

DEKALB COUNTY SCHOOL DISTRICT
2018 CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP) TEMPLATE DIRECTIONS

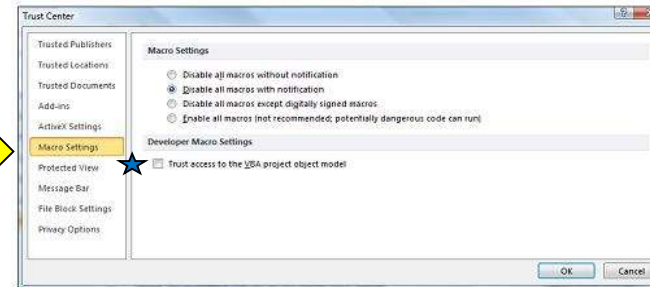
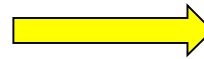
These directions are provided as a quick guide and complement the Support Sessions offered and the DCSD CSIP Screen Cast.

ALL SCHOOLS

To allow full use of the template as it is designed, such as selecting multiple items in a drop down menu, it is important to know that when macro settings in the Trust Center are changed, they are only changed for the Microsoft Office program that you are currently using. The macro settings are not changed for all your Office programs. Therefore, please check your settings using the steps below to ensure proper functioning of the file.

Change macro settings in the Trust Center.

1. Click the File tab.
2. Click Options.
3. Click Trust Center, and then click Trust Center Settings.
4. In the Trust Center, click Macro Settings.
5. Select the box that allows access to the VBA Project object mode.
6. Click OK.



If you need further assistance email CSIP@dekalbschoolsga.org and a helpdesk ticket will be entered for you.

All schools will complete the following worksheets/tabs:

1. Cover Sheet
2. Data Analysis/Comprehensive Needs Assessment
3. Priority Areas (up to four)

To save your template always use File, "Save As" : FY19-21 CSIP.xlsm. You must save your template as a macro-enabled template to retain the functionality of all the macro enabled features.

It is imperative that the following steps are followed for the template to work. These steps will ensure you save a macro enabled workbook:

1. Click the File tab and then choose Save As. The Save As dialog box appears.
2. Enter a filename "FY19-21 CSIP" and select a location for your workbook. It is best to save in the p:drive to maintain functionality.
3. Click the "Save as Type" drop-down arrow. A list of file types appears.
4. Select Excel Macro-Enabled Workbook. Excel adds the .xlsm extension to the filename.
5. Click Save.

Cover Sheet

- From the dropdown menu, select your school's name. Your school name, school number and address will auto populate on this page and all other places throughout the document where needed.

- Type

- Principal's Name
- School's Vision and Mission Statements (you can also paste into the formula bar).

- List:

- School Improvement Team Members' positions and names

- Enter the date when the school council approves the CSIP
- Enter the dates(s) when modifications are made once your plan is approved. You can either keep a list of dates to demonstrate your school is following the continuous improvement process or each time you made a change and save the file, you can enter the dates of the revision.

Data Analysis/ Comprehensive Needs Assessment

- Complete questions #1 through #4 based on the discussions with School Improvement Teams, grade levels, stakeholders, etc. Reference your CSIP Participant Guide for samples and guidance.
- From the review of the data, select up to 4 Priority Areas. These Priority Areas are the overarching areas the school is working to address. Examples include Literacy in all grade levels, Math, Attendance, Culture, etc.
- For each Priority Area listed in the Data Analysis/ Comprehensive Needs Assessment worksheet, a Priority Area Worksheet must be completed within the template. Information included in the Priority Areas autofill in each Priority Area Worksheet.

Priority Area Worksheets

- On each Priority Area worksheet, enter a SMART Goal and Performance Measures.
- Next you will select the DCSD Strategic Plan Alignment area that supports the Priority Area.
 - First, click on the cell.
 - Press the DEL (delete key).
 - Then select the appropriate goal from the dropdown menu.
- For each Priority Area, up to three (3) Improvement Strategies can be included. Within the improvement strategy area, state what will be implemented to help achieve the SMART goal.
- For each Improvement Strategy, list the Action Steps that support the Improvement Strategy. Use the Participant's Guide (page 25) to help identify Action Steps that address structures/process, monitoring for fidelity, resources, professional learning, family engagement, and personnel.

