

DeKalb Academy of Technology & Environment, Elementary and Middle Schools,  
Inc.

A STEM School (AdvancED)

An International Baccalaureate (IB) Candidate School



STRATEGIC PLAN  
2016 - 2021

**Mission:**

To educate a student population about the essential need to consider environmental ramifications of technology and other business decisions, via a hands-on, community-oriented instructional curriculum. The school will improve student achievement via a curriculum which:

- Recognizes the important link between technology and the environment
- Promotes higher order thinking skills – critical thinking, problem-solving, and decision making
- Motivates students by offering a real world context for learning
- Engages learners in investigative, hands-on/minds-on, student-centered, and cooperative activities between industry and environmental groups
- Advances educational reform goals
- Correlates to state and national academic standards
- Considers the environment in its totality, i.e., the co-existence of business and the environment
- Promotes continuous lifelong learning

**Vision:**

*To become one of the top ten charter schools in Georgia and the Nation!*



*Values:*

Clear Mission  
Respect  
Accountability  
Character  
Extended Fine Arts  
Results Oriented Instruction  
Appreciation of Individual Differences and Abilities  
Safe, Clean, Attractive and Organized Environment  
Qualified and Motivated Professional Faculty  
Authentic and Meaningful Work  
Community Involvement  
Creative and Uplifting Environment  
Excellent Leadership  
Expect More  
Instructional  
Academics  
Dress Code  
Family atmosphere  
Administrative support  
Guided Reading Program  
Parent Support and Input  
Environmental Focus  
Students  
Smart boards  
Teachers having whatever it takes attitude  
Competitive Pay Scale  
Resources  
Non Traditional Recess  
Affection Towards Students  
Teachers are competitive with themselves  
Independent Students  
Flexibility  
STEM



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## I. Executive Summary

DeKalb Academy for Technology and the Environment (D.A.T.E.) has been operating as a DeKalb County Charter School since 2005. We have been acknowledged as providing a high quality education for the students we serve and continue to provide and improve upon that level of service. D.A.T.E. provides students with a choice within DeKalb County School District's south-side region that offers a blended technology and environmentally- focused learning environment. This instructional curriculum and program is like no other, addressing the technological and environmental needs of the South-DeKalb business industry and environmental movement. The stakeholders of the community advocate for such a school in their community that increases the awareness and sensitivity, provide knowledge and understanding, improve attitudes, and enhance skills and participation of all technology and environmental entities that affect the local community and society as a whole.

Based on the current environment, the school's performance on prior strategic goals, and future goals for the school, DeKalb Academy has identified four areas of focus for the next 5 year plan period:

- Academic Performance and Curriculum
- Community Engagement.
- Faculty Development and Retention
- Financial and Operational Stability

Objectives based on these four areas are contained in the plan with specific numerated objectives over the plan period of five years and metrics to measure the progress and success. The Board of Directors (BOD) of D.A.T.E. will review this strategic plan annually and assess the appropriateness of the objectives and current progress against plan goals.

Achieving the objectives identified in this strategic plan will ensure that DeKalb Academy effectively fulfills its vision, prepares students for future academic and personal success, and endures as a national model of K-8 dual technical and environmental curriculum and focus.

## II. Environmental Assessment

Across the state of Georgia, interest in charter schools continues to increase. This is driven in some cases by dissatisfaction with current public school offerings, and in others by the appeal of unique programs found within the charter school setting. DeKalb Academy continues to attract students and families motivated by both of these goals. At the beginning of the school year 2014-2015, and the initiation of the strategic plan, 103 charter schools served 83, 277 students in Georgia, (National Alliance for Public Charter Schools, 2015).



Sixty percent of Georgia Charter Schools are in the metro Atlanta, with 144 of Georgia's 180 schools districts having students enrolled in a charter school, (Charter School Snap Shot, 2015). With these statistics, there has been several well-publicized charter school problems related to financial mismanagement, instructional and curriculum policy, and philosophical conflicts, as well as ongoing conflicts related to the standards and processes of public school education and its authorizer.

