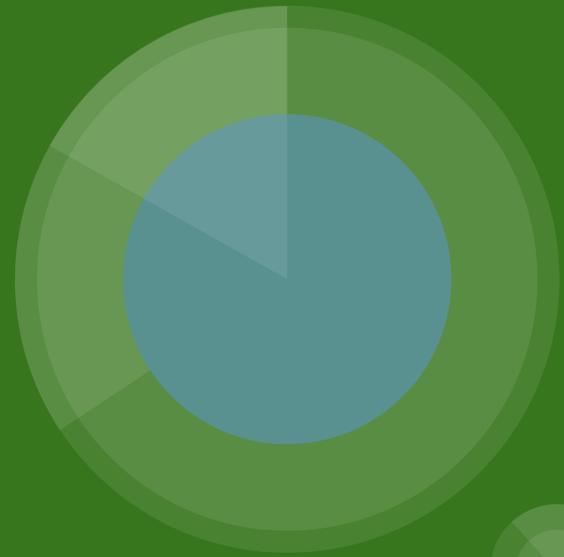


Title 1: Parent Stakeholders Meeting

DeKalb Academy of Technology and the Environment Charter School



Title I is a part of the Elementary and Secondary Education Act of 1965 (ESEA). It is designed to support State and local reform efforts to to improve teaching and learning for students.

D.A.T.E.'s Title I status was determined by the percentage of students in the entire school that qualified for free or reduced lunch for the 2016 - 2017 school year. For the 2017 - 2018 school year, D.A.T.E. is recognized as serving students through the Targeted Assistance Program of Title I.

Students will be served based on their academic need; **free or reduced lunch services is not a factor when determining the instructional supports provided through the Title I Targeted Assistance Program.**

DATE's Comprehensive School Improvement Plan (CSIP)

Based on input from stakeholders, four goals were established in response to the schools' longitudinal data. The work of the improvement process is on-going. Stakeholders will continue to have opportunities to provide input for the development of a parent school compact.

- At our next meeting (Thursday, September 21), will develop a School-Parent Compact for Achievement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach grade-level standards.

By the end of the 2017-2018 school year, we will improve the Lexile scores of all students by:

- 1) Gaining a 3% increase of students with improved Lexile scores as measured on the Spring 2018 MAP assessment.
- 2) Meeting the performance target with Lexile scores for 95% of students in grades 3 (with a Lexile measure equal to or greater than 650 on the GA Milestones EOG); meeting the performance target for 95% of 5th grade students (with a Lexile measure equal to or greater than 850 on the GA Milestones EOG); and for students in grade 8 (with a Lexile measure equal to or greater than 1050 on the GA Milestones EOG).
- 3) Increasing the percentage of ESOL students with positive movement from one performance band to a higher band as measured by ACCESS 2018.

DATE Priority Area 1: Literacy (Improving Lexile scores for all students)

DCSD Goal Area: Student Success with Equity and Access

The background is a solid green color. It features several decorative elements: a large, semi-transparent blue circle in the upper right quadrant; several smaller, semi-transparent green circles of varying sizes scattered throughout; and a bar chart in the bottom right corner with four vertical bars of increasing height from left to right.

Student achievement in science will indicate growth and achievement by:

- 1) Increasing by 3% the number of students in grades 3 - 8 from low growth to typical/high growth according to the Spring 2018 MAP (Median Growth Percentiles); and
- 2) Increasing the percentage of students achieving proficient or higher by 10% in grades 5 and 8 on the Spring 2018 GA Milestones EOG.

DATE Priority Area 2: Science (improving science growth and achievement)

DCSD Goal Area: Student Success with Equity and Access

By the end of the 2017-2018 school year, we will improve the level of achievement and growth for all students in math by:

