towards aligning all (local schools with those of the district) improvement efforts toward common goals. The following programs fall under the department: Title I, Georgia's K-8 after school programs, instructional coaches, and parent centers.

DeKalb's Vocational Career Technology programs offer many opportunities (in business education, construction, health occupations, graphic arts, marketing education, and technology education) for students to refine their talents, skills, and abilities. The Vocational/Career Tech programs served approximately 11,428 students during the 2005 school year. The alternative programs in K-12 served 1,617 students.

Comprehensive system-wide technology planning, network management, administrative and instructional hardware, software and licensing purchases, and technical support are all the responsibility of the Management Information System (MIS) Department. The budget for MIS comes from several funding sources. Currently, these sources include the following:
Local Budget: Approximately $25,000,000
SPLOST: $64,000,000 from SPLOST II
Grants: Approximately $5,000,000 per year
E-Rate: $1,350,000 requested for 2005 - 2006

The new fiber optic Wide-Area Network (WAN) project, which received Board of Education approval in February 2004 at a cost of $30,000,000 (SPLOST and E-Rate), was completed. The new network replaced a frame relay service that runs on a bandwidth that can no longer support the demand of current and future voice/video and data technologies. Constructed underground, the WAN connects 141 school system sites and provide system-wide capabilities for future changes in the communication environment, distance learning, interactive video conferencing, web-based applications, and future technologies.

State and federal grants fund the DeKalb Family Technology Resource Centers (FTRC) or which have been in operation since 1996. This community and family education program is for all residents of DeKalb County and DCSS employees. More than 24 FTRCs provide community access to technology and computer-based learning. The centers encourage parental participation and involvement in the classroom and promote meaningful business partnerships that address community needs and interests. There are no fees or tuition for participants. Participants give their time, as unpaid volunteers, back to their communities as a form of payment.

Over 8,400 parents and guardians of students in grades 3, 5, 8, and 12 enrolled in DCSS responded to the DeKalb Assessment of Needs Inventory (DANI) in October 2006. Overall, the majority of parents responded positively to each of the 74 items on the DANI. The items receiving the highest percentages of agreement from parents were "Students are encouraged to succeed" (90%), "I understand school procedures" (90%), "I understand school rules" (92%), and "My child understands school rules" (94%). Relatively high percentages of parents also agreed that rules for student discipline are reasonable (88%), that it is safe for their children to travel to and from school (88%), and that they feel safe in their schools (89%).

Parents were satisfied with the curriculum as at least 80% of the respondents agreed with every curriculum item. Responses also indicated that parents are generally satisfied with the instruction their children are receiving. They agreed that teachers provide a variety of ways for students to demonstrate what they have learned (88%), assign homework that supports daily instruction (87%), give extra help to students when needed (86%), grade work fairly (85%), and hold high expectations for students (84%). Although a large percentage of parents (89%) agreed with the item "There are enough opportunities for parents/guardians to become involved in our school," only 67% agreed with the statement "I am actively involved in our school" and 29% disagreed with the statement. While only 64% of the entire parent sample agreed that there are enough sports, extracurricular activities, and after-school programs, the percentage of agreement was much higher (81%) for parents of 12-grade students.

Over 86% of parents agreed that the school grounds and buildings are clean and attractive. This was almost identical to the rate of agreement to these items by nearly 850 community members. Other items that received a high percentage of agreement from community members were "Students are encouraged to succeed" (88%) and "I feel safe in our school" (85%). Community members responded positively to all other items on the DANI except for a few items with large number of "do not know" responses.

The *Organizational Design* DANI was taken online by 6,365 faculty and full-time staff members. The item, "Teachers use a variety of ways to actively involve students in learning" had the highest percentage of agreement (92%) among this group of stakeholders. At least 88% of the faculty and staff respondents also agreed that "Professional development is continuous," "Good classroom management skills are used to facilitate instruction," "Teachers inform parents/guardians of student progress in a timely manner," "Conferences with parents/guardians are held regularly," "Achievement goals are set for the school as a whole," and "The primary focus is on student achievement."

Two thirds or more of the faculty and staff members responded in agreement to all of the *Organizational Design* survey items. The exceptions were "Effective parenting training is offered to parents/guardians" (53%), "Equipment is repaired or replaced in a timely fashion" (54%), and "School administrators consider the opinions of students in making decisions" (61%).

A total of 15,222 students in grades 3, 5, 8, and 12 took a 59-item online version of the DANI. At least 80% of the students agreed with the following items: "The subject/courses prepare me for the next grade level, college, or for work," "I understand my school's rules," "Teachers present lessons so that I understand what is being taught," "Students are encouraged to succeed," "Technology is used to help me learn," "Homework supports daily instruction," and "Problem-solving skills are taught."

In general, the percentages of agreement showed a decrease for most of the items from elementary to middle school to high school respondents. Likewise, students in grades 3 and 5 expressed lower levels of disagreement than did students in grades 8 and 12.

Overall, the percentage of disagreement for the entire student sample was relatively high for these items: "Cheating is NOT a problem in our school" (50%), "Sexual harassment is NOT a problem in our school" (36%), "Substance abuse is NOT a problem in our school" (33%), "Students show respect for teachers" (32%), and "Students show respect for other students" (31%).

Most of the items related to instruction received agreement ratings of 71% or higher from all stakeholder groups. Parents and students responded with 80% or higher levels of agreement that the schools offer strong instructional programs, use technology to help students learn, teach problem-solving skills, and assign homework that supports daily instruction. On the item "Teachers use a variety of ways to actively involve students in learning," staff members responded with a higher level of agreement (92%) than did parents (80%) and students (76%), but responses from all three groups reflected a high level of active learning in the DCSS.

Responses to items on assessment and student achievement showed high levels of agreement from all stakeholder groups that students are encouraged to succeed, teachers hold high expectations for students, students are provided a variety of ways to demonstrate what they have learned, and students' work is graded fairly. Agreement levels of 72% and higher on most items from students, parents, staff, and community stakeholders indicated satisfaction with the curriculum, and school leadership items also indicated satisfaction from each group of stakeholders.

Stakeholders from all groups indicated that they feel safe in their schools and that school rules are reasonable and consistently enforced by teachers and administrators. Across stakeholder groups levels of agreement were similar for other items related to school climate although the percentages for students tended to be lower than for the other groups. Overall student percentages were at least 20 points lower than the percentages of agreement for their parents on items related to these issues: cleanliness and attractiveness of the school buildings and grounds, students showing respect for teachers, substance abuse, and cheating.

Responses from one item that was asked of parents, community members, and students were quite positive. The item was "Generally, I am satisfied with our school." The percentages of agreement ranged from 87% for parents to 70% by students with 85% of community members agreeing with the item.

Section 3: Compliance with SACS CASI Standards for Quality Systems – Standards for Review and Response

In preparation for the DCSS Southern Association of Colleges and Schools visit in 2007, district level committees and subcommittees made up of district and school level administrators have conducted a self-study of the district's instructional program and operational effectiveness. Members of the Standards Review and Response Committee have met since December 2005 to review local, state, and national standards. Through a team structure, the administrators have focused on the district's compliance with the SACS CASI Standards for Quality Systems. The team structure is represented as follows:

Standard for Quality Systems	Standard Description
1. Beliefs and Mission	A quality system develops and communicates a vision, beliefs and mission that provide a focus for the quality of the work of the students and the quality of the work of the system and schools.
2. Governance and Leadership	A quality system provides for and promotes stability in the leadership, governance and organizational structure which include a focus in developing and maintaining a vision; an emphasis on improving student learning; and support for innovative efforts that produce desired results.
3. Curriculum	A quality system offers a research-based curriculum based on clearly defined expectations for student learning that is subject to review and revision at regular intervals.
4. Instructional Design	A quality system develops and employs instructional strategies and activities in support of student achievement of the expectations for learning defined by the curriculum.
5. Assessment, Measurement, and Effectiveness Results	A quality system uses effective and continuous performance management systems for assessing, aligning, and improving student learning and operation performance, including organizational and instructional effectiveness, at all levels and areas of the system.
6. Resources	A quality system has qualified staff that is supported by the financial and physical resources necessary to fulfill the vision, mission and goals of the system.
7. Student Services	A quality system identifies and has a network of services that support the development and well being, including the health and safety, of each student
8. Staff and Stakeholder Communications and Relationships	A quality system develops and supports organizational patterns or structures that promote effective communications and relationships between and among the schools, stakeholders and system.
9. Physical Facilities	A quality system has the necessary resources to provide the facilities, sites and equipment for the educational programs and services to be fully implemented throughout the system and individual schools.
10. Continuous Process of Educational Improvement	A quality system establishes, implements, and monitors a continuous process of educational improvement clearly focused on student performance.

Standard 1: Beliefs and Mission

Vision is the power that sustains any viable organization. The focus of an organization's vision is the future and serves as a concrete foundation for the organization. It does not fluctuate from year to year but serves as an enduring promise.

The DeKalb County School System has a Board of Education approved Strategic Plan, Board and Superintendent Goals, and a Vision Blueprint that outline the beliefs and mission for the school district. These have been developed in cooperation with internal and external stakeholders. Through the Strategic Plan, Board and Superintendent Goals (i.e., Blueprint), and Vision, the DeKalb County School System has established a vehicle to create and communicate a view of a desired state of affairs that induces commitment among those working in the organization.

The Strategic Plan and Board and Superintendent's Goals are approved annually and establish the annual goals, focus, and expected outcomes for all school and center CSIPs and departments. The Board and the Superintendent review and develop goals to ensure that the instructional practices reflect research and best practices concerning teaching and learning in all schools, centers and departments and focus on student achievement and the strategic needs of the school district on an annual basis. Additionally, the vision, mission, and beliefs of the school system are reviewed annually and undergo major review every five years as a part of the strategic plan update.

The Superintendent, through the Vision, set forth seven areas of focus that frame the vision. The seven areas are Leadership, Accountability, Customer Service, Data Analysis, Access and Equity, Training, and Unity.

Integral components to maintaining focus on the Strategic Plan, Board and Superintendent's Goals, and Vision occurs during the system's annual budget development process. All budget units (schools, centers, and departments) are required to justify all expenditures in relation to the Strategic Plan, Board and Superintendent Goals, and a Vision Blueprint.

System, student, and community profile information is available from various sources within the school district. A written narrative profile is developed by the Department of Assessment and Accountability using data from the Departments of Planning, Title I, School Nutrition and Finance and from DeKalb County Government.

Preliminary review of the indicators for Standard 1 reveals an overwhelming percentage of the administrators in the self-study believes the district has a vision, beliefs and a mission that is communicated through the Strategic Plan and Board and Superintendent's Goals and that systems are in place to monitor and ensure that the vision is communicated and incorporated into all budgetary process and program planning and implementation. A significant percentage of administrators involved in the self-study indicated that refinement of the profile process needs to ensure that the review of the system's vision, beliefs, mission, and goals are based on current data and trends.

Standard 2: Governance and Leadership

The way in which an organization defines its governance dictates the way it does business and invites others to do business with it. An organization's governance model establishes its guidelines, boundaries, and opportunities. The DeKalb County School System governance model and associated leadership structures the "business of education." Identified governance models for the Board of Education, Superintendent's cabinet, district and school administration, teachers, student, parent, partners, and community have been established and have corresponding organizational charts and operational policies that define organization, department, division, school, and individual roles and responsibilities.

Preliminary examination of indicators for Standard 2 reveals an overwhelming percentage of administrators in the self-study believes that comprehensive district policies needed for daily and long term operation, district planning and forecasting, and compliance with local, state, and federal standards, policy, and law are in place. A significant number of administrators in the self-study indicate the continued need to clarify the role of the Board of Education, continued refinement of the role of the Department of Human Resources, and clarification of district and local school roles in operational decisions and procedures.

Standard 3: Curriculum

The DeKalb County School System implements the state adopted curricula: the Quality Core Curriculum (QCC) and the Georgia Performance Standards (GPS). At the present time there is a transition from QCC to GPS by the year 2009. The new GPS includes essential knowledge and skills in each content area with clearly defined expectations for student learning across subject areas and grade levels. The department of Curriculum and Instruction, OSI, and Professional Learning along with the Georgia State Department of Education ensure that the GPS timeline along with district-developed pacing guides for rollout is followed.

The state-adopted GPS reflects a commitment to equity, appreciation of diversity, recognition of different ways of learning, and challenges students to excel. DCSS promotes this commitment through professional learning activities and balanced implementation of advanced academic programming including Advanced Placement (AP) and SpringBoard across the district. Textbook review committees ensure adoption of materials that complement the adopted curriculum as well as SpringBoard at the middle school level and *HSTW* in grades 9-12.

Materials purchased with local, federal and state funds, systemic professional development, online access to the QCC, support from the Department of Advanced Academics, provide the basis for GPS implementation. The curriculum promotes active involvement of students in learning, including opportunities to explore application of

higher order thinking skills and to investigate new approaches in applying their learning. Professional learning and instructional coaches along with district-wide Focused Walks are utilized to ensure the implementation of new strategies in classroom instruction. Accountability is accomplished with daily classroom monitoring by principals along with the CRCT, EOCT and GHSGT assessments.

OSI offers support in the development of CSIP plans. The Department of Research and Evaluation and the Department of Assessment and Accountability gather, analyze and utilize data and research to provide recommendations and data driven feedback for local school improvement.

The DCSS provides a balance of educational experiences through a curriculum based on knowledge of human growth and development and relies on research-based and sound learning principles. Professional Learning offers a myriad of experiences to support teachers in best instructional practices that are required for implementation of the curriculum.

Standard 4: Instructional Design

DCSS strives to develop and employ instructional strategies and activities to support student achievement. The DeKalb County School Board and Superintendent build the framework for student achievement by establishing annual goals which are drafted in consideration of the system's mission and system-level data. These expectations create a concentrated focus for the school system. Each school or center's CSIP is aligned with these central goals. While these plans, developed by each school and center, serve as the foundation in planning for student success, the Departments of Instruction, Assessment and Accountability, Special Education, and School Improvement work collaboratively to provide leadership for the drafting of the plans. The entire planning process begins by analyzing student data and planning for specific student needs. Results of standardized student assessments serve as the catalyst for the creation of each independent plan and are used to improve instructional design and effectiveness. To maximize the process, the Department of Assessment and Accountability provides ongoing data analysis and training for administrators and teachers expected to lead this charge. Within each CSIP, researched-based best instructional practices are included to address the specific needs of students who attend that school or center. Moreover, each plan must provide evidence of the research used in selecting the instructional strategies and activities through a comprehensive bibliography or the inclusion of the research within the plan itself. To strengthen the process, each CSIP is approved and carefully monitored by the respective area Assistant Superintendent's Office and the OSI. This course of action insures that each school's instructional design is within scope and directed to the specific needs identified by current student achievement data while aligning to the district's mission and expectations for student learning.