These controversies, coupled with severe financial stresses at other state supported educational agencies, have created an environment of increased expectations for charter schools, both in their governance by the selected boards and the financial challenges. In addition, local school districts recognize charter schools as diverting student educational funds from their traditional schools to the charter program, creating tension between district and charter school. Furthermore, ongoing introduction of "for profit" companies create curricular and hire teachers, leaving public underperforming schools with limited resources and students as those students seek other options and leave for successful and additional options/choice. As accountability of public traditional schools continue to rise, so does charter schools accountability in the areas of two performance indicators, Beating the Odds (BTO) and College and Career Readiness Performance Index (CCRPI). These two data sources are now statewide models in Georgia that provide measurable growth analysis among "like" charter schools, state data, as well as local authorized district data.

### **III. Review/Evaluation of 2011-2016 School Improvement Plan**

#### **A. Facilities**

The 2011 -2016 school improvement plan included a detailed objective around a long-term facility strategy. Essentially, the objective was partially met by the current facility solution at 1492 Kelton Dr., Stone Mountain, GA, 30083 a couple of years beyond the intended timeline. At the time of the plan, the objective was solely to be housed at said space, but financial options presented itself and the BOD was in a unique position to purchase the existing site, as well as renovate and complete the plan of adding a gym, cafeteria, science rooms, and other instructional space. Acquiring the space with a unique charter school revenue bond supported by the *Joint Development Authority* of DeKalb County, Newton County, and Gwinnett County has provided D.A.T.E. with goals of a stable, long-term facility plan, which enables the school to meet its educational objectives, as well as maintaining a solvent financial portfolio.

#### **B. Leadership**

The 2011-2016 strategic plan included numerous specific steps related to BOD and Administration: leadership development, succession, evaluation, and building capacity. While many of the activities in the plan have been completed, such as development, succession, and evaluation for the administration and board, building capacity and evaluation of two entities are presently being annually monitored and refined to meet the specifics of the local district and state requirements. Specifically, the board has established working groups and committees, established sources of training,



established policies, and annually review and provide feedback on all school source-data, all required from the strategic plan.

Lastly, the establishment of Capital Campaign fundraising efforts has not been fully implemented to its potential extent. The 2011-2016 strategic plan envisioned at least a \$50,000.00 a year fundraising profit, coupled with PTO and parent body participation. Although more than \$50,000.00 of revenue is collected by way of child provider services that the school provides and operates, ongoing planning and evaluation of the BOD led committee is underway to meet future fundraising goals.

### **C. Educational Program**

The 2011-2016 strategic plan was not inclusive of the recent educational programs that were added to highlight the constructivist, technology and environmental focus, but rather content specific measurable subject CRT goals. Although 90% of those academic goals were met as a result of monitoring the existing educational program, D.A.T.E. was charged by the BOD with a purposeful intent to strengthen and enhance the curriculum and provide additional rigor, relevance, and relationships. Out of this charge, proposals were submitted, reviewed, and accepted as the school became a STEM certified school by AdvancEd as well as an International Baccalaureate (IB) Candidate school.

As with each of the preceding goals, many of the Educational Program's goals have been achieved. At the current time, DeKalb Academy has a C.E.O./Headmaster with a solid history of promoting and building capacity in the integration of the technology and environmental studies and is in the process of implementing a STEM Certification Program for all DeKalb Academy faculty and staff in partnership with Georgia Piedmont Technical College to fulfill the school's mission by improving teacher's professional knowledge, competence, and skills. Moreover, the effectiveness of the Educational Program has been improving the goals achieved over the fourth tier improvement plan in the areas of teacher capacity. Programming specialists have been added to the staff to support the faculty in the areas of technology and environmental integration. In order to fully maximize and blend our foci to the Georgia Common Core Standards and the Georgia Performance Standards, specialist assist the faculty with a comprehensive understanding and integration, thus allowing for the high levels of teaching learning proficiency for teachers and students.

