



DPA CORRECTIVE ACTION PLAN UPDATE

June 2025

Background/Context

During the SY23-24 charter renewal cycle, it was recommended that DeKalb Preparatory be placed on probationary status through June 30, 2025, due to:

- Multiple incidents of noncompliance with FAPE (Free and Appropriate Public Education) as outlined in IDEA
- Persistent instability in leadership
- Academic Performance

DeKalb Preparatory Academy was required to provide a corrective action plan to the District for review and approval within 30 days of the January 8th DBOE meeting. The status of this plan is to be presented to the DCSD BOE biannually.

Components of the Corrective Action Plan

Academics

- Conduct a curriculum audit.
- Literacy – Implement Science of Reading (mirroring district's approach).
- Ensure stakeholder engagement in implementation of the corrective action plan.
- Employ Six Essential Systems and participate in CCVs, Reality Checks, and CSIP monitoring cycles.
- Effect Size – Book Study on John Hattie's *Visual Learning*

Special Education Compliance

- Establish regular collaborative meetings with Tapestry Public Charter School and the Horizon Schools Area Office.
- Review restorative practices with Specialty Area Culture Climate Specialist every 9 weeks.
- Progress Monitoring – Professional development through Exceptional Educational/MTSS departments and Metro RESA.

Staff Attrition

- Address teacher/staff retention and the percentage of certified teachers.
- Assess staff's bandwidth for school turnaround using a skill-will matrix.

Special Education Compliance Concerns

SY23-24 Concern	SY24-25 Mid-Year Progress	SY24-25 current
<ul style="list-style-type: none"> 21 late Individual Education Plans (IEPs) 	<p>Individual Education plans are up to date with a plan of ongoing compliance. We are working closely with DeKalb Lead Teacher for Special education, Innovation Special education coordinator.</p>	<p>All 43 IEPs were completed by the DeKalb County Schools deadline. We continue to work closely with the district, LTSE, and the coordinator to support implementation.</p>
<ul style="list-style-type: none"> 43 students with disabilities for whom progress monitoring of IEP goals and objectives were not completed every 4.5 weeks 	<p>Student progress monitoring is up to date.</p>	<p>Progress monitoring has been submitted and updated in Infinite Campus for each 4.5-week period, and student progress remains current. Administration and the MTSS coordinator continue to oversee progress monitoring. Big picture: The Special Education ‘big picture,’ which outlines services for each special education student, is closely monitored. The school also received professional development during summer leadership pre-planning from Dr. Felton, our Special Education Coordinator.</p>
<ul style="list-style-type: none"> Serving students according to their IEP services (FAPE concerns) 	<p>All students are being served according to their IEP services</p>	<p>All students continue to be served according to their IEPs, with the exception of speech services. We are currently working with the district and following the established DeKalb County plan to address speech concerns. To help fill the gap in services, we have also hired a contractor to provide speech services.</p>
<ul style="list-style-type: none"> Instability of Special Education teachers 	<p>5 new special education teachers were hired for the 24/25 school year.</p>	<p>DeKalb Preparatory Academy has six full-time special education teachers, maintaining full staffing in our special education department. While there have been some shifts, we continue to have a fully certified team in place.</p>

- Progress Update: Corrective Action Plan

Academics

- [Reviewed quotes for curriculum audits.](#)
- [Literacy – We are implementing the science of reading and are mirroring the districts timetable.](#)
- Ensuring [stakeholder engagement](#) in implementation of the corrective action plan by [holding state of the school address](#) and updates at our Board meetings.
- [We employ the Six Essential Systems and are participating in CCVs, Reality Checks, and CSIP monitoring cycles.](#)
- [Effect Size – We are completing the Book Study on John Hattie's *Visual Learning* this school year with staff.](#)
- [Map Data Overview](#)

Special Education Compliance

- [Establish regular collaborative meetings with Tapestry Public Charter School and the Horizon Schools Area Office.](#)
- [We reviewed restorative practices during preplanning and the admin team attended the Specialty area retreat where we attended the session conducted by the Culture and Climate specialist.](#)
- [Progress Monitoring – We have completed Professional development through Exceptional Educational/MTSS departments.](#)
- [The five DeKalb County Schools beginning of the year training modules were completed by the special education teachers.](#)

Staff Attrition

- [We ended the school year with over 80% of our teaching staff certified.](#)
- [The school made a concentrated effort to ensure we hired certified staff or staff eligible for state waivers.](#)
- [Our administrators are using the observation cycle 5/20/80, five classes a day, 20 classes a week and 80 classes a month as a strategy for observing staff we gleaned form the Horizon School meeting we attended. We continue to assess our staff's bandwidth for school turnaround using our skill-will matrix.](#)
- [We use an observation tool to provide immediate feedback for observations to ensure our teachers and staff are supported.](#)

Root Cause Analysis



Root Cause: Achievement Gaps

Potential Issues

- Lack of access to quality resources and support for some racial groups
- Inequities in teaching quality and curriculum relevance

Strategies

- **Professional Development for Teachers**
 - Provide training focused on culturally responsive teaching practices.
- **Resource Allocation**
 - Ensure equitable distribution of learning resources and support services.
 - Conduct CMSI Curriculum Audit.
- **Parent and Community Engagement**
 - Strengthen partnerships with families and communities to support learning at home.
 - Curriculum nights to help parents understand standards per grade level

Root Cause Analysis



Root Cause: Low Reading and Math Scores

Potential Issues

- Insufficient targeted intervention programs
- Inadequate early childhood education focusing on foundational skills
- Incorporate EIP & REP Strategies for more intensive targeted instruction

Strategies

- **Early Intervention Programs**
 - Implement programs targeting early literacy and numeracy skills.
- **Data-Driven Instruction**
 - Use assessment data to inform and tailor instruction to meet student needs.
 - Incorporate 5-20-80 strategy
 - Incorporate PLC's for 75 minutes per week per grade level
- **Tutoring and Supplemental Instruction**
 - Provide additional tutoring and after-school programs focusing on Reading and Math.
 - Working with Horizon Team to Create Strategies' for low achieving students

Root Cause: Inconsistent Performance Across Grades

Potential Issues

- Lack of continuity and progression in the curriculum.
- Insufficient monitoring and support for student transitions between grades.