A variety of sample Action Steps are offered below for the purpose of sharing action steps that are commonly used. A note of caution, these examples are not always related to one another, in that the samples are not all related to Guided Reading or Guided Math, but they can be used as samples for other actions steps.

Structure/Processes:

- Review and adjust, if needed, the master schedule to ensure appropriate time to implement Guided Math.
- Develop and implement a process to identify students for flexible grouping that address how students will move between groups based on data.

Monitoring for Fidelity:

- Establish a process for the administrative team/coach/IIS to monitor teachers' implementation of *the school improvement strategy* and provide specific and timely feedback to teachers.

Resources:

- Select appropriate leveled readers for students to use in flexible groups.
- Students and teachers will use various math manipulatives to support learning of math standards and objectives including, but not limited to graphing calculators and geometric models.
- Students will utilize interactive notebooks in each core content class. Notebooks will include personalized vocabulary word walls so students have a resource meeting his/her needs to gain academic language.

Professional Learning:

- Teachers will participate in SIOP training for all 10 components by the end of the school year. The consultant will offer professional learning once a month to all teachers focusing on a SIOP component and will scaffold with each additional component. Teachers will use the strategies in each PL in lesson planning and delivery. Administrative team and coach/ISS will provide feedback to teachers ensuring the appropriate use of the strategies.

Family Engagement:

- The school will offer two events (one each semester) focusing on how families can support literacy. Sessions will be planned based on survey results for the best times for families to meet. Students will lead teaching sessions for families demonstrating their academic knowledge. Grade levels will create resources for families to use outside of school.

Personnel:

- The Academic Coach/ISS will attend SIOP training with teachers and establish an observation schedule so that all teachers receive feedback regarding the "component of the month." If additional support is needed, the coach will schedule time with teachers to focus on specific areas to enhance the implementation of the components and/or features.
- Daytime tutors will provide supplemental learning opportunities for identified students based on multiple data points. Based on students' data the tutor may use a remediation model providing support to students after academic content already presented or to front load information as a preview of the content as opportunity to build background knowledge.

For Title I Schools:

- Positions: If Title I funds are used to support positions, complete the personnel tab and be sure you include what the position will do as an action step, but do not allocation funds. Positions included in the Position tab are automatically reflected in the budget.
- Tutors: If Title I funds will be used to support Tutors, include an action steps describing what the tutors will do, how students are identified, the times of tutoring, etc. Do not allocate funds with the action step. Use the Tutor worksheet to budget for the positions. Information from the worksheet are automatically reflected in the budget.
- For each Action Step, include the position or person responsible for the completion of the action steps. The "other" column is option and for school use. Some schools may elect to use this section to provide a timeframe to help with monitoring.
- The remaining columns will auto fill, if applicable, with information entered in subsequent worksheets.

• *The process outlined above will be repeated for all Priority Areas that were named in the Data Analysis/Comprehensive Needs Assessment Worksheet.*

ALL TITLE I SCHOOLS

Title I Worksheets

Title I funds support the implementation of the CSIP. In the Title I Worksheets, schools will demonstrate how their Title I funds are supplementing the general and state funding allocated and show alignment of the action steps to Title I (required components). For each Action Step, identify a Title I component even if funding is not allocated.

Priority Area, Improvement Strategies, and Action Steps

- These areas auto-populate from information entered on the Priority Area worksheets.
- No action is needed in these cells.

Title I Components

- Select the Title I program requirement
 - Click on the cell.
 - Press DEL (delete) key to clear the menu.
 - From the drop-down menu, choose one of the required Title I components that accurately supports each Action Step.
- In order to have a federally compliant Title I section of the Continuous School Improvement Plan, all required components must be addressed in at least one of the Priority Area Worksheets. Review the Title I Program Checklist to ensure all components are addressed somewhere in the plan.