### **D. School Community**

In the past years, a striving challenge has been to increase community input and partnerships at D.A.T.E., with our very own Parent and Teacher Organization first, followed by the community at large.

The PTO has always been a strong advocate for involving our community and parents in committees and activities across school areas, such as fundraising, promotion of



school spirit, student activities, and volunteerism. As a very vocal and active organization, our parents are also advocated for the charter school model and continue to lobby and support charter movement. With high participation rate in PTO Fundraising and off campus student-school activities, the goal of full parent-teacher-student fusion has been reached an achieved. The BOD continues to focus on an increased school partnership to include businesses and educations entities. With newly established partnerships, which has been solidified over the course of a few years, The Chattahoochee Nature Center, The Gwinnett Heritage Center, and Georgia Piedmont Technical College have all contributed significant educational and family values to the academy.

#### **IV. SWOT Analysis for DeKalb Academy**

##### **A. Strengths**

Full K-8 Educational Offering Academic Reputation  
STEM School  
International Baccalaureate Candidate (IB) School)  
Community interest in elementary/middle  
Strong financial management  
95% HIQ Faculty and Staff

##### **B. Weaknesses**

Limited Resources to meet diverse needs of learners  
Tracking post D.A.T.E. Graduates  
Professional Development  
Technology Integration Advances

##### **C. Opportunities**

Partnerships with educational agencies  
Fund balance programing increase  
Additional fundraising  
Increase Education Opportunities

##### **D. Threats**

State educational funding reductions/shifts  
Competition for students from other high quality schools in community  
Reduced educational achievements in comparison to neighboring school districts  
Legislative changes to charter school statutes

#### **V. Establishment of 2016-2021 Strategic Plan Goals**

Following a review of the prior school improvement plans, recent school performances in light of the plan, prior organizational goals achieved and the environmental assessment,



the DeKalb Academy BOD has established a high level set of goals. This has positioned the academy as a K-8 modeled integrated technological and environmental theme school, with top performing academic results, an excellent reputation and visibility in the community.

The goals, objectives, and scope of the 2016 strategic plan in comparison to the 2011 school improvement plan reflect the state of improved organizational and educational maturity. In addition, the 2016 strategic plan provides D.A.T.E. the opportunity to move beyond just the essential and limited school framework to ensure basic school operations to now seizing the opportunity to address the academy's weaknesses and truly differentiate and extend DeKalb Academy services as a sole unique innovated k-8 educational model.

These goals are described in the categories of **Academic Program and Curriculum, Faculty Development and Retention, Community Engagement, and Financial and Operational Stability.**

*For each of these sections, the strategic plan has identified high level goals, objectives, and metrics for the charter term of 2016-2021.*

## **VI. Academic Performance and Curriculum**

### **Background**

Recent experience has highlighted the critical role that educational interest and engagement plays in the success of students at DeKalb Academy. With its unique charter petition, D.A.T. E. affords its students, parents, and constituents a prescribed, comprehensive, and interactive curriculum that affords extensive and pervasive environmental and technology exposure. One of the primary purposes of start-up charter schools is to provide academic options that are different from what is offered in other public schools in the area. In this way, students have choices as to what type of learning environment will work best for them; how large of a school do they prefer; and, what type of campus is attractive to them; among other things.

The innovation of a blended technology and environmental based instruction, a more rigorous high school prep curriculum, and the relevance of enrichment opportunities, all support the success we are experiencing at D.A.T.E. Current experience has demonstrated that with these assets and qualities, specific academic goals must still be measurable to ensure excellence and to ensure students are academically challenged and responsible.