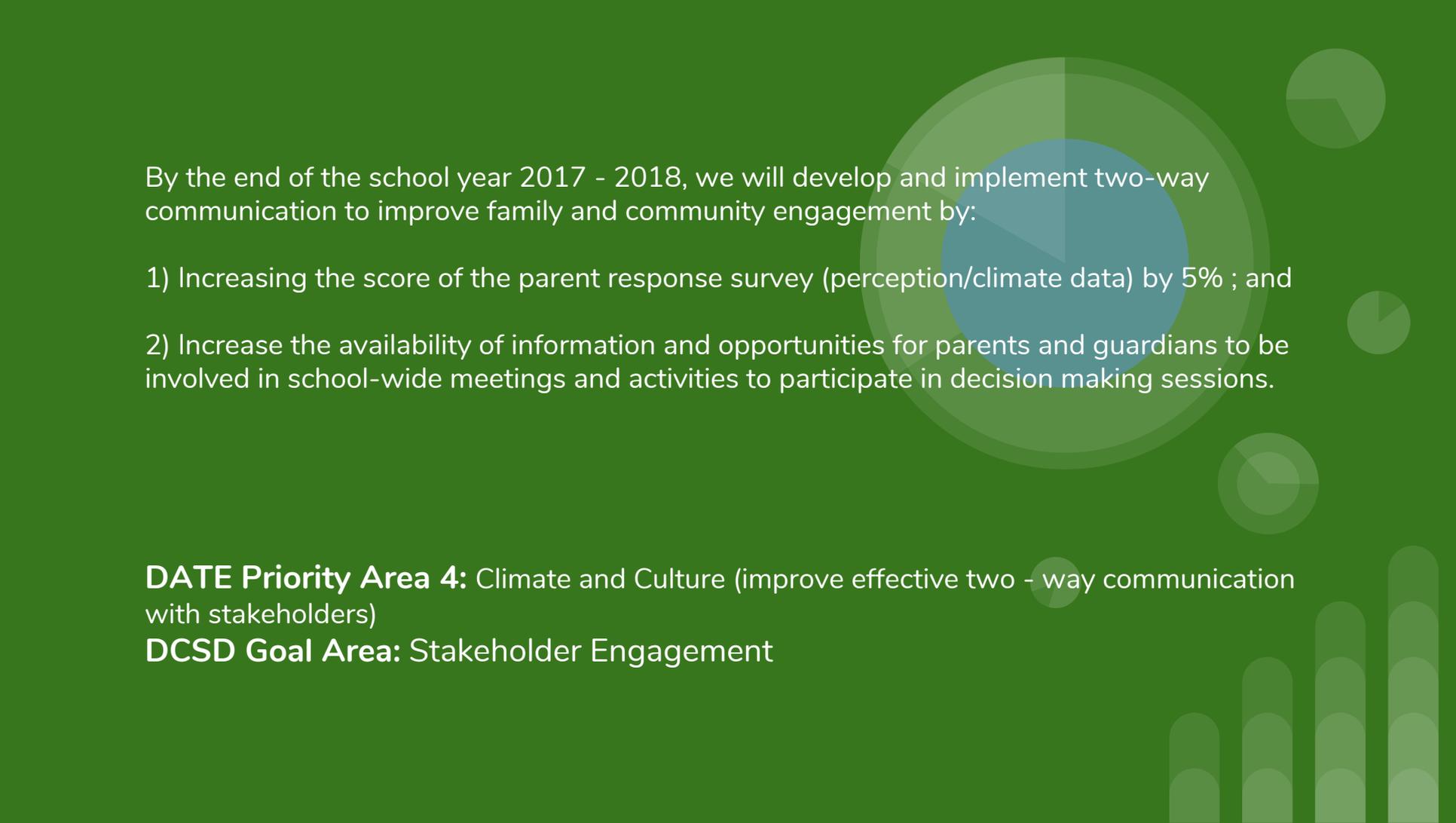
1) Increasing by 3% the number of students achieving proficient or higher as measured by the Spring 2018 GA Milestones EOG, grades 3 - 8;

2) Increasing by 3% the number of students achieving growth measures of typical to high growth as measured by the Spring 2018 MAP assessment; and

3) Meeting the performance targets of economically disadvantaged (grades 3 - 5) and Black and Hispanics (grades 6 - 8) as measured by the Spring 2018 GA Milestones EOG.

DATE Priority Area 3: Math (improving percentages of proficient and distinguished)

DCSD Goal Area: Student Success with Equity and Access

The background is a solid green color. It features several decorative elements: a large, semi-transparent blue circle in the upper right quadrant; several smaller, semi-transparent green circles of varying sizes scattered across the right side; and a vertical bar chart in the bottom right corner with four bars of increasing height from left to right.

By the end of the school year 2017 - 2018, we will develop and implement two-way communication to improve family and community engagement by:

- 1) Increasing the score of the parent response survey (perception/climate data) by 5% ; and
- 2) Increase the availability of information and opportunities for parents and guardians to be involved in school-wide meetings and activities to participate in decision making sessions.

DATE Priority Area 4: Climate and Culture (improve effective two - way communication with stakeholders)

DCSD Goal Area: Stakeholder Engagement

Title I: Targeted Assistance Program School Year 2017 - 2018

Instructional Support

- Directly supported by a Title I - TA Academic Coach

(Mrs. Angela Venisee)

Parent/Family Engagement

- Directly supported by a Family/School Liaison

(Mrs. Deva Hamilton)

Instructional Support

Identification of Students:

K-2 Pre-Assessments & MAP

3-8 GA Milestones, MAP & Lexile Levels

*The students' scores and Lexile levels are reviewed and ranked on a scale of 1-4. Students with the lowest rankings are selected.

Instructional Support

Academic Coach

- Collaborate and support teachers with improving instructional practices
- Implementation of strategies and interventions to support struggling learners
 - **Differentiation-** Differentiated instruction is an approach to teaching in which educators actively plan for students' differences so that all students can best learn. In a differentiated classroom, teachers divide their time, resources, and efforts to effectively teach students who have various backgrounds, readiness and skill levels, and interests.

Instructional Support

- **Scaffolding**- refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. (Bridges learning gaps)
- **Performance Task**- A performance task is any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency. Performance tasks yield a tangible product and/or performance that serve as evidence of learning. A performance task presents a situation that calls for learners to apply their learning in context. (Increases Rigor)
- Support teachers and administrators by analyzing data to improve instruction on all levels.
 - MAP Growth Reports

Family Engagement

- Help build school and parent capacity
 - Coordinate parent engagement programs (Parent University)
 - Raise awareness and build skills (GA Standards of Excellence)
 - Increase understanding with student data
 - Provide input (starting with the Family Engagement Survey)
 - Help build ties between parents and teachers, maintaining equal partnerships
 - Sharing parent input with the school staff
 - Provide materials and resources to improve student achievement



**Title 1 Family
Engagement
Survey**