In addition, the DCSS instructional design is positively impacted by the value the system places on instructional time and its effort to protect student contact hours. This is evidenced by the meticulous creation of a district-wide school calendar (180 student contact days), adherence to instructional time regulations (length of instructional day and curricular time mandates), careful construction of master schedules, and the limitation of meetings scheduled during the school day. Furthermore, building administrators are provided with the flexibility to address the specific needs of their students and interests of the community as substantiated by the variety of master schedules in place (block, traditional, etc.).

The Office of Advanced Academics serves as the instructional hub for special programs specifically designed to stimulate and enhance intellectual and creative development. From this office, support is offered to students in programs specifically designed to reach beyond the traditional modes of education and provide enriching experiences through programs like SpringBoard, International Baccalaureate, Gifted, and AP. Other programs, including but not limited to, *HSTW,* Magnet Schools for High Achievers, schools for performing arts, and Montessori provide opportunities for students to explore specific areas; fusing instruction with student interest. Although not every DeKalb student is a participant in one of these programs, every student is required to participate in the GPS.

Comprehensive services throughout the district support the system's overall instructional design. For example, the Department of Educational Media establishes as its primary purpose providing services and materials to students and teachers throughout the school library media programs. Among its many responsibilities, the department offers training for new media specialists; updates on current trends in the field; acquisition services for the purchase of library materials (both print and non-print); guidance in complying with state and regional library media standards; and implementation of the system's copyright, internet, instructional media and equipment, and accountability for school property policies. The Department of Public Relations focuses on internal and external communications and relationships of the school community. This includes the Partners in Education, media relations, and other school organizations and publications. The Department of Management Information Services (MIS) supports the system's instructional design by facilitating network services including a new fiber optics network, telecommunications, and distance learning/video. MIS provides community access to state-of-the-art instructional programming through the district's new public access channel that operates year-round.

The system's approach, one of promoting a rigorous and relevant instructional design, is possible because of the all-inclusive support services that are located throughout the DCSS. From planning to implementation these diverse services are created to increase and enhance the achievement of all DCSS students.

Standard 5: Assessment, Measurement, and Effective Results

As a result of the NCLB legislation, key indicators have been established to ensure improved student learning. In an effort to ensure student progress, the DCSS has created the CSIP which supports the goals established by the Board of Education and the Superintendent. The CSIP, state-mandated tests, formal and informal assessments, benchmarks, and GPS all play an integral role in maintaining and monitoring student progress. The Department of Assessment and Accountability works with schools and staff to ensure data is provided in a timely and useful manner. Data is also made available via individual school and system websites, data walls, and climate surveys. The Georgia K-12 state report card highlights student performance by school and system. The Department of Assessment and Accountability provides a testing calendar, data analysis workshops, and summative information as it relates to school and system test performance. Through the Management Information Systems (MIS) Department, the AS400 and TestTrax are two technology tools utilized by the system to provide accessible information. The Department of Assessment and Accountability, the OSI, and the Department of Research and Evaluation work with schools to ensure their effectiveness as well. Assessment and measurement information are communicated in various print and non-print formats including district and state websites, newspapers, parent conferences, Title I letters, brochures, progress reports and report cards.

Standard 6: Resources

DCSS fulfills the financial resources quality system indicators through the Division of Finance. Financial accounts are maintained in accordance with the Generally Accepted Accounting Principles (GAAP) and are verified through an annual audit performed by the Georgia State Department of Audits and Accounts. These audits are published by the Department of Audits and Accounts and can be viewed by following the link http://www.audits.state.ga.us/rptSearch/report/3875.

Federal, state, and local funds are received on routine schedules and posted to the general ledger to continue the viability of the school system and support all regular expenditures. To date, the DCSS currently has no long-term debt to service. The benefit of DCSS having no long-term debt is that it allows the school system to be more flexible in making the decisions necessary to improve student achievement. Balanced sheets (revenue and expense statements) are produced monthly and annually. These reports are analyzed and certified by the Division of Finance and monitored by the DeKalb County Board of Education. Under the direction of the Superintendent, an annual budget is produced. The annual budget is approved by the DeKalb County Board of Education after Board members have had an opportunity to validate that the budget will support the beliefs and mission articulated throughout the Strategic Plan, Board and Superintendent Goals, and Vision Blueprint.

All staff members, including the Superintendent, Dr. Crawford Lewis, hold required certification. Dr. Lewis currently holds an L-7 certificate in Educational Leadership which exceeds the 18 hours in Administration and Supervision mandated by the SACS CASI.

All DCSS district level administrative and supervisory staff members hold at least a master's degree from a regionally accredited federal, or state sanctioned institution. In addition to having a master's degree, all administrative and supervisory staff members have acquired at least 18 hours in administration and/or supervision, and a large majority has acquired their L-5 certificate in Administration and Supervision.

The DCSS perennially develops a "Position Classification and Wage Salary Schedule." This document provides a list of pay ranges for all positions within the school system.

All schools, centers, and district level offices are staffed with personnel who are qualified, certified, and committed to the vision of becoming a premier school district. Schools and centers are staffed according to the FTE/Point system regulated by the federal government, the State of Georgia, and the local school district.

DCSS has developed a thorough system of employee evaluation and assessment. All personnel receive an annual evaluation prior to the end of the academic school year. This confidential evaluation is discussed between the employee and his or her direct supervisor. After the evaluations are completed for each employee, the evaluations are forwarded to the Department of Human Resources and placed in the employee's personnel file.

Standard 7: Student Services

The DCSS provides a broad array of support services to students through the Department of Student and Professional Services. The mission of this department is aligned with that of the school system to maximize the academic, social, and emotional potential of learners through the practices of consultation, evaluation, instruction, and prevention and intervention with students. This network of services includes Alternative Education, Driver Education, Exceptional Education, English Language Learners, Research and Evaluation, Prevention and Intervention, School Counseling and Mentoring, School Social Work, School Psychology, and Special Projects. Services extend to all the stakeholders influencing the education of students including school personnel and parents. The goal of these support services is to enhance student learning through the collaborative efforts of the multidisciplinary team.

Ongoing objectives of these combined support services are (1) to assist with the establishment and continuation of a safe work and learning environment that fosters dignity, acceptance and respect for individual differences for the students and employees of DCSS; (2) to promote positive communication between all stakeholders of the school system through constant demonstration of service excellence; (3) to facilitate access to a quality education for all students (4) to insure that services are accessible to all students; and (5) to promote diversity and equity for staff and students. The Department of Research and Evaluation plays a critical role in the continual assessment of current programs and the oversight of innovative projects.

The Guidance and Counseling Department has adopted the American School Counselors Association (ASCA) model for delivery and accountability of counseling and guidance services delivered to students. Each school conducts weekly Student Support Team (SST) meetings and engages school psychologists and other professionals in working collaboratively to provide interventions for students who have been identified as "at-risk." The provision of services to students with disabilities is aligned with federal law and is implemented following federal regulations and state guidelines. Individual Education Programs (IEPs) are developed for all students meeting criteria as a student with disabilities. This is done in accordance with rules developed by the Division of Exceptional Students at the Georgia Department of Education and adopted by the Georgia State School Board to ensure compliance with the Individuals with Disabilities Education Act (IDEA). English Language Learners (ELL) are supported through a variety of services and programs throughout the school system. The DCSS's International Center provides an initial point of entry for students who are enrolling from other countries. It also provides the school system with support for interpreters and aid to families as they settle in our district. ELL services are available to all students throughout the school district.

School social workers, prevention and intervention specialists, school counselors, lead teachers for special education, and school psychologists work collaboratively with parents, school staff, and community agencies to provide differentiated instruction, mental health services, intervention strategies and techniques, and other related services to maximize student learning. This focus on the needs of "the whole child" positively impacts overall student achievement. In addition to school-based services and hospital/homebound services are provided in collaboration with area hospitals. Representatives from the school district participate in a variety of local, county, regional, state, and national inter-agency councils. This participation plays a significant role in establishing a network of shared services for students and their families.

The district's Department of Public Relations works diligently to communicate with the community and each DeKalb school. They strive to share information as well as seek input from stakeholders in order to plan collaboratively for future system growth. Parent Centers are available in nine of DeKalb schools. These centers provide opportunities for parents to come into the schools for a variety of activities and resources geared to broadening their connection with the learning environment. After-school programs are also available to provide supplemental services to students who may benefit from additional individualized instruction. Every school is required to have a school council which includes parents, community members, and school staff.

Every school is required to have an extensive Safe School and Emergency Preparedness Plan outlining specific duties and responsibilities of staff. Schools are required to maintain an emergency "kit" and have emergency drills throughout the year. Emergency Response Procedures, a printed system-wide protocol and guide for responding to emergency situations, has been distributed to DCSS staff members.

The DCSS houses its own Public Safety Department that provides a variety of services to the schools. They have a role in drug prevention, addressing issues related to gang activity and creating a safe and positive school climate. In compliance with state law, the School Social Work Department provides mandatory training on recognizing and reporting child abuse and works closely with the Public Safety Department in this effort.

A system-wide network has been established to provide crisis intervention teams composed of school psychologists, school social workers, school counselors, and prevention/intervention specialists. These teams are trained to respond in a wide variety of crisis situations that may affect the school environment. These teams are mobilized in a variety of circumstances, including but not limited to, the death of a student or staff member, a school intrusion, or an unexpected accident at the school.

The Student Accounting System plays a vital role in maintaining records as mandated by local, state, and federal agencies. The school system utilizes a password-secure online program known as the AS400 for the purpose of reporting student data that is critical to funding and information purposes.

This student accounting system also collects data that plays a significant role in the production of information used for planning and school improvement. Examples of the data maintained in this system include demographics, discipline records, attendance records and standardized testing information. Permanent student records are housed in local school buildings and additional records are maintained in the Departments of Psychological Services and Exceptional Education. Release of information adheres to the guidelines administered by FERPA.

Professionals with diverse backgrounds and skills comprise the multidisciplinary team at every school. Defining the unique challenges facing each school and assessing the need for additional services, the CSIP)for each school typically outlines some of the support services that may be unique to that school. Based on these action plans additional services may be provided. An example of this could be a school with a high number of medically fragile students that would require the assignment of a fulltime nurse.

All schools are staffed with school counselors who deliver a variety of services depending on the age of the school population. Additionally, every school is assigned a school psychologist, a school social worker and a lead teacher for special education. All Title I schools are assigned prevention and intervention specialists. Related services provided by school nurses, clinic assistants, physical therapists, occupational therapists, audiologists, and speech and language pathologists are in elementary schools with "as needed" assistance provided in the middle and high school levels.

State nutrition guidelines are followed in accordance with procedures to ensure students receive proper nutrition. In circumstances where feeding prescriptions must be followed, the school nutritionist works directly with other professionals to provide feeding accommodations.

Transportation is provided for all students living at least one mile from their community schools, for students taking advantage of unique educational opportunities to transfer within the county, and for students with special needs.

Student safety is paramount. DeKalb has adopted the Respect/Protect Model of bullying intervention and a school safety initiative. With its own internal police department, DCSS has immediate access to first responders in all issues related to student, staff, and school safety. Another important aspect of student safety is the Driver Education Program that focuses on safe driving skills and lawful conduct.

The Code of Student Conduct encourages and promotes the development of ethical and lawful conduct of students. Student tribunals are held to address disciplinary infractions of students and intervention services are usually provided through the SST, school social workers, alternative education programs, or collaboration with other agencies. Two programs to address chronic behavior concerns include the GRIP and the POINTS program. As required by Georgia law (OCGA 16-11-127.1), posters that cite the state law prohibiting weapons on school property have been placed in public view in every DeKalb school and center. The Office of Student Relations has regular contact with the National School Safety Center, a partnership of the Departments of Justice and Education and Pepperdine University.

Citizenship curriculum is a part of the secondary instructional program. All schools promote the state character education program by recognizing a "character trait of the month" through a multitude of activities. The SpringBoard and the *HSTW* initiatives have comprehensive approaches for encouraging responsible citizenship and goal setting for students. An additional component for fostering the development of decision-making skills and ethical conduct comes through the mental health professionals who work with students individually and in groups.

The Student Discipline Brochure presents clear written guidelines for students' conduct and attendance. This information is presented to students and parents when they register each school year and is also available on the DCSS website. Staff is provided training to ensure fair and equitable enforcement of the rules and standards in the Code of Student Conduct. Teachers review this information with students at the beginning of each school year. Students are required to demonstrate mastery by taking an age-appropriate written test. Test accommodations are made for students with disabilities. DeKalb County is continually monitoring this process through the Office of Student Relations to ensure protection of students' due process rights and compliance with state and federal law.

In accordance with state law, the school district maintains attendance records through the AS400 system and makes required reports to the DeKalb County Solicitor General's office. The Office of Student Relations reviews current procedures, challenges, and other issues associated with reporting of attendance. The school system maintains clear procedures regarding referrals to the School Social Work Department for student attendance. The school system has an administrative handbook available online for all school-based administrators. Each school has a plan to improve attendance and a systematic procedure for contacting parents regarding student absenteeism.

Standard 8: Staff and Stakeholder Communications and Relationships

The DCSS embraces the belief that the school cannot live apart from the community. With the goal of achieving and maintaining premier status as a school system, staff and stakeholder communication and relationships are critical. In recent years, the district has achieved a new level of success in school community relationships by improving open, ongoing, consistent, frequent, and reliable staff and stakeholder communication. At every level, whether it be teacher/student, teacher/parent, teacher/teacher, administrator/teacher, administrator/administrator, administrator/student, student/student, or school/community (parents, partners, peers, vendors), communications has been enhanced through training, efficient and effective uses of technology, translation, increased frequency, and increased locations.

Family Technology Resource Centers (FTRC) are available in several of the schools. These centers provide opportunities for students, their parents, and community members to come into the schools and participate in over 100 activities, classes, and courses designed to enhance educational and employment skills. After school and summer programs are also available to provide enrichment and supplemental services to students who may benefit from additional individualized instruction. All FTRC programs are designed to keep children safe, help working families, and support school success. Every FTRC is required to have a Local Advisory Board which includes parents, community members and school staff.