As highlighted, the following top factors that influenced DeKalb Academy families in their choice of the school:



- High School Preparation – a program that fully prepares students for a program of their choice, from traditional high schools, to high schools with specified themes, such as environmental and technical.
- Rigorous Academics – students will be challenged and expected to work harder than basic academic minimum standards both in and out of the classroom.
- Technology and Environmental Curriculum – the blended academic program that addresses the technology and environmental ramifications of our society
- Tuition Free – as a public school, students at DeKalb Academy have no additional expenses beyond what would be expected for students attending a public school
- Smaller Class Sizes – at a time when many public schools are offering class sizes of more students at elementary/middle grade levels, DeKalb Academy promises class size below the local district to improve the attention teachers can give to each student.

Given this results of a feasibility study provided, the school will focus on the quality and breadth of the curriculum—herein defined as the classroom academic experience.

### **Academic Program Goals**

#### **1. DeKalb Academy will be the school of choice for families based on rigorous academics and the innovation of technology and environmental integrated education experiences.**

- Action:  
The school structure and organization will fully support the integrity and implementation of the Triangulation of an integrated curriculum: *Technology Standards, Environmental Standards, Georgia's Common Core Standards*, and the execution and incorporating of primary source material whenever possible.
- Action:  
The school will continue to evaluate the academic progress of students who enter DeKalb Academy above third grade and monitor curriculum delivery for continuing students. Based on these reviews and school benchmarks, the school may alter coursework to differentiate, accelerate, and or remediate the quality of education provided to students.
- Action:  
Faculty and Staff will be hired and trained to address the influx of divers learners, creating capacity within the organization to accommodate variety of learners, ranging from Special Education instructors to ESOL and gifted educators.



Metrics:

- Academic Testing: On standardized tests DeKalb Academy students will *meet or exceed* all C C R P I requirements set forth in the school petition with the school's local and state authorizers during tenure of charter, with progress being measured and monitored annually by BOD.
- Beating the Odds: DeKalb Academy will show success in BTO analysis of student based and school based factors during the tenure of the charter, with progress being measured and monitored annually by BOD.
- Student/Family Satisfaction: The school will complete a satisfaction/climate survey of current families at least once annually. The satisfaction/climate score will be *at least 95%. or 4 Star ratings*, with annual review by BOD.
- Student Growth: Students will show growth at levels of 2 to 5% schoolwide over a period of five years, indicating typical and high growth as measured by progress on College and Career Readiness Performance Index (CCRPI) and reviewed annually by BOD.
- Action:  
The school will measure student achievement and success for post D.A.T.E. graduates.

Post Graduates: 8<sup>th</sup> grade students who successfully complete the D.A.T.E. educational program will be tracked according to high school admittance and graduation rate of high school. There will not be a measurable outcome yearly for this goal, but it will be reviewed annually by BOD.

Diverse Learners: CPI/ and child Find will be monitored by BOD to ensure representation and licensure of faculty to service Diverse Learners as well as Child Time to provide student population.

**2. DeKalb Academy will retain the vast majority of students through their K-8 experience.**

- Action:  
There will be a concerted effort to promote the continuity of an environment/ technology theme from kindergarten through eighth grade, including on-going family oriented education programs that deepen comprehension of the goals and



components of technological and environmental education for the school community, e.g. (Technology /Environmental Fair, Lunch and Learn, Career Week, STEM Expeditions and Night Events, Thematic Webinars and Parent Learning Sessions).

- Action:

The school will engage students across the K-8 community to build a school-wide sense of belonging, trust and pride, such as through the House Systems of Rigor, Relevance, and Relationships and interactions of elementary and middle school students

Metrics of Success:

- Student Retention: *90% of k-4, elementary grade, DeKalb Academy students will return to DeKalb Academy for successive school years as measured by the BOD annually*
- Student Retention: *90% of students who begin middle school, 5<sup>th</sup> grade, at DeKalb Academy will matriculate and will be promoted to 9<sup>th</sup> grade high school as measured by the BOD annually.*

## VII. Faculty Development and Retention

### Background

The faculty and staff of a school is a key component to the success of students and the school in general. Professional/faculty development yearly surveys and (SACS) evaluations at DeKalb Academy highlighted the factors that influenced their job satisfaction, why they chose to teach here, and why they may choose to stay. There are identified opportunities for increased engagement. For example, 70% of faculty reported upon initial hiring at DeKalb Academy that they were not confident with the implementation of constructivism and the technology/environment /common core standards integration.