Budget Category

- If Title I funds are supporting the Action Step, select the appropriate budget category from the dropdown menu. Up to three budget categories may be selected to support each Action Step.

Budget Code

- This cell auto-fills based on information selected in the budget category column.

Amount

- Enter the amount of Title I funds budgeted to support the Action Step.
- For tutors and positions, no budget category, code or amount is needed. Funds budgeted to support position(s) and/or tutors will be reflected on the Title I Tutor Salary Worksheet and Title I Position Salary Worksheet and summarized on the Title I Budget tab.

Total Federal Funding for Action Step

- No action needed. This cell auto-fills based on the information provided in the budget category cells and budgeted amounts.

Professional Learning

- Follow directions for columns as stated above and ensure the action step(s) provide details of the professional learning, such as (1) who is providing the PL, (2) who is participating in the PL, (3) when is the PL occurring, and (4) what are the plans for redelivery, when appropriate. Monitoring and fidelity must also be addressed within the action step to determine the effectiveness of the PL.

Parent and Family Engagement

- Demonstrate how the action step addresses the required Parent/Family Engagement components. To be able to select multiple items in the dropdown menu,
 - First, click on the cell
 - Next clear the contents by using the DEL (delete) key.
 - Then click on as many requirements that the action step addresses.
- In order to have a federally compliant Title I Parent and Family Engagement CSIP, the required 13 components must be addressed at some point in the plan. Use the Title I checklist to help ensure all are included in the CSIP.
- Follow directions for remaining columns as stated above for the budget information.

Tutor Worksheet

This worksheet allows schools to accurately budget for daytime and after school tutors.

Person's Name or Vacant

- Enter the name of the tutor or vacant, if not yet known.

Daytime or After school Tutoring

- From the drop down menu select the appropriate choice for the tutor.

Regular DCSD Employee

- If the tutor is a current DCSD employee, select YES from the drop down menu.
- Otherwise, select NO.

Title I Paid Hours per Week

- Enter the total number of hours per week; not to exceed 28.5.
- NOTE: For tutors who may be employed in multiple schools, the MAXIMUM number of hours they are eligible to work is 28.5.

Total Number of Weeks

- Enter the total number of weeks the tutor will work throughout the school year.

Remaining columns will auto-populate based on information provided in the previously described columns and be summarized in the Title I Budget Tab.

Title I Position Salary Worksheet (1-8)

This worksheet allows schools to accurately budget for Title I paid positions.

Person's Employee Number, if known

- Enter the employee's EID, if known. If vacant position, leave blank.

Last name of the Title I Paid Position

- Enter the employee's last name as it appears in the all district systems. If the person is not hired yet, type VACANT.

First name of the Title I Paid Position

- Enter the employee's first name as it appears in the all district systems

Position name

- From the drop down menu, select the position.

Position/Job number

- Enter the position/job number, if known.

Grade Level and/or Subject

- List the grade level(s) the position will serve (if multiple grades served, include them i.e. K-2, 6-8, 9-12). If the position is not grade level specific but it is subject specific, provide that information such as HS ELA, HS Math, or Kindergarten.

Subject(s) Licensed

- To ensure the Title I paid position meets the state's determined professional qualifications.

Certified or Non-Certified

- From the drop down menu, select the category.
 - Certified includes teachers and academic coaches
 - Classified includes data clerks, parent liaisons, paraprofessionals

Years of experience

- From the drop down menu, select the number of years the employee has earned to the salary is calculated correctly. Be sure to add a year from this year's figure because you are budgeting for next school when the person gained another year of experience.

Certificate Type/Pay Grade

- From the drop down menu, select the appropriate category so that the salary calculates correctly.
 - Teachers and academic coaches will be selected from Bachelor, Master, Specialist, or Doctorate
 - Classified personnel are based on position and days employed. We sure you select the correct item.

Months

- Type the number of months the person is employed. Typically the person is employed for 10 months even if the person is paid for 12 months.