An overwhelming percentage of administrators who participated in the self-study believe that there are improved and increased opportunities as well as forms for communication that improve staff and stakeholder relationships. A small percentage indicated continued need for professional development in expanding the customer service practices and protocols, clarification of the Superintendent's Blueprint, and institutionalizing the district's Code of Ethics.

Standard 9: Physical Facilities

The DCSS has the necessary resources to provide and maintain the facilities, sites, and equipment for the educational programs and services to be fully implemented throughout the system and individual schools. The Department of Plant Services is responsible for the execution and coordination of services related to the DCSS building maintenance, grounds, and related infrastructure with the goal of providing an environment that promotes quality education. This includes repairs to buildings and building systems, minor renovation projects, operation of utility systems, grounds keeping, and related activities. All facilities are maintained to meet or exceed local, state, and federal law, standards, and regulations.

Additional responsibilities for the Department of Plant Services extends to (1) all phases of planning and construction including site selection and contract management related to capital improvements, (2) maintenance of all licensed vehicles and trailers, (3) distribution of textbooks, school furniture, instructional and office supplies, groceries,

maintenance items, and daily courier services, (4) coordination and implementation of mechanical maintenance services led by heating and air conditioning specialists, audiovisual technicians, delivery truck operators, electricians, equipment mechanics, plumbers, welders, and mechanical shop technicians, and (5) maintenance of the athletic fields and all related aspects of operation at the five regional stadiums. Through an online work order process, schools, centers, and other district facilities are able to report any facility need and check the status of previously requested services. In addition to responding to school, center, and facility requests, the Department of Plant Service maintains an ongoing maintenance, repair, and renovation schedule.

Standard 10: Continuous Process of Educational Improvement

A quality system establishes, implements, and monitors a continuous process of educational improvement clearly focused on student performance.

DCSS has developed a CSIP that is aligned with the vision, mission, and beliefs of the Board of Education and the Superintendent. The CSIP strategic plan serves as the format for each school's improvement efforts. Each school's plan is developed through a collaborative effort that involves its own unique stakeholders including school officials, teachers, parents, and community leaders. The CSIP process provides a unified format that allows each school to (1) articulate the district's vision, (2) provide an individual school profile, (3) establish action plans for specific improvement goals, and (4) provide results of their improvement efforts. DeKalb County schools are supported through this process by the district's OSI, Department of Curriculum and Instruction, Department of Professional Learning, Department of Assessment and Accountability, and MIS. These departments provide the schools with data, data analysis, and professional training in a timely and useful manner that is critical to each school in their planning and implementation processes. The entire CSIP process is monitored through oversight of district personnel and the establishment of a district timeline of reporting. Results from the state-mandated CRCT and GHSGT assessments are also used as monitors of progress efforts as well as indicators from the federal NCLB legislation.

District meetings for elementary, middle, and high school administrators and staff are held monthly. These meetings are used to discuss such issues as vertical and horizontal transition planning. This ensures continuity among the schools. Professional learning days are set aside during the year to provide training in improvement initiatives such as HSTW, SpringBoard, and GPS. Additionally, each core content area provides professional learning throughout the year geared at strengthening the instructional delivery of teachers.

DCSS provides a wide array of communication tools to articulate information about student achievement and school improvement. The district's nationally recognized website is one of the principle ways of communicating information to stakeholders. Information is also disseminated through school board meetings, meetings with Parent Teacher Association and Parent Teacher Students Association groups, press releases, and public forums throughout the district.

Section 4: Quality Assurance

How does the school district ensure that the school's plans for improvement are enacted, monitored, and analyzed on a continuous basis?

The DCSS has an organizational structure for supporting the administrative and instructional functions of all schools and centers, which in turn, guarantees that plans for improvement are enacted, monitored, and analyzed on a continuous basis. The school system is a complex organization consisting of departments and areas that exist to support the school system and individual schools' efforts to continuously improve. The departments and areas can be categorized among three basic areas, which are instruction, administration, and support/technical services.

Schools in the school improvement planning process have an array of services, assistance, and monitoring support available to them from the Departments of Elementary, Middle, and High School Instruction; OSI, Department of Professional Learning; and the area teams. The services to schools are provided upon request from the school principal, assistant principal, the area assistant superintendent, or the superintendent's office. The various instructional entities provide the following services:

- Reading, review, and approval of CSIP by the office of the area assistant superintendent;
- Facilitate parent meetings or conferences;
- Utilize break-out sessions from the general monthly administrator meetings for elementary, middle, and high school principals and assistant principals for instructional purposes;
- Provide grade level/departmental planning support;
- Offer GPS training in order to implement state curriculum;
- Provide instructional support to new teachers, Title I coaches, and Class Size Reduction coaches as they assist and monitor teachers;
- Demonstrate exemplary teaching;
- Maintain web-based support for instructional procedures and updates;
- Conduct formal and informal observations of teachers;
- Hold conferences with teachers regarding plans for improving their performance;
- Conduct mock CRCT administrations as a benchmark for assessing student acquisition of objectives/standards/CSIP goals;
- Assist schools in analyzing student performance data;
- Identify schools that are in the "Needs Improvement" (NI) category;
- Assist Title I schools with school improvement planning process;
- OSI assists schools to develop and refine CSIP;
- Monitor implementation of CSIP by making school/classroom visits;
- OSI conducts internal audits of schools in NI to analyze effectiveness of CSIP;
- Provide professional learning opportunities based on identified school needs;
- Assist schools to develop school-based professional learning plans that are aligned to school and system goals;

- Offer professional learning courses based on needs-assessment data from schools, district, state, and federal guidelines;
- Provide courses that are designed to meet criteria for recertification of teachers and to assist teachers to become highly qualified;
- Assist teachers in alternative teaching programs to become fully certified and highly qualified.

Primarily, administrative support for school-based administrators is received through the area assistant superintendent's offices. Each high school, middle school and elementary school principal is assigned to an area assistant superintendent who specializes in the area assigned to the principal or center director. The area teams provide the following services:
- Supervise principals as they lead schools;
- Utilize the GLEI to evaluate principals;
- Hold monthly administrative meetings in addition to the general administrator's meeting in order to update principals on information pertinent to high school, middle school, or elementary schools;
- Provide continuous feedback to schools regarding customer service provided to parents, teachers, students, and external stakeholders;
- Monitor parent concerns regarding unmet expectations at school sites;
- Ensure resolutions to conflicts that arise in local schools among and between stakeholders;
- Monitor monthly fire drill, attendance, and classroom observations at local schools;
- Monitor all evaluations conducted at the local schools by the principals;
- Interpret school law to stakeholders;
- Act as emergency crisis managers;
- Act as a liaison between schools and other district departments;
- Assist with matters that impact the instructional program of the schools;
- Provide assistance with interpreting student data.

In addition to instructional and administrative support, the DCSS offers assistance to schools as they plan for improvement through support services. The offices of Assessment and Accountability, Human Resources, Finance, MIS, and Student Services provide the following services or technical support to schools:
- Provide student performance data in a timely and useful manner;
- Conduct professional learning sessions with principals and assistant principals in the use of data;
- Use the Paperless Application Tracking System (PATS) in order to provide an organized job application method for potential employees;
- Utilize data from PATS to analyze and fill vacancies with highly qualified teachers and staff members;
- Provide assistance to certified staff members regarding the process for renewal of teaching certificates;

- Assist schools by delivering reports regarding demographic data, grades, discipline, personnel, FTE, and attendance;
- Provide professional learning for certified staff members in technology integration;
- Provide site-based professional learning for technology ;
- Support the 21st Century grants in schools;
- Provide comprehensive management of all software and hardware components of instructional and administrative technology for the schools and district;
- Provide a network of services to families and students;
- Supply schools with counselors, psychologists, social workers, and ELL staff;
- Develop emergency plans for the school and district;
- Maintain records required by FERPA;
- Provide nutritional programs and assist schools with adhering to nutritional guidelines;
- Provide transportation for students who live beyond one mile from school;
- Provide a lawful and ethical Code of Student Conduct;
- Provide a Student Relations Department that works with community agencies including the Department of Justice;
- Maintain accurate discipline records on the AS400.

How does the district use and communicate the results of the district's efforts to improve student learning?

The various departments of the DCSS are mandated to use and communicate the results of the system's efforts to improve student learning. The Finance Department generates financial statements that are reviewed and approved by the Board of Education on a monthly basis. Financial results are used to improve student learning by evaluating current financial decisions, developing plans for instructional enhancements, and implementing educational mandates. Information is shared through monthly meetings with principals, assistant principals, content area teachers, and department chairs. Constituents are also informed (via emails and the Curriculum Center on First Class) about the district's efforts to improve student learning. Professional learning days provide an opportunity for staff to communicate with each other.

The Human Resources Division, the Department of Assessment and Accountability, OSI, the Department of Professional Learning and Management of Information Systems (MIS) use brochures, testing calendars, workshops, administrative flyers, the DSCC website, school system cable television station, presentations at meetings, press releases, and the FirstClass network to communicate with system-wide administrators and the general public about student learning. Sharing information in meetings is done frequently to communicate the goals, objectives, and procedures of the school district through the use of CSIP. Elementary Instruction analyzes and interprets data to identify and provide targeted support including workshops, which are based on identified needs of our students.

How does the school district manage its internal systems, e.g. organizational planning, scheduling, evaluation systems, and allocation of resources to ensure that they effectively serve and enhance student learning?

The school district manages its internal systems with a tiered administrative organizational structure that ensures the coordination of all activities to support student achievement. The Superintendent sets the district's goals and priorities with the help of his senior staff members and Board of Education members. Presently, there are six key directions through which information and directives flow: Instruction, through Mrs. Gloria Talley, Deputy Superintendent of Curriculum & Instruction; Administration, through Dr. Frankie Callaway, Senior Associate Superintendent, School Administration; Student Services, through Dr. Garry McGiboney, Deputy Superintendent of Support Services; Plant Services and Construction through Mrs. Pat Pope, Chief Operation Officer; Marcus Turk, Interim Chief Financial Officer, and Mr. Dannie Reed, Interim Chief Human Resources Officer. Dr. Regina Fletcher, Executive Director for Partners, Public, and Media Relations, coordinates strategic planning for the entire system with representatives of the various departments under the supervision of the aforementioned individuals. Departments were asked to report on their benchmarks toward progress on the five goals for the 2006-2007 school year.

Scheduling is conducted by a district calendar committee and facilitated by Mrs. Gloria Talley. This committee takes into account the needs of the students and wishes of stakeholders, and community when developing the academic calendar for the upcoming school year. The ultimate goal of the calendar committee is to ensure ample instructional time is provided to all students.

The DCSS has two departments that conduct formal evaluations to provide feedback. The Department of Assessment and Accountability coordinates testing of all students using standardized instruments as required by state and federal guidelines as well as local instructional needs. The Department of Research and Evaluation coordinates evaluations of programs, administrators' performance, and other special projects that require feedback.

The budget is developed in conjunction with the five strategic goals. The budget development process and improvement requests are subjected to a cross-functional screening from the Superintendent's Budget Review Committee. All of the school-level budgets are tied to the state Quality Basic Education (QBE) earning formulas. The QBE formulas are connected to the Georgia State Board of Education goals and objectives. The school-level budgets are allocated and disbursed for local control and site-based management.

APPENDIX A

STRATEGY MAP

DEKALB COUNTY SCHOOL SYSTEM STRATEGY MAP

Mission
o The mission of the DeKalb County School System is to form a collaborative effort between home and school that maximizes students' social and academic potential preparing them to compete in a global society

Vision
o "Premier DeKalb Schools - Setting the standa

Strategic Objectives

Improve Student Achievement	Ensure Quality Personnel	Provide A Risk Free Learning Environment	Create Financial Stability	Increase The Effectiveness Of Educational Programs

Bottom Line Objectives. . . What are the expected outcomes (Short, mid, or long-term)?

Stakeholder Expectations

Competent Graduates, Prepared For The Workforce, College, Citizenship	A Highly Motivated Staff (Teachers And Non-Teachers)	Operational Excellence	Exceptional Customer Service	Consistent, Accurate Communication

Value Propositions or Expectation . . . What do target customers or stakeholders expect of us?

Internal Capability

1. Leadership	3. Unity	5. Accountability		7. Training
2. Data Analysis	4. Access And Equity	6. Customer Service		

Internal Capability: Functional Excellence - What do we need to do very well in order to deliver on our value propositions?

Annual Goals and Strategic Actions

AG1. To narrow the achievement gap by creating a high performance learning culture in all schools and sites SA1. Define And Communicate Priorities SA2. Establish Monitoring Systems	AG2. To increase rigor and academic achievement in language arts, mathematics and science in PreK-12 SA1. Establish Curricula SA2. Improve All Instructional Delivery SA3. Establish Monitoring Systems	AG3. To increase rigor and academic achievement in middle schools through SpringBoard SA1. Establish Curricula SA2. Improve All Instructional Delivery SA3. Establish Monitoring Systems	AG4. To increase rigor and academic achievement in high schools through High Schools That Work SA1. Establish Curricula SA2. Improve All Instructional Delivery SA3. Establish Monitoring Systems	AG5. To ensure quality personnel in all positions SA1. Define And Communicate Priorities SA2. Improve All Instructional Delivery SA3. Develop Leaders

Strategic Initiatives / Actions. . . What adjustments are required of our capabilities?

Decision Criteria: Are the Actions: 1. Educationally sound, 2. Philosophically-based, and 3. Fiscally responsible?