The important factors that influenced the current faculty's choice *to work* at DeKalb Academy are: parental involvement, school size and atmosphere, and student behavior. The top factors that influence the current faculty to stay at DeKalb Academy are: teacher autonomy, student behavior, continuity, school vision, and school size. The vast majority of faculty plan to remain in the teaching field as long as they are able. Many faculty plan to teach at DeKalb Academy as long as the school maintains its roots/vision/mission.



Factors that influence DeKalb Academy faculty job satisfaction:

- Autonomy in the Classroom – The faculty overwhelmingly view that having autonomy and control over classroom atmosphere influences their job satisfaction.
- Salary and Benefits – The faculty did not overwhelmingly agree that they are paid adequately. The majority did view that they receive adequate benefits (Health, Vacation/Sick Time, and Insurance). Improvement opportunities include competitive salaries with surrounding districts and an increase to reflect education and/or years of experience.
- Support - The faculty overwhelmingly view that support and encouragement from DeKalb Academy administration influences their job satisfaction. They also view that DeKalb Academy parents give adequate support. A majority of faculty feel as though they receive recognition for achievement and jobs well done. Opportunities for improvement included clear communication and expectations from administration and receiving proper training and guidance when implementing new initiatives.
- Student Behavior - The faculty overwhelmingly view that student behavior influences their job satisfaction, and the vast majority find that student behavior and attitude at DeKalb Academy is positive.
- Professional Development – The vast majority of faculty is minimally satisfied with the professional development available and would like to see additional regular and meaningful opportunities.

## Goals

### 1. DeKalb Academy will hire and retain high quality teachers who are committed to the (STEM/TE) Triangulation of Technology/ Environment/Common Core Curriculum and Standards

- Action:  
DeKalb Academy shall prioritize knowledge and support of the T/E curriculum in all initial faculty hiring decisions.
- Action:  
Faculty training and commitment to T/E education will be factored into the



decision to rehire teachers, such that the faculty as a whole becomes well-trained and committed to the T/E education curriculum.

- Action:  
Teachers will be evaluated annually on teaching to the T/E education curriculum and practices, based on input from Administration and students.

Metrics:

1. Renewal: 90% of faculty who receive a recommendation for contract will return to teach at DeKalb Academy the following school year.
  2. Assessment: 80% of faculty will receive satisfactory assessments from student surveys of instructional practices at the end of the school year as determined by Teacher KEYS Evaluation System.
- 2. DeKalb Academy will further develop the collegial working environment of the school.**
- Action:  
The faculty and administration will collectively and individually contribute to a positive working Environment.
  - Action:  
Administration will routinely acknowledge staff efforts and achievements within and outside of the classroom.
  - Action:  
Faculty and administration will strive to work collaboratively when it comes to making decisions that may impact their classrooms and/or working environment. This includes but is not limited to: scheduling, curriculum, staff development, staffing needs, instructional supplies.
  - Action:  
Faculty will be provided time on a regular basis to collaborate with each other in regard to curriculum and instruction.
  - Action:  
Faculty will have the opportunity to learn from each other by observing lessons



given by their colleagues during the school year.

- Action:

Established faculty will support new faculty with a mentor/faculty relationship.

Metrics:

1. Work Environment: On job satisfaction surveys at least 90% of the faculty will agree that DeKalb Academy workplace atmosphere is positive overall.
  2. Administration: On job satisfaction surveys Leadership Keys Evaluation Tools, at least 90% of the faculty will agree that the board and administration appreciate and value their input when making decisions that impact the school.
  3. Colleagues: On job satisfaction surveys at least 90% of the faculty will agree that their colleagues support them in their teacher responsibilities.
- 3. DeKalb Academy will provide—and all faculty will take advantage of professional development opportunities.**

- Action:

All faculty members will be given comprehensive and ongoing training in classical education.