Strategies

- **Curriculum Alignment**
 - Align curriculum across grade levels to ensure continuity in learning.
 - CMSI Curriculum Audit
- **Transition Program**
 - Develop programs to support students transitioning between critical grades (e.g., elementary to middle school).
- **Continuous Monitoring**
 - Regularly monitor student progress and adjust instructional strategies as needed.
 - By addressing these root causes with targeted strategies, the goal is to achieve substantial student growth across all racial groups and academic subjects



DEKALB PREPARATORY ACADEMY

DeKalb Preparatory Academy is a nonprofit 501c3 Public Charter School empowering K-8 grade scholars, to cultivate knowledge, think critically, act collaboratively and compassionately.

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STRENGTHS

- Staff and Leadership Development
- Fiscal Performance
- Afterschool Programming
- Collaboration with Specialty area and Horizon Schools

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OPPORTUNITIES

- Further staff professional growth in compliance with SWD/MTSS
- Enhancing PBL and AVC to increase academic performance
 - DPA Board development

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ASPIRATIONS

- Continue academic growth gains
- Closer collaboration with DCSD
- Compliance in all areas of the DPA Corrective Action Plan
- Satisfy all probationary requirements
- Become the Premier Charter School of choice for our community

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RESULTS

- Positive trend in the DPA skill-will matrix for upcoming school year
- Strong Milestone Trends
- Expanded PBL units
- Enhanced Summer Learning opportunities

Strengths



- **Professional Learning Communities (PLCs):**
 - Strong commitment to PLCs for teacher collaboration, data analysis, and instructional planning.
 - Focus on sharing best practices to improve student outcomes.
- **WIN Time ("What I Need"):**
 - Dedicated intervention and enrichment period tailored to individual student needs scheduled each day.
 - Provides opportunities for targeted support in academics and skill-building.
- **5/20/80 Observation and Feedback Model:**
 - Regular classroom observations with structured feedback cycles to improve instructional practices.
 - Emphasis on continuous professional growth and accountability.
- **PEC Schedules (Progress Monitoring):**
 - Integrated schedules for consistent progress monitoring to track and address student needs.
 - Enhances accountability and data-driven decision-making.

Opportunities



- **Targeted Instructional Interventions**
 - Combine insights from Georgia Milestones and MAP data to identify specific content areas and skills where students are underperforming, particularly in ELA and math.
- **Growth-Focused Professional Development**
 - Leverage MAP growth data alongside Milestones results to identify areas where students show limited growth despite achieving proficiency.
- **Enhanced Progress Monitoring and Feedback**
 - Utilize MAP data for ongoing progress monitoring between Georgia Milestones assessments to ensure students remain on track.
- **Equity in Achievement Across Subgroups**
 - Combine disaggregated MAP and Milestones data to identify achievement and growth disparities among demographic subgroups (e.g., race, socioeconomic status, English proficiency).

Aspirations



- **Personalized Mastery for Every Student**
 - *Goal:* Utilize MAP and Georgia Milestones data to deliver tailored, data-driven instruction that ensures every student achieves mastery in core content areas, improving both proficiency and growth metrics.
- **Growth-Centered Professional Excellence**
 - *Goal:* Build a culture of continuous professional growth where educators leverage MAP and Milestones data to refine instructional strategies and foster measurable growth for all students
- **Proactive Student Progress Monitoring**
 - *Goal:* Establish a seamless, data-informed system that uses MAP interim assessments and Georgia Milestones benchmarks to provide timely, actionable insights for both students and parents, ensuring on-track progress throughout the year.
- **Equity in Outcomes for All Learners**
 - *Goal:* Close achievement and growth gaps among subgroups by utilizing MAP and Milestones data to implement targeted interventions, ensuring that all students, regardless of background, have equitable opportunities for success.

Results



- **Targeted Instructional Interventions**
 - Increased proficiency rates and improved alignment between classroom instruction and state standards.
- **Growth-Focused Professional Development**
 - Improved student growth on both MAP and Georgia Milestones, and enhanced teacher capacity for data-driven instruction.
- **Enhanced Progress Monitoring and Feedback**
 - Proactive interventions, consistent student progress, and stronger alignment between classroom and state assessments.
- **Equity in Achievement Across Subgroups**
 - Reduced achievement gaps and improved equity in academic outcomes across all student groups.

DeKalb Preparatory Academy Infrastructure Updates

- Building
 - Facilities Grant
 - Water Towers
 - Water Pumps
 - Securities Grant
 - ADT security Cameras
- Technology
 - Internet
 - Wireless Access Points
 - E-Rate Application

DeKalb County School Supports and Feedback

- CCV
- Learning Walks
- Area Learning Opportunities
- Principal Learning Opportunities
- Charter Collaborative
- Instructional Services Guide



Thank You

DeKalb Preparatory Academy Board Members

KathyAnn Young, Board Chair
Suzette Arnold, Board Vice Chair
Janelle Wilhite, Board Treasurer
Bridget Robinson, Board Secretary
Roberta Walker
Wanda McKay