APPENDIX B

ACTION PLANS

DeKalb County School System
2006-2011 System Action Plan
Quality Assurance:

Georgia Standards for Achievement: Curriculum, Instruction, Assessment, Planning and Organization, and Professional Learning
SACS Standards: 3, 4, 5, 6 and 10

Action Plan for Goal 1:
DCSS Goal 1:   **To narrow the achievement gap by creating a high performance learning culture in all schools and sites** **Strategic Action(s):**   **Identify and communicate priorities**   Establish monitoring systems

Annual Measurable Objective(s): (Outcome Measures)

Specific Academic Areas within Content Domains

- ♦ The number of DCSS students meeting or exceeding state performance levels on the CRCT will increase by at least 9% by the end of school year 2009; with 2006 CRCT scores as baseline
- ♦ The percentage of DeKalb (first time 11th grade test takers in the regular program) students passing the science portion of the Georgia High School Graduation Test (GHSGT) will increase by 6% by the end of school year 2009
- ♦ The percentage of DeKalb students passing each of the End of Course Tests (EOCT) in math, ELA, science and social studies will increase by 6% by the end of school year 2009; using 2006 EOCT scores as baseline
- ♦ The number of students successfully completing Advanced Placement (AP) courses in DCSS high schools will increase by 20% by the end of school year 2010; using 2006 AP scores as a baseline
- ♦ The DCSS average SAT score will increase by 12 points over the period 2007-2009; using August 2006 SAT scores as a baseline
- ♦ 100% of DCSS principals and counselors will receive training in effective communication by the end of school year 2009
- ♦ From 2006-2011, all elementary/middle/high schools will annually self-assess effectiveness in meeting performance standards at the operational and/or fully operational level on the Georgia Assessment of Performance on School Standards (GAPSS)
- ♦ The number of Special Education DCSS students meeting or exceeding standards on the Georgia Alternate Assessment (GAA) will increase by a to be determined percentage by the end of the 2009 school year, using the 2007 scores as a baseline (new test 2007)
- ♦ The number of DCSS English Language Learners (ELL) students showing individual growth on the ACCESS test will increase by a to be determined percentage by the end of the 2009 school year, using the 2007 scores as a baseline (new test 2006)

Formative Indicators of Success: (Progress Milestones)

- ♦ By December 2006, content-specific workshops in identified critical areas (detailed on interventions) will be designed and placed on the FirstClass (Intranet Community Net System) for teacher enrollment
- ♦ By August 2007, a cadre of trained DCSS content specialists and GPS trainers will begin scheduling system-wide and on-site workshops for teachers
- ♦ By April 2007, enhanced classes in differentiated instruction, collaborative instruction, and effective instructional practices will be placed on the FirstClass (Intranet Community Net System) for teacher enrollment
- ♦ Beginning in June 2006, Culture Change Training will be offered to all principals
- ♦ By August 2007, teacher training modules in SAT skills and test-taking skills will be placed on the FirstClass (Intranet Community Net System) for teacher enrollment
- ♦ By August 2007, 100% of high school principals will be trained for the AP audit
- ♦ Using the 2006 data from the 25 Georgia School Standards (GSS), each school will progress a minimum of 20% annually on each standard until reaching 100%
- ♦ By November 2006, Special Education teachers administering the GAA will receive three days of training in portfolio assessment
- ♦ By December 2006, all ESOL teachers will receive training provided online by the Georgia DOE in the administration of the ACCESS test administered annually to all ELL

Interventions (Activities/Programs) Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
Content-specific workshops for teachers in math, science, and reading	Content-specific workshops Fernbank Science Center workshops	CRCT data 2006, 2007, 2008, 2009; Professional Learning funds; Title I funds; Title II funds; content trainers; GPS training teams	E/MS/HS Directors and content coordinators; Principals; Dir. Exceptional Ed.	CRCT scores 2006, 2007, 2008, 2009 GHSGT scores 2006, 2007, 2008, 2009 Number of teachers trained and analysis of evaluations submitted from participants at end of trainings; Evaluation of teacher quality through Instructional Focused Walks	Ongoing, fall 2006 through spring 2009
Training a cadre of DCSS specialists to deliver GPS and content-specific workshops to faculties at local sites	Content-specific training; GPS training	In-house GPS training teams; In-house content specialists; Professional Learning funds; Title I funds; Title II funds; Metro RESA & SREB contract	Deputy Superintendent for Curriculum and Instruction; Associate Superintendent for Curriculum and Instruction; E/MS/HS Directors	CRCT scores 2006, 2007, 2008, 2009 EOCT scores 2006, 2007, 2008, 2009 GHSGT scores 2006, 2007, 2008, 2009	Ongoing, fall 2006 through spring 2009
Expansion of the coaching program	Coaching workshops and site-based coaching	In-house coaches; Professional Learning funds; Title I funds; Title II funds	Dir. Professional Learning; Dir. Elem., MS, HS, Dir. Adv. Academics, Exec. Director Title I; Dir. Instructional Budget	Number of teachers trained in coaching and analysis of evaluations submitted by participants at end of trainings	Ongoing, fall 2006 through spring 2009
Differentiated instruction training initiative	Differentiated instruction workshops	In-house trainers and consultants; Professional Learning funds; Title I funds; Title II funds	Dir. Professional Learning, Dir. Elem., MS, HS, Dir. Exceptional Ed.; Exec. Director Title I; Dir. Instructional Budget	Number of teachers trained and analysis of participant evaluations; results of Instructional Focused Walks	Ongoing, fall 2006 though spring 2009
Training ESOL teachers in the World- class Instructional Design and Assessments (WIDA) standards for ELL	2 day workshop on standards implementation	Title III funds	Dir. ELL Studies Program	Number of ESOL teachers trained and analysis of participant evaluations	Ongoing, fall 2006 through spring 2009

Interventions (Activities/Programs) Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
Collaborative instruction training initiative	Collaborative instruction workshops	In-house trainers and consultants; Professional Learning funds; Title I funds; Title II funds	Dir. Professional Learning; Dir., Dir. Elem., MS, HS, Exceptional Ed.; Exec. Director Title I; Dir. Instructional Budget; Dir. ELL Studies Program	OSI Reviews Number of teachers trained and analysis of participant evaluations; results of Instructional Focused Walks	Ongoing, fall 2006 through spring 2009
Continued GPS training in ELA, science and math	GPS workshops at local sites Fernbank Science Center workshops	Professional Learning funds; Title I funds; Title II funds	E/MS Directors and content coordinators; Dir. Exceptional Ed.; Dir. ELL Studies Program; Dir. High Schools; HS content coordinators	CRCT scores 2006, 2007, 2008, 2009 EOCT scores 2006, 2007, 2008, 2006 GHSGT scores 2006, 2007, 2008, 2009	Ongoing, spring 2004 through spring 2009
Training for teachers in developing lesson plans that maximize bell-to-bell instruction	Effective instructional practices workshops	Professional Learning funds; Title I funds; Title II funds; SREB contract	Deputy Superintendent for Curriculum and Instruction; Assoc. Supt. for Curriculum and Instruction; E/M/HS Directors and content coordinators; HSTW coordinators; Dir. Exceptional Ed.; Dir. ELL Studies Program	Analysis of results of Instructional Focused Walks; analysis of evaluations from participants in trainings	Ongoing, fall 2006 through spring 2009
Increased emphasis on implementation of SpringBoard in all middle schools	SpringBoard training for all middle school content teachers	Professional Learning funds; Title II funds; DCSS local funds	Dir. Middle Schools; Dir. Adv. Academics	CRCT scores 2006, 2007, 2008, 2009 ; PSAT scores; number of teachers trained and evaluations for participants; analysis of results of Instructional Focused Walks	Ongoing, summer 2005 through fall 2009
Cultural Change Training	High Schools That Work culture of change training	Professional Learning funds; HSTW coordinators	Dir. Elem., MS, HS; Dir. Professional Learning	CRCT scores, 2006, 2007, 2008, 2009; EOCT scores 2006, 2007, 2008, 2009; results of comparative climate surveys	Ongoing, summer 2006 through spring 2009

Interventions (Activities/Programs) Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
Content-specific training for science teachers	Content courses in science Fernbank Science Center workshops	Professional Learning funds; Title II funds; SREB contract	Dir. Elem., MS, HS Schools; HSTW coordinators; Instructional science coordinators	CRCT,GHSGT scores 2006, 2007, 2008, 2009; EOCT scores 2006, 2007, 2008, 2009; analysis of evaluations submitted by participants in trainings; results of Instructional Focused Walks in science classrooms	Ongoing, fall 2006 through spring 2009
Training a cadre of DCSS specialists to deliver GPS science and content-based science instruction to science teachers at their school sites	Fernbank Science Center workshops; GPS workshops	Professional Learning funds; Title II funds; Metro RESA	Dir. Elem., MS, HS science coordinators; Fernbank Science Center staff	CRCT,GHSGT scores, 2006, 2007, 2008, 2009; EOCT scores 2006, 2007, 2008, 2009; analysis of evaluations from participants in trainings	Ongoing, fall 2006 through spring 2009
Training all HS science teachers in test-taking skills	Workshops for HS science teachers to facilitate improvement of student test-taking skills	Professional Learning funds; Title II funds	Dir. High Schools; HS science coordinator	GHSGT scores 2006, 2007, 2008, 2009; EOCT scores 2006, 2007, 2008, 2009; results of Instructional Focused Walks in all HS science classrooms	Ongoing, fall 2006 through fall 2009
Content-specific workshops in algebra I, geometry, physical science, biology, US history, economics, 9th grade ELA, and American literature	Content-specific workshops Fernbank Science Center workshops	EOCT data 2006, 2007, 2008, 2009 in-house content specialists; Professional Learning funds; Title I funds; Title II funds; SREB contract	Associate Superintendent for Curriculum and Instruction; MS/HS Directors and content coordinators	Number of teachers trained and analysis of evaluations from participants; analysis of findings from Instructional Focused Walks, CRCT, EOCT scores 2006, 2007, 2008, 2009; analysis of EOCT scores by teachers to identify those in need of additional support and training	Ongoing, fall 2006 through spring 2009
Increased AP offerings and enrollment in all DCSS high schools	AP Potential training; AP Audit training; AP Summer Institute	AP Potential; Title II funds	Dir. Adv. Academics	AP course and enrollment data 2006, 2007, 2008, 2009	Ongoing, spring 2006 through fall 2009
Ongoing of SAT review sessions and utilization of any state-provided SAT preparations	SAT review training for teachers; teacher training in available test-prep options	DCSS local funds; Title I funds; Professional Learning funds	Dir. Adv. Academics; Dir. High Schools; Dir. Professional Learning; HS content coordinators	Number of sessions offered and analysis of scores of student participants	Ongoing, fall 2006 through spring 2009

Interventions (Activities/Programs) Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
Coaching for MS teachers in core curriculum	Training for coaches	Professional Learning funds; Title I funds; Title II funds	Dir. Middle Schools; Dir. Adv. Academics; Dir. Professional Learning; Exec. Director Title I; Dir. Instructional Budget	Number of teachers trained; analysis of results of Instructional Focused Walks; PSAT score	Ongoing, spring 2007 through fall 2010
Focused emphasis on HSTW curriculum to increase rigor in curriculum offerings in high schools	Content-specific workshops	Professional Learning funds; Title II funds; state funds for advanced learning; SREB contract	Dir. High Schools; HSTW coordinators; HS content coordinators; Dir. Adv. Academics	HSTW assessment	Ongoing, fall 2006 through spring 2010
PSAT required for all 9th and 10th graders	PSAT workshop for teachers	State funds for grade 10; DCSS local funding for grade 9	Exec. Dir. Assessment and Accountability; Dir. Adv. Academics; content coordinators	Number of students tested Analysis of PSAT scores	Ongoing, fall 2002 through fall 2010
PSAT data-training with all DCSS middle and high school faculties		Professional Learning funds	Exec. Dir. of Assessment and Accountability; Dir. Adv. Academics	Number of trainings and evaluations of participants; PSAT scores	Ongoing, fall 2006 through fall 2010
AP *Summer Institute for Administrators* for all HS principals	AP leadership and audit training	Title II funds; AP Potential	Dir. Adv. Academics	Number of principals attending institutes; AP enrollment data, per high school	Summer 2006 and summer 2007
AP *Summer Institutes for Teachers*	AP teacher training	Title II funds	Dir. Adv. Academics	Number of teachers attending institutes; analysis of AP scores and enrollment data by teachers to identify those in need of more support and training; evaluation of teacher effectiveness through results of Instructional Focused Walks	Ongoing, summer 2006 through summer 2009
Identify appropriate AP support materials	AP Audit Training	FTE supply funds; AP recommended budget for each course	Dir. Adv. Academics; High School Principals	Monitoring of materials used by AP teachers	Ongoing, spring 2006 through fall 2008

Interventions (Activities/Programs) Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
AP one-day conferences for teachers	AP conferences	Professional Learning funds; Title II funds	Dir. Adv. Academics; High School Principals	Number of teachers attending annual AP one-day conferences; evaluation of teacher effectiveness by analyzing results of Instructional Focused Walks	Ongoing, fall 2006 through fall 2008
Content-specific symposiums for all AP teachers in DCSS	Bi-monthly content-specific symposiums	AP conferences on FirstClass; Professional Learning funds; Title II funds	Dir. Adv. Academics; Dir. MIS	Analysis of district-wide AP scores, 2006, 2007, 2008, 2009; findings of Instructional Focused Walks	Ongoing, fall 2006 through spring 2009
Teacher training for compliance with AP audit (AP Potential; summary of answers and skills; teacher reports)	Teacher training and data training	AP teacher instruction report	Dir. Adv. Academics; Dir. High Schools; HS content coordinators; HS Principals	Assessment of Teacher and Students Portfolios	Ongoing, spring 2007 through fall 2009
Effective communication workshops for principals and counselors	Communication workshops	Professional Learning funds; Title II funds	Deputy Superintendent for Curriculum and Instruction; Dir. Leadership Development; Dir. Professional Learning; Area Assistant Superintendents; Dir. Counseling	Monitoring of school websites; monitoring of parental concern calls	Ongoing, fall 2006 through spring 2009
Building effective teams training for principals	Team-building workshops	Professional Learning funds; Title II funds	Deputy Superintendent for Curriculum and Instruction; Dir. Leadership Development; Dir. Professional Learning	Analysis of results of Instructional Focused Walks; analysis of CRCT, GHSGT, EOCT and SAT scores; surveys	Ongoing, spring 2007 through spring 2009

Toastmasters and like-training opportunities for principals		Professional Learning funds; Title II funds	Deputy Superintendent for Curriculum and Instruction; Dir. Leadership Development; Dir. Professional Learning; Area Assistant Superintendents	Number of principals participating; observation of parent meetings in schools	Ongoing, fall 2007 through fall 2009
Training for best practices in the alignment of instruction of the GPS for students assessed by the GAA	Train on GAA/GPS instruction	Title II, IDEA funds	Dir. Exceptional Ed.	Monitoring and analysis of student portfolios	Ongoing through Fall 2009

DeKalb County School System
2006-2011 System Action Plan
Quality Assurance:
Georgia Standards for Achievement: Curriculum, Instruction, Assessment, Planning and Organization, and Professional Learning
SACS Standards: 3, 4, 5, 6 and 10

<table>
<tr><td colspan="2">Action Plan for Goal 1:</td></tr>
<tr><td>DCSS Goal 1 :</td><td>To narrow the achievement gap by creating a high performance learning culture in all schools and sites</td></tr>
<tr><td>Strategic Action(s):</td><td>Identify and communicate priorities</td></tr>
<tr><td></td><td>Establish monitoring systems</td></tr>
<tr><td colspan="2">Annual Measurable Objective(s): (Outcome Measures)