- Action:

Comprehensive training will be provided to all staff prior to the implementation of any new initiatives that impact curriculum or instruction.

- Action:

Regular (monthly) professional development opportunities will be provided to all faculty members to specifically enhance curriculum and instruction at DeKalb Academy and also to meet the common needs of faculty.

- Action:

DeKalb Academy Human Resources will provide an online database for tracking each teacher's progress towards completing re-licensure/renewal requirements.

Metrics:

- 1) Technology/Environment: 100% of all faculty employed each year, both new and



returning, will be given comprehensive and ongoing training in T/E education.

- 2) Professional Development: 100% of all faculty will be provided regular (e.g. monthly) professional development opportunities to enhance curriculum and instruction at DeKalb Academy and also to meet the common needs of faculty with documentation for Professional Learning Unit (PLU) credit, if needed.
  - 3) Mentorship and Support  
Diamond Mentor and Support Group will be implemented and scheduled monthly to address team building and faculty development and growth. Presentation will be made at governing board meetings monthly.
- 4. DeKalb Academy will offer competitive salaries and various opportunities for compensation for work outside of the classroom.**

- Action:

The school will develop a comprehensive faculty pay scale which recognizes professional experience, degrees obtained, and continuing semester credits earned. This pay scale will be competitive with comparable charter schools and benchmarked at least bi-annually.

- Action:

The school will explore additive performance-based pay opportunities for faculty. Criteria will include in class observations, students' academic performance, and parent/student satisfaction, all rated from the Teacher Keys Evaluative System

- Action:

To adequately support classroom instruction and collaborative teaching, the school will staff appropriately to minimize faculty time spent on non-instructional duties.

Metrics:

- 1) Pay Scale: Periodic benchmarks (annual or biannual) will demonstrate that the school's faculty pay scale is on par with contracts for teachers from surrounding school districts.
- 2) Extracurricular: Faculty support of extracurricular activities will be compensated appropriately.



- 3) Time Management: Job satisfaction surveys should reflect that at least 90% of the faculty agree that the school schedule and staffing allows them to spend sufficient time focused on curriculum and instruction.

## VIII. Operational and Financial Stability

Charter schools inherently operate in a less stable environment than traditional public schools as a result of their smaller size and variable funding mechanisms from the local and state government. In addition, the question of facilities for charter schools is a unique problem. Research shows a significant relationship between the condition of a school facility and student performance. As charter schools take their place as an established component of public education systems, state legislators and stakeholders will face questions and have concerns about the kinds of facility to which charter schools have access.

### Facilities

D.A.T.E. has been in a stable and adequate facility since 2011, with being able to own and secure its own facility with over 65,000 square footage, inclusive of a gymnasium, cafeteria, science rooms, over 30 classrooms and a dozen office space. In addition, the facility has 5 acres of green space, which houses 9 class organic gardens, chicken experimental coops, a composting center, a hydroponic science area, amphitheater, three play grounds and two parking lots for faculty and staff/visitors.

### Goal

**For the future, DeKalb Academy will establish a long-term, facility plan that implements and maintains a sustainability facility for the academic program requirements of the school. This plan may call for one of the following actions, as long as it permits the school to fulfill its mission in the areas of sustainability**

- Actions:

Maintaining current K-12 facility with modifications to improve facilities that will lower operating costs, maximize energy conservation through incentives and technology, implement integrated holistic sustainability management and green practices.

- Actions:



Initiate facilities Management Company to specialize in Green Building Practices, and to assist in implementing sustainability policies.

### Metrics

- 1) International Facilities Management Association IFMA Sustainability Facility Professional application will be submitted and have final score of at least a 75%.
- 2) Faculty and Staff will be and exposed to sustainability literature and training to promote facility management.
- 3) See 3% to 15 % reduction in Energy, Water, materials and Resource, Indoor Environment Quality, Waste, and Site Impact.