Regular DCSD Employee

- From the drop down menu, select YES if the person is not retired or was not previously retired. This impacts the retirement calculations.

% Title I paid

- Type in the amount that Title I is paying. In most cases, Title I is paying 100% of the salary, so 100 should be typed.

% Paid by other

- Type in the amount that other funding source is paying towards the salary of the position. If Title I is paying 100%, then 0 is entered here. If an amount other than 100% was enter in % Title I paid, this section must be completed.

The remaining rows for each position will be calculated and the salary and benefits will be summarized in the Budget Tab.

Title I Schoolwide Budget Sheet

- Summarizes how Title I funds are budgeted to support Action Steps and to supplement state and local resources.
- Carefully review that the minimum set aside amount for Parent and Family Engagement is met.
- At the bottom of the page, "Difference" should be zero.

Signature Page

- All meetings discussing the Continuous School Improvement Plan must be documented; therefore, a sign-in template is provided. This is a resources that you can use if you choose, it is not required.

CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP)

School Name	Stone Mountain High School	School Number: 580
School Address	4555 Central Drive, Stone Mountain, GA 30083	
Principal	Mr. Michael Costa	
District Name/State Local Education Agency (LEA) Number	DeKalb County School District (644)	
Date of Initial Local School Council Vote of Approval	12-May-23	
Date of Last Review/Update	5/22/2023	
Principal Signature	_____ (Signature On File)	
Director of Title I Signature	_____ (Signature On File)	

School Vision and Mission Statement
Vision Statement Each student will graduate college-or-career ready, and become productive members of our society.
Mission Statement Stone Mountain High School will provide every student what they need, when they need it, with urgency, to ensure excellence and achievement for all regardless of student background.

District Strategic Plan Goal Alignment	
Goal Area I: Student Success with Equity and Access	
Goal Area II: Stakeholder Engagement and Communication	
Goal Area III: Staff Effectiveness	
Goal Area IV: Culture and Climate	
Goal Area V: Organizational Excellence	
Goal Area VI: Facilities	
School Improvement Team Membership	Name
Principal	Mr. Michael Costa
Parent Representative/ Community Representative	Ms. Deatrice Stroud / Cathy Richardson
Math Dept Chair	Mr. Leonard Dega
Paraprofessional	Mr. Lester Wright
ELA Dept Chairs	Ms. Faydren Battle
Science Dept Chair	
Student	Matthew Kedir
Foreign Language Dept Chair	Mr. Oscar Narvaez
CTAE Teacher/Dept Co-Chair	Ms. Vershondra Glover
LTSE	Ms. Stacy Hamilton
Assistant Principal of Instruction /	Dr. Samone Bowers
Head Counselor	Dr. Shawanna Cox
Social Studies Department Chair	Mr. Ozzie Harrell Jr
Special Education Dept Chair	Ms. Melissa Tillman
Academic Coaches	Mrs. Kendiya Whitehead
ESOL Department Chair	Ms. Daniella Bass

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

1. List the data used to identify valid needs for improvement (demographics, student learning, process, perception).

Demographic Data
EOC: Georgia Milestone Data
CCRPI Data
Lexile Data
Benchmark Data
Attendance Data
Discipline Data
Graduation Cohort Calculations
School Climate Survey
Cognia Stakeholder Surveys
MAP Data

NWEA

2. What does an analysis of your school data and/or a comprehensive needs assessment tell you about the school's strengths? Provide a narrative, identifying trends over the past three year, and tell your school's story (no charts and graphs).

Students at Stone Mountain High School have shown improvement in ELA. During the 2019 Winter ELA EOC (19'-20' SY), 28% of the students scored proficient on the EOC exam, which left 247 students for the Spring 2020 EOC exam to score proficient or higher in order to meet the CCRPI Target. Although Spring 2020 EOC and state exams were suspended due to COVID-19, the ELA Department's performance indicator percentage (PIP) was at 50% (1% ahead of the 2020 target). During the 20-21 school year, 19.20% of American Literature students scored proficient or distinguished on the EOC and that number increased to 23.94% during the 2021-22, school year.