♦ High expectations for teaching and learning are established and communicated via school websites by the end of the 2006-07 school year and are maintained and updated</td></tr>
<tr><td colspan="2">Formative Indicators of Success: (Progress Milestones)

♦ 100% of school websites will include all course syllabi, teacher communication information, teacher schedules for re-teaching and extra help, and assessment updates by August 2007
♦ 100% of CSIP plans will be aligned with the district goals by September 2006
♦ 100% of school websites will include current assessment notices by October 2006
♦ 100% of schools will provide information on assurance of comparable facilities, alternate instructional models, identification and language support services for ELL's
♦ 100% of Lead Teachers for Special Education (LTSE) will provide documentation regarding the evaluation, identification and individualization of instruction for students with disabilities</td></tr>
</table>

Interventions (Activities/Programs) Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
DCSS will develop a standard format for all school websites to include: all course syllabi, identified by teacher; communication plans for every teacher indicating when, where, and how often extra help is available for students; continuously updated principals' messages; continuously updated notices regarding assessments; explanations as to how parents can work with the school to improve student achievement		MIS support	Deputy Superintendent. for Curriculum and Instruction; Associate Superintendent for Curriculum and Instruction; Area Assistant Superintendents; Dir. MIS; school Principals; school Webmasters	Monitoring of websites	Ongoing, fall 2006 through 2011
All principals will meet mid-year and at the end of the school year with the assigned Area Assistant Supt. to report and evaluate progress on identified goals			Area Assistant Superintendents	Review of CSIP goals and progress	Ongoing, fall 2006 through summer 2011
All principals will meet with assigned Instructional Director (E/MS/HS) and specialists from support services to evaluate data from Instructional Focused Walks			Dir. Elem.; Dir. MS; Dir. High Schools; Dir. Exceptional Ed. Exec. Director Title I	Analysis of findings from Instructional Focused Walks and/or OSI and Peer Reviews; Self-Assessment	Ongoing, fall 2006 through winter 2011
All site-based professional learning will be aligned with CSIP needs and measurable goals by the end of the 2008 school year	CSIP workshops for principals and assistant principals		Dir. Professional Learning; Principals; Exec. Director Title I	Review of site-based CSIP interventions and professional learning opportunities	Ongoing, spring 2007 through spring 2008

DeKalb County School System
2006-2011 System Action Plan
Quality Assurance:
<u>Georgia Standards for Achievement</u>: Curriculum, Instruction, Assessment, Planning and Organization, and Professional Learning
<u>SACS Standards</u>: 3, 4, 5, 6 and 10

Action Plan for Goal 2:
DCSS Goal 2:   To increase rigor and academic achievement in reading/language arts, mathematics, and science in PreK-12
Strategic Action(s):   Establish curricula
Improve all instructional delivery
Establish monitoring systems
*Measures, milestones, and interventions for middle and high school are addressed in goals 3 & 4
Annual Measurable Objective(s): (Outcome Measures)
Specific Academic Areas within Content Domains
♦ By May 2007, elementary schools will assess their effectiveness in meeting the curriculum standards on the Office of School Improvement Review instrument
♦ By December 2006, a more rigorous standards-based district-level curriculum framework for grades PreK-12 will be made available through the Curriculum Center in FirstClass
♦ By August 2007, 100% of the elementary DCSS teachers will be able to access the current content curriculum in their instructional   area via the Curriculum Center in FirstClass
♦ Using the 2007-2008 Georgia Assessment for Performance on School Standards (GAPSS) analysis results, elementary/middle/high schools will decrease the percent of whole group instruction by 20%
Formative Indicators of Success: (Progress Milestones)
♦ By December 2006, revisions to curriculum guides, commensurate with the implementation of the Georgia Performance Standards (GPS), will be made available via the Curriculum Center on FirstClass for all areas of instruction
♦ By August 2006, content area syllabi will be utilized for each grade-level to ensure a consistency of instruction from school-to-school and teacher-to-teacher
♦ By the end of each school year, classroom monitoring will indicate that teachers in all grade-levels are implementing the district-level curriculum in all content areas
♦ Curriculum maps will be developed for all content areas and grade-levels based on the state's schedule for teaching the GPS
♦ By 2008-2009, teachers will be trained in teaching the curriculum with support materials for their content area and grade-level commensurate with the implementation of the GPS
♦ Using the 2008 GAPSS Classroom Observation analysis results, elementary/middle/high schools will increase the level of student engagement to 80% operating at the higher order response level

Interventions (Activities/Programs) Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
Provide district-adopted common syllabi that support principles of teaching and learning	Training on the content and pedagogy of the syllabi		Elementary and School Support Instructional Coordinators; APIs; content area cadre; teachers	Parent interview Student interview Teacher interview Unit Plan Classroom Observation Focused Walk	Ongoing, August 2006- May 2011
Provide a district adopted elementary curriculum framework that provides guiding principles of teaching and learning and the essentials of a Standards-Based Educational Model	Training on the Curriculum Framework		Elementary and School Support Instructional Coordinators; APIs; content area cadre; teachers	Parent evaluations of workshops (Curriculum Night, etc.) Teacher commentary Student work samples Unit Plan Classroom Observation Focused Walk	Ongoing, August 2006 – May 2011
Create a cohort of educational leaders to evaluate and recommend educational resources that reflects the written, taught, and tested district and State curriculum	Collaborative planning sessions	Textbook Office	Elementary and School Support instructional coordinators; Textbook Coordinator; teachers	Formal recommendation to the Board of Education	Ongoing, August 2006 – May 2011
Provide a district, content and grade-specific instructional guide outlining the unit study which addresses the following: 1. *Enduring Understandings* 2. *Essential Questions* 3. *Balanced Assessment* 4. *Alignment of Instructional Resources* 5. *Instructional Strategies*	Training on how to use the Instructional Guides		Elementary instructional coordinators; APIs; content area cadre; teachers	Evaluation of Training Classroom Observation Focused Walk	Ongoing, August 2006 – May 2011
Provide for principals and APIs a print screen view of the steps to access the PreK-5 Curriculum Center via FirstClass	Train principals and APIs at monthly meetings	Technology	Department of Elementary Instruction	Principals and APIs will provide the date and sign-in sheet where Print Screen View was shared with faculty	Annually each August and September
Provide training on the use of the GAPSS instrument	GAPSS training	State trainers, OSI coordinators, Title I, Title II	Director Title I; OSI team	GAPSS summary	September 2006 – May 2007

DeKalb County School System
2006-2011 System Action Plan
Quality Assurance:
<u>Georgia Standards for Achievement</u>: Curriculum, Instruction, Assessment, Planning and Organization, and Professional Learning
<u>SACS Standards</u>: 3, 4, 5, 6 and 10

Action Plan for Goal 2:

DCSS Goal 2:   To increase rigor and academic achievement in reading/language arts, mathematics, and science in PreK-12

Strategic Action(s):   Establish curricula

                            Improve all instructional delivery

                            Establish monitoring systems

*Measures, milestones, and interventions for middle and high school are addressed in goals 3 & 4

Annual Measurable Objective(s): (Outcome Measures)

Specific Academic Areas within Content Domains

- Provide ongoing professional development in effective best practices in all content areas and grade levels
- Use multiple forms of balanced assessment to monitor student mastery of the district and state curriculum
- Integrate a minimum of two content areas per unit of study based upon the district and state curriculum
- Review site-based master instructional schedules, make changes based upon district models provided by the Department of Elementary Instruction to ensure that instruction in each of the content areas is being maximized to promote engagement of student learning
- Each year the total number of Elementary teachers with gifted certification will increase by 3%
- Each year the total number of Elementary teachers with the ESOL endorsement will increase by 3%
- Using the 2006-2007 ACCESS data, the number of ELL in the intermediate and advanced levels of the language program served in the sheltered instructional model will increase by 5% in 2007
- Using the environments data from the December 1, 2006 FTE count, the number of students with disabilities served in the general education environment greater than 79% of the time will increase by 5% by December 2009

Formative Indicators of Success: (Progress Milestones)

- Site-based administration will be provided benchmark assessments to be used and analyzed to determine where modifications to the instructional program need to be made
- 100% of instructional staff will engage in a minimum of three professional development activities per year; specifically related to best practices
- Increase by 2% each year the number of students in grades 1 through 5 who meet Performance Levels 2 and/or 3 on the spring administration of the CRCT in all grade-appropriate areas for reading, math, social studies and science

Interventions **(Activities/Programs)** Based on Scientifically-Based Research	**Professional Learning**	**Resources Needed/ Funding Sources**	**Position of the Person(s) Responsible**	**Evaluation and Benchmarking Tools** (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	**Timeline**
Model best instructional strategies in classrooms that are outlined in the curriculum framework	Training on how to conduct a classroom model lesson Training on best practices	Title I & II funds	Elementary and School Support instructional coordinators; Principals, APIs; content area cadre teachers; Title I Instructional Coaches; Class-Size Reduction Coaches; LTSE; master teachers	Classroom Observation Unit Plans Student Work Focused Walks Dept. Elem. Log of Support	Ongoing, August 2006 – May 2011
Provide additional support at the school and district level to support teachers who are classified as marginal through the *Moving Toward Excellence Initiative*	*Moving Toward Excellence* Referral Form (identification) Pre/Post Conference Intervention Strategies		Elementary instructional coordinators; School Support coordinator; Principals; APIs; content area cadre teachers; Title I Instructional Coaches; Class-Size Reduction Coaches; LTSE; master teachers	GTEP PDPs Classroom Observation Unit Plans Student Work Focused Walk Dept. Elem. Log of Support	Ongoing, July 27, 2006 – May 2011
Maintain and improve an environment that will increase and sustain active parental involvement that supports instruction	Parent Workshops Parent Resource Centers Elementary Web Site PDS TV 24 Exceptional Education Parent Mentor Program International Parent Outreach Program	School-based and Title I funds IDEA funds Title III and Refugee funds	Title I Parent Liaison Title I teachers Title I Instructional Coaches Facilitators Principal API Elementary Coordinators; LTSE; Counselor; Dir. Exceptional Ed.; Director ELL Studies Program	Customer Comment Cards Surveys PTA Meeting Minutes PTA Membership PTA logs School Conference Night Parental Attendance at Board of Education Meetings Parental Involvement Service Logs Attendance Title I Parent Conferences Dept. Elem. Log of Support Parent center logs Logs of contacts and attendance	Ongoing, August 2006 – May 2011

Interventions (Activities/Programs) Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
Ensure that instructional standards are implemented at each grade level per content area based upon the district and state curriculum guidelines.	Training on the content and FirstClass Curriculum Center and elementary course syllabi		Elementary Instructional Coordinators; School Support Coordinators; Principals; APIs; content area cadre; teachers; Title I Instructional Coaches; LTSE; Class-Size Reduction Coaches; master teachers	Teacher Interviews Unit Plans Classroom Observation Focused Walk Dept. of Elem. Log of Support	Ongoing, August 2006 – May 2011
Ensure that WIDA standards of instruction are implemented for ELL	Train ESOL teachers and instructional coaches	Title III	Director ELL Studies Program	Unit Plans Classroom Observations Focused Walks	Ongoing, August 2006-May 2011
Explore options to restructure the school day to allow teachers time to plan, reflect, evaluate and collaborate on student work	Teacher Study Groups Unit Planning GPS Training How to plan effective grade level mtgs.	API Advisory Group	Elementary Instructional Coordinators; School Support Coordinators; Principals; APIs; content area cadre; teachers; Title I Instructional Coaches; Class-Size Reduction Coaches; LTSE; master teachers	Teacher Interviews Unit Plans Classroom Observation Focused Walk Dept. Elem. Log of Support	Ongoing, August 2006 – May 2011
Revise the grade-specific formats to address the needs of students who are below grade level in K-5 (Level I Plans) commensurate with the GPS implementation in reading and math	Train Principals, APIs, content area cadre, Teachers, Title I Instructional Coaches, Class-Size Reduction Coaches, LTSE, master teachers		Principals; APIs; content area cadre; teachers; Title I Instructional Coaches; Class-Size Reduction Coaches; LTSE; master teachers	Quarterly reviews with APIs and monthly reviews at grade-level meetings Documentation logs of contacts with parents to inform parents of their children's Level I status Level I plans will be required at pre-registration check-in by APIs to the Elementary Instruction Department	Ongoing, August 2006 – May 2011

Interventions (Activities/Programs) Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
Advertise the opportunity to obtain the Gifted Endorsement through a FirstClass NewsFlash	DeKalb Online Gifted In-Field Endorsement Certification Program	Stipends	Division of Instruction	Use Certified Personnel Inventory through Human Resources to identify the number of teachers who have added this endorsement from the baseline of 76 teachers	Annually in May
Establish an Elementary API Advisory/Planning Group	Training on how to develop a needs assessment on networking and communication skills	Stipend proposal	Director for Elementary Instruction	Agenda for year-long training for all elementary APIs and results of needs assessments Evaluation of training	Begin Summer 2006 and continue through 2011
Establish best instructional strategies in special education classes serving students with Autism – Cadre of 15 teachers each year	Training for teachers providing instruction for students with Autism in demonstration classrooms	Title II IDEA funds	Assistant Director Exceptional Ed.; Autism Liaison; Exceptional Ed.; Coordinators; LTSE	Classroom observation IEP development and implementation	Summer 2006 and continue through 2011
Establish best practices ensuring compliance in the development of Individualized Education Plans (IEP) for students with disabilities	Training for all special education teachers in IEP development	No cost	Director Exceptional Ed.	Monitoring of IEPs by Exceptional Ed. Coordinators	Summer 2006 and ongoing for new teachers
Establish best practices in providing supplemental, individualized reading instructional methods for students with disabilities	Struggling Readers Course, SRA training	GLRS state grant	Director Exceptional Ed. and GLRS staff	Lesson Plans in compliance with goals on IEP	Summer 2006 and ongoing until 2011

DeKalb County School System
2006-2011 System Action Plan
Quality Assurance:
Georgia Standards for Achievement: Curriculum, Instruction, Assessment, Planning and Organization, and Professional Learning
SACS Standards: 3, 4, 5, 6 and 10

Action Plan for Goal 2:
DCSS Goal 2:   To increase rigor and academic achievement in reading/language arts, mathematics, and science in PreK-12
Strategic Action(s):   Establish curricula
Improve all instructional delivery
Establish monitoring systems
***Measures, milestones, and interventions for middle and high school are addressed in goals 3 & 4**

Annual Measurable Objective(s): (Outcome Measures)