In all cases, the facility plan is subservient to the academic program goals and aspirations of the school and ultimately the above selections will support the long-term programming needs of DeKalb Academy.

### **Budgeting and Funding**

All charter schools must operate with a balanced budget and must submit this budget prior to school year start. Through sound financial management the school can expect to operate with a small positive reserve (typically 3-5% of operating income). These reserves are accumulated and form the schools **Fund Balance**. The fund balance provides for operating liquidity during the holdback period of state funding and reduces the borrowing needs of the school which in turn reduces interest costs.

The BOD and school administrators have been fiscally responsible throughout the years as evidenced by the financial performance from 2006 to 2015 by managing the resources available. The schools revenues have exceeded its expenses regularly resulting in an increase in net position from \$196,010 on June 30, 2006 to \$1,879,677 on June 30, 2015. The school has operating cash reserves of \$1,688,071 as of June 30, 2015. In addition, the school's bond cash reserve of \$603,916 as of June 30, 2015 exceeds the bond requirements. The school has been able to maintain operating cash reserves of at least 60 – 100 days normal operating expenses.

In addition the school will explore the most prudent short-term investment strategies to take advantage of the short periods of time during which the school has a significant cash position.

**Goal**

**Maintain teacher's retention and attract quality teachers through the provision of optimal competitive teacher's contractual salary agreements within the Metro Atlanta job market.**

- **Action:**

To increase teacher's salaries to equal to highest Metro Atlanta teachers' salaries scales and level for Atlanta Public School, Gwinnett County School System, Fulton County School System, and DeKalb County School System in the next two years.

Metrics: Annual review of Teachers Salary Market rate in the Metro Atlanta school systems and DATE teacher's annual salaries.

**Goal**

**To increase additional revenue through capital campaign by 20% in the next five years.**

- **Action:**

Establish capital campaign committee that will develop and implement innovative private sources including individuals and businesses to reduce dependency on government source of funding.

Metrics: Annual review of audited financial report of sources of revenue.

**Goal**

**Improve financial efficiency by increasing revenue, decreasing expenses, debts and maintaining solvency.**

- **Action:**

Maintain increase revenue growth, reducing level of debt leverages and maintaining adequate cash to days on hand.

Metrics: Monthly review of financial reports and to implement process of mitigating consecutive impending loss from operations. Evaluate monthly revenues and expenses to recommend changes to mitigate impending loss before its occurrence.

**Goal**

**Meet restrictive bond covenants.**

- **Action:**



Maintain sufficient unrestricted cash for its operating expenses and liabilities.

**Metrics:** Annual review of the bond covenant results for liquidity and liabilities at the end of each fiscal year.

**IX. Conclusions and Next Steps**

DeKalb Academy has the aspiration and ability to become a best-in-class K-8 dual technology and environmental curriculum school. The steps outlined in this plan, along with enthusiastic involvement and a commitment to the school’s mission, set the course for this to become reality.

Each year during the plan period and at the time of setting annual budgets and priorities, the Board of Directors and school administration will review this strategic plan, assess progress, and set appropriate annual objectives to achieve the goals established over the plan period.

**2016 Strategic Plan Committee/Advisors:**

| <b>Board of Directors</b> | <b>Parent/Faculty/Community</b> |
|---------------------------|---------------------------------|
| Reginald Barrino          | Debbie Garrett                  |
| Dominique Carreker        | Deva Hamilton                   |
| Toni Comer                | Marlena Lundie                  |
| Faye Garrett              | Azell Mitchell                  |
| Darold Honore'            | Hank McCladdie                  |
| George Jones              | Tamika Nealey                   |
| Lillie Pleasant           | Timothy Parker                  |
|                           | Nanette Shillingford            |
|                           | Karrie Simms                    |
|                           | Dawn Thompson                   |
|                           | Dr. Maury Wills                 |
|                           | Dr. Edward Wilson               |
|                           | Erica Thomas                    |
|                           | Dr. Keidra Taylor               |