While score in Math have not been where we would like, 49% of 9th grade and 48% of 10th grade made growth projections in Math from the Fall to Spring based on their MAP scores in 2021-2022 which was near projected growth. The numbers for 9th grade in 2020-2021 was 55% making projected growth and 30% in 10th grade although these numbers are skewed due to COVID participation rates. Although the numbers in 2019-2020 are similar to 2021-2022 with 49% of 9th graders meeting growth projections and 51% of 10th graders, the 9th grade numbers that year did not meet grade level projections for the school. As a result, while mastery is low on state tests, student growth is almost at projected levels in Math. While demonstrated mastery in Coordinate Algebra has been very low, SMHS made progress in 2021-2022. During the Coordinate Algebra EOC assessment in 2018-2019, students scoring Proficient and higher was 8.1%, for 2020-2021 the percentage was 7.8% and for 2021-2022 the number increased to 11.25%. There has been success with Advanced Placement exams. During the 2019-20 year, our overall percentage of students scoring a 3 or higher was 22%. Our Advanced Placement scores earned in 2021, earned Stone Mountain High School the honor of being named an AP Access and Support School with over 30% of test takers being Black or Hispanic and over 30% of our scores earning a score of 3 or above. Additionally, 71.4 % of students in AP World History had scores of 3 or better which surpassed both the state and global percentages for that assessment with an overall school percentage of scores of 3 or higher rising to 44%.

When viewing perception data, Cognia Stakeholder Surveys in 2021 show some strengths. 75% of community members felt they were invited to be engaged or volunteer and the same number felt the school provides opportunities on the advisory council or committees. 88% of community members and parents felt information is made available and 63% felt they had the opportunity to voice concerns. 69% of students said their teachers are respectful and the two highest adjectives students used to describe their teachers was active at 60% and caring at 58%. 69% of staff felt their interactions with other staff was collaborative and 59% of staff felt supported. 2018 and 2019 School Climate data earned Stone Mountain High a two-star rating, so while there is work to do, there is data that we can leverage. The school graduation rate is

an area of growth. The 2018-2019 4-year graduation rate was 59%. This number rose to 69.93% in the 2019-2020 school year and dropped slightly in the 2020-2021 school year to 67.8%. The

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

an area of growth. The 2019-2020 4-year graduation rate was 68%. This number rose to 69.66% in the 2019-2020 school year and dropped slightly in the 2020-2021 school year to 67.67%. The graduation rate for the 2021-2022 school year improved to 73.79%. An additional area of relative strength is the identification of students needing support in Tier 2 and Tier 3 of the MTSS process. We increased our numbers served in Tier 2 across all domains by 10% and increased our numbers served in Tier 3 by 4% from FY 22 to FY 23.

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

3. What does the data analysis and/or comprehensive needs assessment tell you about the school's gaps or opportunities for improvement? Based on the analysis, provide a narrative that describes the trend data as the rationale for identification of the gaps or opportunities for improvement (no charts or graphs).

The data received from the CCRPI Report, EOC Exams, and Benchmark Data informs the school that we need to improve in instructional delivery in all subjects. Additionally, the school needs to improve the School Climate Rating and the School Graduation Rate.

Math

Stone Mountain High School has struggled with Math Achievement for the past three school years. The Data reflects that Math is an academic priority area for improvement at the school. During the Coordinate Algebra EOC assessment in 2018-2019, students scoring Proficient and higher was 8.1%, for 2020-2021 the percentage was 7.8% and for 2021-2022 the number increased to 11.25%. There was no discernible difference in subgroup data in 2020-2021 in Coordinate Algebra performance when looking at students scoring proficient and above. In 2018-2019, Asian students doubled the proficient and above rate of Black students and was 4% higher than Hispanic students. 2018-2019 saw a huge discrepancy with students with disabilities as none scored proficient and above.