 Specific Academic Areas within Content Domains

♦   By 2009, every elementary school will be in full implementation of the Georgia Performance Standards
in all content areas

♦   By 2008, WIDA standards will be fully implemented for ELL

♦   Scores on the ACCESS for ELLs will increase by 2% annually for all language domains

♦   The third grade passing rate on the reading section of the CRCT will increase by 2% annually

♦   The fifth grade passing rate on the reading section of the CRCT will increase by 2% annually

♦   The fifth grade passing rate on the math section of the CRCT will increase by 2% annually

♦   The fifth grade passing rate on the writing assessment will increase by 2% annually

♦   Teacher retention will increase by 3% annually

♦   By August 2007, consistent grading weights will be standardized through board policy and in the computer-based elementary grading application

Formative Indicators of Success: (Progress Milestones)

♦   Plans for accelerated, differentiated, and/or additional instruction will be developed for each student who is below grade level based upon CRCT data
annually

♦   Periodic Focused walks will be planned and conducted to monitor the implementation of the district and state curriculum

♦   Teacher study groups will be established district-wide

♦   Accountability components will be established to ensure that school-based training has been scheduled and delivered

Interventions **(Activities/Programs)** Based on Scientifically-Based Research	**Professional Learning**	**Resources Needed/ Funding Sources**	**Position of the Person(s) Responsible**	**Evaluation and Benchmarking Tools** (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	**Timeline**
Conduct data analysis workshops	Data Analysis Workshops Using data to drive instruction	Dept. of Assessment and Accountability	Dept. Assessment and Accountability; Elementary and School Support Instructional Coordinators; Principals; APIs; teachers	Standardized Test Data Benchmark Tests Grade, Class and Individual Report	Ongoing, August 2006 – May 2011
Conduct Focused Walks, interpret results and create next steps	Focused Walk training at monthly mtgs. of principals and APIs	Area Assistant Superintendents Dept. of Curriculum & Instruction	Elementary and School Support Instructional Coordinators; Principals; APIs,	Focused Walk results Sign-in sheets from training	Ongoing, August 2006 – May 2011
Conduct training on providing constructive feedback to teachers regarding performance	Workshops for Principals, APIs	Area Assistant Superintendents Dept. of Curriculum & Instruction	Elementary and School Support Instructional Coordinators; principals; APIs; content area cadre; teachers; Title I Instructional Coaches	Department of Elementary Instruction Log of Support *Moving Toward Excellence* Pre- and Post-Conference Form Sign-in sheets from training Evaluation of training	Ongoing, August 2006 – May 2011
Conduct training for teachers on providing constructive feedback to students regarding performance through teacher commentary	Workshop for teachers	Area Assistant Superintendents, Dept. of Curriculum & Instruction, Dept. of Professional Learning	Elementary and School Support Instructional Coordinators; Principals; APIs; content area cadre; teachers; Title I Instructional Coaches; master teachers; grade level chairperson	Minutes of Grade Level Mtgs. Department of Elementary Instruction Log of Support Sign-in sheets from training Evaluation of training	Ongoing, August 2006 – May 2011

Interventions **(Activities/Programs)** Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
Provide professional learning on how to write and implement plans for accelerated, differentiated and/or additional instruction for below grade level students K-5	Principals and APIs		Elementary and School Support Instructional Coordinators; Principals; APIs; content area cadre; teachers; Title I Instructional Coaches	Evaluation of Training Department of Elementary Instruction Log of Support	Ongoing, August 2006 – May 2011
Continue collaborative planning sessions with other certified support personnel charged with coaching and mentoring teachers	Monthly meetings with established topics Training on How to Establish and Facilitate Effective Professional Learning Communities		Elementary and School Support Instructional Coordinators; Principals; APIs; content area cadre; teachers; Title I Instructional Coaches	Schedule of Mtgs. Sign-in Sheet Evaluation Department of Elementary Instruction Log of Support	Ongoing, August 2006 – May 2011
Accountability components will be established to ensure that school-based training has been scheduled and delivered for content areas	District-level Training Cadre for ELA, Math and Science; Math Teacher Trainers (MTTs); Social Studies Reps.		Elementary Dept., Principals and Area Assistant Superintendents for Elementary	Schedule of Mtgs. Sign-in Sheets Evaluation Forms from Training Dept. Elem. Log of Support Re-delivery and Implementation Forms for MTTS	Ongoing, August 2006 – May 2011

DeKalb County School System
2006-2011 System Action Plan
Quality Assurance:
<u>Georgia Standards for Achievement</u>: Curriculum, Instruction, Assessment, Planning and Organization, and Professional Learning
<u>SACS Standards</u>: 3, 4, 5, 6 and 10

Action Plan for Goal 3:

DCSS Goal 3:   Increasing rigor and academic achievement in middle schools through SpringBoard.
 Strategic Action(s):   **Establish curricula**
       Improve all instructional delivery
       Establish monitoring systems

Annual Measurable Objective(s): (Outcome Measures)

Specific Academic Areas within Content Domains

- ♦ By May 2007, all middle schools will score at or above the operational level on the GAPSS
- ♦ By August 2007, 100% of DCSS middle school teachers will be able to access the current content curriculum via the Curriculum Center on FirstClass
- ♦ In the year immediately following each content area Georgia Performance Standards (GPS) roll-out, a district-level curriculum providing increased rigor and aligned to national and state standards, as well as the SpringBoard model instructional units for mathematics and language arts, will be implemented. In content areas for which there are no GPS, a district level curriculum that is aligned to national standards will be developed by the fall of 2007

Formative Indicators of Success: (Progress Milestones)

- ♦ By August 2006, the current curriculum for each content area will be available via the Curriculum Center on FirstClass
- ♦ By August 2006, all middle grades courses will utilize a common syllabus designated by grade and content area
- ♦ By August 2006, all mathematics and language arts courses will implement established scope and sequencing pacing guides
- ♦ By May 2007, all other middle grades courses will be examined for scope and sequencing
- ♦ Monitoring via classroom observation by site-based, and district-level personnel, will be utilized to maintain full implementation of the designated curricular pacing and sequencing
- ♦ By August 2006, established benchmark assessments will be utilized for mathematics and language arts
- ♦ By May 2007, benchmark assessments will be established for all other core area courses, as well as health and physical education
- ♦ By 2008-2009, all teachers will be fully trained in the appropriate implementation of the curriculum and resource materials by specific content area
- ♦ Monitoring of Extended Learning Time (ELT) program will indicate that the curriculum and support materials utilized will accelerate student achievement for Level I students as measured by the CRCT

Interventions (Activities/Programs) Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
Utilize the system-wide course syllabi templates for each middle grades course	Training on use of templates		Instructional Coordinators; APIs; Dept. Chairs; Grading Task Force Teachers	QCC/GPS, CRCT, EOCT(Algebra I), 8th Grade Writing Assessment, ITBS, Benchmark Assessments, and/or PSAT	Completed by August 2006
Utilize a standard format and place current curriculum, by specific content area, into the Curriculum Center on FirstClass Communicate the location of the curriculum to middle grades teachers district-wide	Training for coordinators in standardized format for placement in the Curriculum Center	Technology, FirstClass	Director of Middle Schools; Middle School Instructional Coordinators; MIS	QCC/GPS, CRCT, EOCT (Algebra I), 8th Grade Writing Assessment, ITBS, PSAT, and/or Benchmark Assessments	Completed by September 2006
Expand existing content curriculum writing teams to improve current Curriculum Center, publications and MS website, as they relate to revised curriculum Publish Middle School Curricula via FirstClass Assess effectiveness of current curricular pacing	Training on effective use of Curriculum Center options; training on curriculum writing, alignment and pacing	Middle School Professional Learning budget, Middle School Title II budget	Director of Middle Schools; Middle School Instructional Coordinators; teacher cadre of trainers; MIS	QCC/GPS, CRCT, EOCT (Algebra I), 8th Grade Writing Assessment, ITBS, PSAT and/or Benchmark Assessments	Ongoing, August 2006 – August 2011
Improve the current curricular guides/pacing charts and develop curriculum guides for those courses for which guides have not been established	Training on local system curricular guides	Middle School Professional Learning budget, Middle School Title II budget	Director of Middle Schools; Middle School Instructional Coordinators; teacher cadre of trainers	QCC/GPS, CRCT, EOCT (Algebra I), 8th Grade Writing Assessment, ITBS, PSAT and/or Benchmark Assessments	Ongoing, August 2006 – August 2011
Improve and/or develop benchmark assessments for each content area Refine the process for benchmark reporting and data analysis by content area Train teachers in the use of benchmark data Share results of benchmark assessments with stakeholders Use data analysis of benchmark assessments to refine instructional delivery	Training on effective assessment strategies and data analysis	Middle School Professional Learning budget, Middle School Title II budget	Director of Middle Schools; Middle School Instructional Coordinators; API's; Dept. Chairs; teacher cadre of trainers; teachers	QCC/GPS, CRCT, EOCT (Algebra I), 8th Grade Writing Assessment, ITBS, PSAT and/or Benchmark Assessments	Ongoing, August 2006 – August 2011

Interventions **(Activities/Programs)** Based on Scientifically-Based Research	**Professional Learning**	**Resources Needed/ Funding Sources**	**Position of the Person(s) Responsible**	**Evaluation and Benchmarking Tools** (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	**Timeline**
Evaluate all ELT syllabi and lesson content for effectiveness			Director of Middle Schools; Middle School Instructional Coordinators	QCC/GPS, CRCT, 8th Grade Writing Assessment, ITBS Benchmark Assessments	Completed by January 2007

DeKalb County School System
2006-2011 System Action Plan
Quality Assurance:

<u>Georgia Standards for Achievement</u>: Curriculum, Instruction, Assessment, Planning and Organization, and Professional Learning

<u>SACS Standards</u>: 3, 4, 5, 6 and 10

<u>SPRINGBOARD:</u> High Expectations, Increased Rigor, Real-life Relevance, Students Actively Engaged, Culture of Continuous Improvement

Action Plan for Goal 3:
DCSS Goal 3: Increasing rigor and academic achievement in middle schools through SpringBoard.   **Strategic Action(s):** Establish curricula   **Improve all instructional delivery**   Establish monitoring systems
Annual Measurable Objective(s): (Outcome Measures)   Specific Academic Areas within Content Domains   ♦ By 2007, every DeKalb County middle school will use the Office of School Improvement (OSI) Review to measure student engagement and instructional delivery, and each site will establish 80% in both student engagement and instructional delivery with an annual 5% increase in both areas until 100% is achieved   ♦ Each year the total number of DCSS middle school teachers with gifted certification will increase by 3%   ♦ Each year the total number of ELL teachers with the ESOL endorsement will increase by 3%   ♦ Using the 2006-2007 ACCESS data, the number of ELL in the intermediate and advanced levels of the language program served in the sheltered instructional model will increase by 5% in 2007   ♦ Using the environments data from December 1, 2006 FTE count, the number of students with disabilities served in the general education environment greater than 79% of the time will increase by 5% by December 2009
Formative Indicators of Success: (Progress Milestones)   ♦ Provide data analysis training and updates for faculties and staff   ♦ Provide teacher leader training in collaboration with the Department of Leadership Development   ♦ Provide cadre of teacher trainers, by content area, with quarterly updates on instructional Best Practices   ♦ Monitor teacher performance monthly based on student engagement   ♦ 100 % of mathematics and language arts teachers will have attended SpringBoard training sessions by December 2006   ♦ Decrease the number of Level 1 students in mathematics and reading by 3% annually   ♦ 100% of instructional staff will engage in a minimum of two instructionally-focused professional development activities per year   ♦ The Gifted Coordinator will report annually to the office of middle school instruction the total number of staff with gifted certification by site

Interventions (Activities/Programs) Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
Refine biannual data analysis sessions at local school sites	Training on the use of data analysis to improve instruction	Middle School Professional Learning budget, Middle School Title II budget	Director of Middle Schools; Middle School Instructional Coordinators; APIs; Instructional Coaches; teacher cadre of trainers	Evaluation of established "War Rooms": data analysis rooms	Ongoing, August 2006 – August 2011
Biannual Leadership Development sessions for middle school department chairs		Collaboration with Dept. of Leadership Development	Director of Leadership Dev.; MS Director, Middle School Instructional Coordinators; Department Chairs	Dept. Chair evaluation instrument; survey	Ongoing, August 2006 – August 2011
Ensure that WIDA standards of instruction are implemented for ELL	Train ESOL teachers and instructional coaches	Title III	Dir. ELL Studies Program	Unit Plans Classroom observations Focused Walks	Ongoing, August 2006- May 2011
Establishment of professional development modules for: Differentiated Instruction Effective Assessment Rubric design and use Best practices: effective instructional strategies Infusing technology into the content areas Data analysis/teacher reflection	Ongoing Inservice for teacher cadre members	Middle School Professional Learning budget, Middle School Title II budget	Director of Middle Schools; Director of Exceptional Ed.; Middle School Instructional Coordinators; LTSE's; Instructional Coaches; teacher cadre of trainers; ProCorp trainers; SpringBoard Coordinator & Coaches	Teacher/administrator evaluation instrument; survey	Ongoing, August 2006 – August 2011
Systematic Focused Walks by content area to measure effectiveness of instructional delivery specifically assessing the use of : Differentiated instructional strategies Teacher conferencing Whole group versus small group instruction Assessing student work Student engagement Content delivery Technology infusion Rigor/higher order thinking	Focused Walk follow-up sessions		Director of Middle Schools; Middle School Instructional Coordinators; Dir. Adv. Academics, SpringBoard Coordinator, Springboard Coaches, Department Chairs; teacher cadre of trainers; Instructional Coaches	Teacher/administrator evaluation instrument; Survey; Focused Walk data analysis	Ongoing, August 2006 – August 2011

Interventions (Activities/Programs) Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
SpringBoard Summer Institutes and fall make up sessions	Training sessions	DCSS Local funds, College Board consultants	Area Assistant Superintendents; Director for Advanced Academics; Director of Middle Schools; Middle School Instructional Coordinators; Instructional Coaches; middle school mathematics and language arts teachers; SpringBoard Coordinator, Springboard Coaches	SpringBoard benchmark assessments	July 2006, 2007, 2008, 2009, 2010 October 2006, 2007, 2008, 2009, 2010
Gifted endorsement will be routinely encouraged for all middle school teachers	Gifted endorsement classes	Title II funds Professional Learning funds	Gifted Coordinator; Principals; Director Advanced Academics	Focused Walk data analysis of gifted strategies employed Annual Gifted endorsement Completion rates	Ongoing, August 2006 – August 2011
Establish best instructional strategies in special education classes serving students with Autism – Cadre of 15 teachers each year	Training for teachers providing instruction for students with Autism in demonstration classrooms	Title II IDEA funds	Assistant Director for Exceptional Ed.; Autism Liaison; Exceptional Ed. Coordinators; LTSE	Classroom observation, IEP development and implementation	Summer 2006 through 2011
Establish best practices ensuring compliance in the development of Individualized Education Plans for students with disabilities	Training for all special education teachers in IEP development		Director of Exceptional Ed.	Monitoring of IEPs by Exceptional Ed. coordinators	Summer 2006 and ongoing for new teachers
Establish best practices in providing supplemental, individualized reading instructional methods for students with disabilities	Struggling Reader Course, SRA training	GLRS state grant	Director of Exceptional Ed. and GLRS staff	Lesson plans in compliance with goals on IEP	Summer 2006 and ongoing until 2011

DeKalb County School System
2006-2011 System Action Plan
Quality Assurance:
<u>Georgia Standards for Achievement</u>: Curriculum, Instruction, Assessment, Planning and Organization, and Professional Learning
<u>SACS Standards</u>: 3, 4, 5, 6 and 10
<u>SPRINGBOARD:</u> High Expectations, Increased Rigor, Real-life Relevance, Students Actively Engaged, Culture of Continuous Improvement

Action Plan for Goal 3:
DCSS Goal 3: Increasing rigor and academic achievement in middle schools through SpringBoard.
Strategic Action(s): Establish curricula
Improve all instructional delivery
Establish monitoring systems

Annual Measurable Objective(s): (Outcome Measures)

Specific Academic Areas within Content Domains

- ♦ By January 2007, all middle school instructional programs will be linked to system-wide goals and objectives and will be monitored and measured using the OSI/GAPSS review annually
- ♦ By 2007, each middle school content area department will align individual goals to the system goals and will meet annual measurable objectives
- ♦ By fall 2006, all middle school department chairs will be assessed for effectiveness using a standard set of established expectations and a standard evaluation instrument
- ♦ Teacher retention will increase by 5% annually
- ♦ By January 2007, a standard grading system will be utilized in all content areas
- ♦ All core area courses will include research based project exposure
- ♦ All schools will use the quality review to measure the effectiveness of the CSIP goals during 9 week intervals
- ♦ By 2008 WIDA standards will be fully implemented by ELL
- ♦ Scores on the ACCESS for ELL will increase by 2% annually for all language domains

Formative Indicators of Success: (Progress Milestones)

- ♦ All middle school departments, middle school programs, and SpringBoard goals and objectives will be articulated and aligned to district goals and objectives
- ♦ Standard operating procedures and protocols will be established and/or refined annually for department and program implementation
- ♦ All content area departments and program goals and objectives will be articulated and aligned with district goals and objectives
- ♦ SpringBoard data will be monitored in six week intervals
- ♦ Level I students will be identified and assigned to one or more middle school safety net programs such as Extended Learning Time (ELT)
- ♦ All core area course syllabi will include long or short-term research based projects
- ♦ By May 2007, classroom observations will increase by 10%
- ♦ By August 2006, system-wide common syllabi, by grade and content area, will be utilized
- ♦ By January 2007, weighted grading categories will be established by grade and content area

Interventions (Activities/Programs) Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
Align department and program goals with system goals			Area Assistant Superintendents; Director of Middle Schools; Middle School Instructional Coordinators	Office of Research and Evaluation	Fall 2006
Establish and refine procedures and protocols in writing and within the Curriculum Center: Team meeting record keeping Departmental expectations Department Chair evaluation Teacher checklist	Inservice on established and refined protocols	Online Access to forms via Curriculum Center	Director of Middle Schools; Middle School Instructional Coordinators; Area Assistant Superintendents; Area Administrative Coordinators; site administrators	In-service evaluation; survey	August 2006 - August 2007
Align content area department and program goals with system goals			APIs; Director of Middle Schools; Middle School Instructional Coordinators	OSI evaluation; Department of Middle School Instruction Content Department assessment	Fall 2006
Analyze SpringBoard data Conduct monthly meetings between MS Department and Advanced Academics staff	Professional Learning on data analysis	Dept. of Assessment & Accountability	Director for Advanced Academics; SpringBoard Coordinator & Coaches; Director of Middle Schools; Middle School Instructional Coordinators; Instructional Coaches	SpringBoard assessment meeting logs; SpringBoard Online Assessment System	Ongoing, Fall 2006 – Spring 2011
Analyze and monitor ELT enrollment and instructional delivery	Inservice for APIs, teacher cadre of trainers	Middle School Professional Learning budget, Middle School Title II budget	Director of Middle Schools; Middle School Instructional Coordinators; APIs; principals	ELT audit Professional Learning logs	Ongoing, August 2006
Provide common syllabi templates via the Curriculum Center on FirstClass	Inservice training for site based administrators	Technology	Grading Task Force; Director of Middle Schools; Middle School Instructional Coordinators	Template	Fall 2006
Provide common weighted averages for all content areas	Site based training	Technology	Grading Task Force	Weighted averages	Fall 2007

DeKalb County School System
2006-2011 System Action Plan
Quality Assurance:
Georgia Standards for Achievement: Curriculum, Instruction, Assessment, Planning and Organization, and Professional Learning
SACS Standards: 3, 4, 5, 6 and 10

Action Plan for Goal 4:
DCSS Goal 4 : To increase rigor and academic achievement in high schools through High Schools That Work **Strategic Action(s): Establish curricula** Improve all instructional delivery Establish monitoring systems

Annual Measurable Objective(s): (Outcome Measures)

 Specific Academic Areas within Content Domains
- By May 2007, high schools will assess their effectiveness in meeting the curriculum standards on the Office of School Improvement Review Instrument
- By August 2007, 100% of DCSS teachers (as measured by OSI) will be able to access the current content curriculum in their instructional area via the Curriculum Center on FirstClass
- In the year immediately following each content area Georgia Performance Standards (GPS) roll-out, a district-level curriculum providing increased rigor and aligned to national and state standards, as well as the HSTW framework, will be implemented. In content areas for which there are no GPS, a district level curriculum that is aligned to national standards will be developed by the fall of 2007
- By May 2007, a school-wide literacy plan will be developed utilizing the HSTW Academic Yearbook district guidelines

Formative Indicators of Success: (Progress Milestones)
- By August 2006, current curriculum will be available via the Curriculum Center on FirstClass for all areas of instruction
- By August 2006, all course syllabi will utilize a standardized format
- By May 2007, all courses will be examined for scope and sequencing in the instructional area
- Classroom monitoring will indicate that instructors in all areas are familiar with and are utilizing district level curriculum in their area
- An enhanced curriculum will be developed for all areas within two years of initial state rollout of GPS in each area. For those areas without a GPS curriculum, curriculum guides should be developed by June 2007
- Curriculum guides will be developed for all areas within two years of initial state rollout of GPS in each area. For those areas without a GPS curriculum, curriculum guides should be developed by fall 2007
- Curriculum maps and/or pacing charts will be developed for all areas within two years of initial state rollout of GPS in each area. For those areas without a GPS curriculum, curriculum maps should be developed by fall 2007
- Benchmark assessments will be developed for all areas within two years of initial state rollout of GPS in each area. For those areas without a GPS curriculum, benchmark should be developed by Fall 2007
- All instructors are trained in the use of the curriculum and support materials for their area
- Monitoring of the AP program will indicate that the AP curriculum and support materials being used in the individual classrooms will satisfy the requirements of the AP Audit
- Members of each high school's literacy team will be trained in the development and implementation of a literacy plan

Interventions (Activities/Programs) Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
Utilizing a template, standardized course syllabi will be developed for all courses offered in the district	Training on utilization of template		Dir. High Schools; Instructional Coordinators; Principals; APIs; Dept. Chairs; teachers	GPS, EOCT, GHSGT, PSAT, SAT, AP, IB Benchmark Assessments	Completed by August 2006
Utilizing a standardized format, place current curriculum for each of the instructional areas into the Curriculum Center of FirstClass Communicate the location of the curriculum with all certified personnel in the district			Dir. High Schools; Instructional Coordinators; school-based administrators	GPS, EOCT, GHSGT, PSAT, SAT, AP, IB Benchmark Assessments	Completed by September 2006
Evaluate and align AP syllabi and content materials for AP Audit requirements			Instructional Coordinators; Dept. Chairs; APIs; Office of Advanced Academics	AP Tests AP audit	August 2006 – August 2011
For each instructional area, establish a writing team to examine current curriculum and enhance with standards aligned to state and national standards Publish district curriculum on FirstClass Train instructors on utilization of district curriculum	Training on access to and utilization of district curriculum Fernbank Science Center	Training Professional Development/ Title II	Dir. High Schools; Instructional Coordinators; teacher cadre; Dept. Chairs; teachers	GPS, EOCT, GHSGT, PSAT, SAT, AP, IB Benchmark Assessments	August 2006 – August 2011
For each instructional area, establish a committee to develop, publish, and distribute curriculum guides, maps and pacing guides where appropriate Train instructors on utilization of curriculum support materials	Training on district curriculum support materials Fernbank Science Center	Training Professional Development/ Title II	Dir. High Schools; Instructional Coordinators; teacher cadre; Dept. Chairs; teachers	GPS, EOCT, GHSGT, PSAT, SAT, AP, IB Benchmark Assessments	August 2006 – August 2011

Interventions (Activities/Programs) Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
For each instructional area establish a committee to develop benchmark assessments Establish a process for distribution of benchmark assessments and reporting outcomes Train instructors on utilization of benchmark assessments Share outcomes of benchmark assessments with school personnel Utilize benchmarks to alter instruction at local and district levels	Training on benchmark assessments	Training Professional Development / Title II	Dir. HS, HSTW coordinators, Instructional Coordinators, teacher cadre, Dept. Chairs, teachers, APIs, Principals, School Instruction, Special Education Vocational Lead Teachers (SEVLT)	GPS, EOCT, GHSGT, PSAT, SAT, AP, IB Benchmark Assessments	August 2006 – August 2011
High schools and centers will receive training in *Teaching in the Block and Literacy Strategies* workshops	Training on utilization of literacy skills across the curriculum in the Block Model	SREB Consultants, facility, materials	HSTW Coordinators, Core Coordinators, Director of High Schools, School Leadership Teams, Special Education Vocational Lead Teachers (SEVLT)	Lesson plans, GPS, EOCT, GHSGT, PSAT, SAT. AP, IB Exams	2006-2007

DeKalb County School System
2006-2011 System Action Plan
Quality Assurance:
<u>Georgia Standards for Achievement</u>: Curriculum, Instruction, Assessment, Planning and Organization, and Professional Learning
<u>SACS Standards</u>: 3, 4, 5, 6 and 10

Action Plan for Goal 4:
DCSS Goal 4 :   To increase rigor and academic achievement in high schools through High Schools That Work

Strategic Action(s):   Establish curricula
        Improve all instructional delivery
        Establish monitoring systems

Annual Measurable Objective(s): (Outcome Measures)

Specific Academic Areas within Content Domains

♦ By June 2007, every high school will score a minimum of 80% in the components for student engagement and instructional delivery on the Office of School Improvement (OSI) Review; 90% by 2008, 95% by 2009

♦ By May 2008, all high schools and centers will implement a literacy plan

♦ Each year the total number of high school teachers with the ESOL endorsement will increase by 3%

♦ Each year the total number of high school teachers with the Gifted endorsement will increase by 3%

♦ Using the 2006-2007 ACCESS data, the number of ELL in the intermediate and advanced levels of the language program served in the sheltered instructional model will increase by 5% in 2007

♦ Using the environments data from December 1, 2006 FTE count, the number of students with disabilities served in the general education environment greater than 79% of the time will increase by 5% by December, 2009

Formative Indicators of Success: (Progress Milestones)

♦ Provide quarterly data analysis training for faculties and staff

♦ Monitor teacher performance as related to student engagement in all instructional areas on a monthly basis

♦ 100% of all AP teachers will have attended an AP Summer Institute in their instructional area by 2008

♦ Increase the percent of first time test-takers of the GHSGT passing all content sections of the test by a minimum of 3% annually

♦ Increase job embedded professional learning

♦ Increase the number of teachers earning industry-recognized certification by 5% annually

♦ 100% of instructional staff will engage in a minimum of two professional development activities specifically related to instructional delivery on an annual basis

♦ Monitor teacher performances as related to implementation of literacy strategies

♦ The Gifted Coordinator will report annually to the office of high school instruction the total number of staff with gifted certification by site

Interventions (Activities/Programs) Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
Conduct collaborative data analysis sessions at the local schools	Training on evaluating and utilizing data	Title II budget, Dept. of Assessment & Accountability	Dir. High Schools; Instructional Coordinator; Principals; APIs; Department Chairs; Testing Coordinator	Action plans based upon data analysis Grade reports at each grade reporting period Audits of teachers' assessments and exams HSTW Assessment Report PSAT Summary of Answers and Skills AP Instructional Report AP District Report SAT District Report Focused Walk data Review prior year data	August 2006 – May 2007
Develop professional development modules: Grading/assessments Block scheduling Differentiated learning Best practices and instructional strategies that increase student achievement Determining if student work is at basic, proficient or advanced levels Providing content specific feedback Project-based learning Construction and use of rubrics Test taking strategies Data analysis for the classroom teacher Provide opportunities for teachers to receive industry certification	Module Training	Title II budget, local school budget, Professional Learning budget, Grants	Dir. High Schools; SREB Personnel; HSTW Coordinators; Content Coordinators; Professional Learning Coordinators; Career Tech; SEVLT	Focused walk data Professional Learning evaluation form GAPSS	Ongoing, Fall 2007 – May 2008
Gifted endorsement will be routinely encouraged for all middle school teachers	Gifted endorsement classes	Title II funds Professional Learning funds	Gifted Coordinator; Principals; Director Advanced Academics	Focused Walk data analysis of gifted strategies employed Annual Gifted endorsement Completion rates	Ongoing, August 2006 – August 2011

Interventions (Activities/Programs) Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
Schedule Focused walks to determine: Utilization for standards as a basis of instruction Utilization of differentiation instruction to address student needs Effective communication of content through a variety of delivery strategies Emphasis of higher order thinking skills for students through an emphasis on process and reflection Presentation of content in a predictable, logical framework to support student learning Use of technology as an integral component of daily learning with the emphasis on student use for research and presentation	Focused Walk training	Area Assistant Superintendents	Dir. High Schools; SREB Coordinators; HSTW Coordinators; Instructional Coordinators; Principals; Instructional Change Coaches; Math Coaches; Reading Coaches; SEVLT	Focused walk data Professional Learning evaluation form GAPSS	Ongoing, fall 2006 - May 2011
Provide opportunities for identified teachers to participate in their content-specific AP Summer Institute and/or refresher workshops	College Board Training	DCSS local funding; Title II	Dir. Adv. Academics; Principals	Annual review of AP Summer Institute attendance rotation; College Board registration and confirmation	Ongoing, fall 2006 -May 2011
Provide regular meetings with school-level leadership in specific content areas, HSTW, AP, and IB to promote ongoing communication and skill building experiences	Regular meetings with established topics Training on How to Establish and Facilitate Effective Professional Learning Communities		Dir. HS; Dir. Adv. Academics, HSTW Coordinators; Instructional Coordinators, IB Coordinator	Schedule of meetings, Sign in sheets and agendas, Evaluations	Ongoing, fall 2006 - May 2011

Interventions (Activities/Programs) Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
Provide guidelines for implementation of a literacy plan: Students read 25 books across the curriculum; Students write yearly research papers; Students write across the curriculum writing opportunities		Academic Yearbook Guidelines	Dir. High Schools; HSTW Coordinators; Instructional Coordinators; School Steering Committee	Reading Log Lesson Plans Student Academic Yearbooks	Ongoing, fall 2006 - May 2011
Ensure that WIDA standards of instruction are implemented for ELL	Train ESOL teachers and instructional coaches	Title III	Director ELL Studies Program	Unit Plans Classroom observation Focused Walks	Ongoing, fall 2006 - May 2011
Establish best instructional strategies in special education classes serving students with Autism – Cadre of 15 teachers each year	Training for teachers providing instruction for students with Autism in demonstration classrooms	Title II IDEA Funds	Assistant Director Exceptional Ed.; Autism Liaison; Exceptional Ed. Coordinators; LTSE	Classroom observation IEP development and implementation	Ongoing, summer 2006 - May 2011
Establish best practices ensuring compliance in the development of Individualized Education Plans for students with disabilities	Training for all special education teachers in IEP development		Director of Exceptional Ed.	Monitoring of IEPs by Exceptional Ed. Coordinators	Ongoing, summer 2006 through May 2011 for new teachers
Establish best practices in providing supplemental, individualized reading instructional methods for students with disabilities	Struggling Readers Course, SRA training	GLRS State Grant	Director of Exceptional Ed. and GLRS staff	Lesson plans in compliance with goals on IEP	Ongoing, summer 2006 through May 2011

DeKalb County School System
2006-2011 System Action Plan
Quality Assurance:
Georgia Standards for Achievement: Curriculum, Instruction, Assessment, Planning and Organization, and Professional Learning
SACS Standards: 3, 4, 5, 6 and 10

Action Plan for Goal 4:
DCSS Goal 4 :   To increase rigor and academic achievement in high schools through High Schools That Work
Strategic Action(s):   Establish curricula
Improve all instructional delivery
Establish monitoring systems

Annual Measurable Objective(s): (Outcome Measures)

 Specific Academic Areas within Content Domains
- The High Schools That Work Indicators of Success will be monitored annually
- By 2007, every high school instructional program will be linked to system goals and objectives and will be monitored and measured using the OSI framework
- By 2007, every high school department will be linked to system goals and objectives and will meet annually-stated measurable goals
- The district graduation rate will increase by 2% yearly
- Teacher retention within the district will increase by 5% annually
- By 2007, a grading system will be standardized in all content areas
- By 2008 WIDA standards will be fully implemented for ELL
- Scores on the ACCESS for ELLs will increase by 2% annually for all language domains

Formative Indicators of Success: (Progress Milestones)
- All department, program, and initiative goals and objectives will be articulated and aligned annually to determine a match to district goals and objectives
- Standard operating procedures for all departments, programs, and initiatives will be established annually
- PSAT results will be reviewed and at-risk students will be identified for extra help
- Each high school will develop a ninth grade Focused plan
- All senior projects will have a career Focused
- All teachers new to DeKalb will be observed by a High School Instructional Coordinator by the end of the fourth week of each school year
- All teachers will be observed on an annual basis by the Division of Instruction
- On the 2008 HSTW/NAEP Assessment, favorable student responses to questions regarding levels of rigor, relevance, and relationship will increase by 10%
- By August 2006, a system-wide syllabus template will be utilized
- By August 2007, grade categories will be standardized in each content area
- By August 2007, consistent grade weights will be established in each content area
- Each high school and center will have a literacy plan

Interventions (Activities/Programs) Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
Conduct data analysis workshops	Inservice	SREB Publications	Dir. High Schools; HSTW Coordinators	CSIP	Ongoing, 2006-2011
Develop a checklist that specifies components of a ninth-grade Focused	Inservice	SREB Publications; DeKalb County Guidelines	Dir. High Schools; HSTW Coordinators	Ninth-Grade Focused Checklist	Fall, 2006
Establish Academic Yearbook guidelines for high schools	Inservice	SREB Publications; District Academic Yearbook guidelines	Dir. High Schools; HSTW Coordinators	Academic Yearbook guidelines	2006 - 2007
Organize monthly meetings between Area Office personnel and the HSTW Coordinators			Dir. High Schools; Area Assist. Superintendent and staff; HSTW Coordinators	Meeting schedule; Agendas	Fall, 2006
Implement HSTW tuning protocol to evaluate rigor of assignments/assessments	Inservice	SREB Publications	Dir. High Schools; HSTW Coordinators	EOCT results; NAEP content area results	Spring, 2007
Use the *Moving Toward Excellence* process to provide assistance and support to identified struggling teachers with follow-up coaching in line with professional development plans as established by the school principal	Inservice Coaching		Dir. High Schools; HSTW coordinators; Instructional coaches; Instructional coordinators; principals; APIs; SEVLT	Observations Meeting/conference logs	Ongoing, fall 2006 - May 2011
Develop and implement a district-wide syllabus template	Grade Task Force		Grade Task Force; Instructional Coordinators	Template	Fall, 2006
Provide categories and category weights for all content areas	Grade Task Force		Grade Task Force Instructional Coordinators	Weighted Averages	Fall, 2007
use GAPSS to assess alignment of school goals to system goals	GAPSS training	Title I, OSI, State	Principals; APIs; HSTW coordinators; Instructional coordinators; Dir. HS, Exec. Dir. of OSI, OSI, coordinators; SEVLT	GAPSS	Fall 2006 - May 2011

DeKalb County School System
2006-2011 System Action Plan
Quality Assurance:
<u>Georgia Standards for Achievement</u>: Curriculum, Instruction, Assessment, Planning and Organization, and Professional Learning
<u>SACS Standards</u>: 3, 4, 5, 6 and 10

Action Plan for Goal 5:
DCSS Goal 5 : To ensure quality personnel in all positions **Strategic Action(s):** Define and communicate priorities Develop leaders Improve all instructional delivery
Annual Measurable Objective(s): (Outcome Measures) Specific Academic Areas within Content Domains   ♦   Improve the identification, selection, development, support, and evaluation of all system personnel by May 2007

Formative Indicators of Success: (Progress Milestones)
   ♦   Fill all positions within one month of posting jobs on PATS
   ♦   100% of all personnel receive annual evaluations
   ♦   Provide professional learning for 50 aspiring leaders each school year
   ♦   By December 2006, all principals and APIs will complete GPS training
   ♦   By 2007, provide a one-year, on-the-job internship for identified administrators
   ♦   By end of 2007, all aspiring leaders will complete instructional and management training modules
   ♦   By end of 2007, all new principals must have 3 years successful experience as an assistant principal
   ♦   By 2011, increase the number of trained leaders with 5 or more years of experience
   ♦   By December 2006, all special education teachers, lead teachers for special education, speech and language pathologist, occupational therapists, physical therapist and assistive technology specialists will complete training in developing Individual Education Plans (IEPs)
   ♦   Annually, increase the number of teachers who complete the alternative certification process
   ♦   By end of 2007, increase training for teacher leaders
   ♦   Annually, all new special education teachers participate in 50 hours of specialized training in the New Special Education Teachers Academy

Interventions **(Activities/Programs)** Based on Scientifically-Based Research	**Professional Learning**	**Resources Needed/ Funding Sources**	**Position of the Person(s) Responsible**	**Evaluation and Benchmarking Tools** (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	**Timeline**
Develop and/or refine procedures used to target and select all system personnel	Proper use of the PATS System; Demonstrate effective interviewing skills	Time for training	Human Resources Professional Learning Leadership Development	Collect/analyze monthly data	Ongoing, fall 2006 through May 2011
Implement effective training opportunities for all system personnel	Writing professional development plans	Time for training	Professional Learning Human Resources Leadership Development Supervisors	Submission of Professional Learning plans and proposals Participation logs Evaluation data	Ongoing, fall 2006 through May 2011
Continue collaboration will all divisions to provide training to address system priorities	GPS training, differentiated instruction, and analyzing student work modules	Personnel, time for training materials	Division of Instruction Professional Learning Leadership Development Master Teacher Cadre	Number of teachers and administrators that complete training Evaluation data (participation) Site-based focused walk data	Ongoing Fall 2006 through May 2011
Provide adequate follow-up, coaching and mentoring to all system personnel to ensure the proper and effective use of evaluation procedures	Training for proper use of evaluation instruments	Time for training	Professional Learning Human Resources Leadership Development Supervisors	Increase retention of highly qualified staff members	Ongoing, fall 2006 through May 2011
Develop instructional and leadership training modules	Review of research Collaboration for module development	Time for training, materials, budget	Leadership Development Professional Learning Assist./Assoc. Superintendents	Number of aspiring leaders that complete the instructional and management modules Collect data on participation Survey responses	2006-2007 2011
Expand and implement leadership development programs	Review of best leadership practices Training	Personnel, time for training, materials, Title II and PL Budgets	Leadership Development Professional Learning Title II	Number of persons successfully completing Leadership Development programs GLISI Cohort Superintendents Book Club Leadership Team Retreat Participation logs Evaluation data (participation) Evaluation data (program)	2006-2011
Continue mentor support for all principals with 0-3 years experience	Training for mentors	Mentors, retired principals, new principals	Leadership Development Professional Learning	Mentor feedback instrument, new principal feedback instrument	Annually, fall 2006 through May 2011

Interventions (Activities/Programs) Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
Develop an on-the-job internship program for identified prospective principals	Research review of exemplary models	Time for program development	Leadership Human Resources Development Professional Learning Assist./Assoc. Superintendents	Plan outlining the principal internship program including selection process, goals, objectives and outcomes for the On-the-job Internship Program	2007-2008
Require targeted aspiring principals to complete the one-year on-the-job-internship program	Principalship training	Selection Review Committee funds for full-release of interns; materials; personnel (interns)	Leadership Human Resources Development Professional Learning Assist./Assoc. Superintendents	Identification of interns Number of aspiring principals completing the program Participation log Evaluation from participants Program evaluation	2007-2008
Provide instructional training for all APIs	GPS training	Time, personnel to train, In-house trainers	Curriculum/Instruction; Professional Learning; GA DOE	The number of APIs who have completed GPS training Participation logs Evaluations from participants Program evaluation	Ongoing, fall 2006 – May 2011
Provide on-going training for all principals	GPS training, leadership training	Training, PL forms, Title II funds, Title I funds	Curriculum/Instruction; Professional Learning; GA DOE	Number completing GPS training, Number of principals at 85% effective on PAL (Modified) Survey for feedback	Ongoing, fall 2006 - 2011
Hire new principals from pool of applicants with 3 years successful assistant principal experience			Human Resources Leadership Development Assist./Assoc. Superintendents	Review principal position job posting requirements, Number of newly hired principals with 3 years API experience	End of 2006 - 2007
Provide mentor support for all new administrators	Mentorship training	Time for Training; PL funds; Mentor Survey	Leadership Development Professional Learning	Number of new administrators responding they have received mentor support	Fall 2006-2011

Interventions (Activities/Programs) Based on Scientifically-Based Research	Professional Learning	Resources Needed/ Funding Sources	Position of the Person(s) Responsible	Evaluation and Benchmarking Tools (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	Timeline
Develop teacher leaders	Teacher Leader Training; Content Area Modules National Board Training Induction process for new teachers Mentor training	Funds for release time training for teachers, Personnel for NBCT component, Induction Facilitators, Funds for teachers assisting with instruction	Professional Learning; Leadership Development; Title II; Assist./Assoc. Superintendents; Principals	Number of persons trained as content teacher leaders, master teachers, NBCTs, mentors Participation logs Program evaluation Reflection logs Protégé feedback	Ongoing, 2006-2011
Expand teacher mentor program to develop teacher leaders	Training for new and veteran mentors	Personnel Funds for training materials and mentor stipends	Professional Learning Title II	Calendar of training sessions Sign-in list Number of participants completing training Mentoring documentation: log, action plan of monthly meeting with mentee, verification signatures Number of new teachers assigned mentors	Ongoing, 2006-2011
Increase support for new teachers and candidates seeking alternative certification	Coursework for candidates and assigned mentors Modules for New Teacher Institute seminars	Personnel Funds for materials and instructors	Professional Learning Support Services Division of Instruction	Number of candidates completing coursework for clear, renewable certificate Course syllabi Attendance rosters Mentor documentation and informal observation documentation Candidate feedback	Ongoing, 2006-2011

Interventions **(Activities/Programs)** Based on Scientifically-Based Research	**Professional Learning**	**Resources Needed/ Funding Sources**	**Position of the Person(s) Responsible**	**Evaluation and Benchmarking Tools** (Tied to the state's challenging content and student performance standards: QCC/GPS and CRCT and/or GHSGT).	**Timeline**
Connect aspiring leaders with mentors in the next higher level of their career move	Training for aspiring leaders and mentors	Identification of Aspiring Leaders and Identification of aspiring mentors	Leadership Development	Number of aspiring leaders reporting they have a mentor	2006 - 2011
Revise PAL to support puzzle pieces	Training on revised instrument	Time, personnel to make revision	Dept. of Research & Evaluation	Participation logs Program evaluation Reflection logs	2008 - 2011
Use PAL to serve as leader index	Training on PAL	Time Trainers	Leadership Development Research & Evaluation	10% increase in number of favorable PALS evaluations	2007 - 2011
Extend use of PAL to district level staff	Training on PAL	Time PAL Instrument	Leadership Development and Research & Evaluation	Number of district level staff evaluated with PAL	2008 - 2011