The CCRPI data informs that during the 18'-19' school year the growth of students in mathematics declined by 2 points, and the content mastery of students in math declined 3 points resulting in a total of 33% of the student body enrolled in EOC courses mastering mathematical skills; subsequently, from that 33% only 11% have achieved proficiency in mathematics. Furthermore, per each EOC course in the 18' – 19' SY only 29% of students at SMHS mastered the content in coordinate algebra and only 37% of students mastered the content in analytic geometry. As the data follows, none of the students or subgroups made progress or met the improvement target. The EL students are underperforming at a score of 27% out of 41% target goal, SWD are at 13% out of a 31% target goal, and ED students are at 32% out of a 36% target goal (ccrpi.gadoe.org). Furthermore, none of the students achieved mastery on the 2019-2020 Benchmark Exams during the school year. The Support Team will work with teachers during collaboration, data talks, and by conducting focus walks to ensure an alignment with instruction, instructional activities, and assessment in order to improve student performance on the DCSD Benchmark Exams.

The four-year data trend indicates that students are struggling with mathematical concepts in Coordinate Algebra. Although some improvement has been made, the progress is small, inconsistent, and many students are unable to pass the class and GA Milestone exam at proficiency. The large increases and decreases in student achievement on the Coordinate Algebra and the Analytic Geometry EOC speaks to the inconsistent academic progress of students at the school and the need for math to be a priority area at Stone Mountain High School.

Social Studies

Social Studies is an area of growth at Stone Mountain High School due to gaps in achievement. Due to the content area encompassing many of the skills used in ELA, the strategies and practices that the school will be using to improve student mastery in ELA will be the same for Social Studies courses; therefore, Social Studies is included in the 1st Priority Area: Improving Literacy and Numeracy using AVID WICOR strategies. The goal is to develop student proficiency in the discipline of Social Studies by improving student Lexile scores, content vocabulary, reading, and writing ability. Teachers at Stone Mountain High School will lead the work by incorporating the online software program Newsela Pro into instruction for students. The online software enables teachers and students to monitor student Lexile levels and reading skills. In addition, all Social Studies teachers will include AVID WICOR strategies in their instruction to ensure that all students understand how to think critically and write for the discipline of Social Studies.

The U.S. History EOC student scores at Stone Mountain High School has struggled to achieve high achievement percentages. During the 2017-2018 school year 18% of students scored proficient on the exam; in 2018-2019 school year 22.9% of students scored proficient or higher on the EOC exam; and during the Winter 2019 U.S. History exam 21% of students scored proficient on the exam. During 2020-2021, 6.7% scored proficient or higher in US History. For 2021-2022, the number increased to 21.49%. This indicates we have a trend of fewer than 1 out of 4 of our students scoring proficient in US History. Students with limited English proficiency went from 4.2% proficient and higher to 2% in 2018-2019 and 2020-2021. No students with disabilities scored proficient or higher in 2018-2019 and 2020-2021.

Furthermore, none of the students achieved mastery on the 2019-2020 Benchmark Exams during the school year. The same can be said for the 2020-2021 and 2021-2022 Benchmark data. The Support Team will work with teachers during collaboration, data talks, and by conducting focus walks to ensure an alignment with instruction, instructional activities, and assessment in order to improve student performance on the DCSD Benchmark Exams.

The large increases and decreases in student achievement on the U.S. History EOC demonstrates the inconsistent academic progress of students at the school and the need for Social Studies to be included as a priority area with all other content areas in order to improve content mastery. Informal and formal observational data indicates the need for a clear instructional framework that will stimulate student engagement and better monitor instructional practices.

Science

Science is an area of growth at Stone Mountain High School due to gaps in achievement. Due to the content area encompassing many of the skills used in ELA, the strategies and practices that the school will be using to improve student mastery in ELA will be the same for Science courses; therefore, Science is included in the 1st Priority Area: Improving literacy. The goal is to develop student proficiency in the discipline of Science by improving student Lexile scores, content vocabulary, and writing ability. Teachers at Stone Mountain High School will lead the work by incorporating the online software program Newsela Pro into instruction for students. The online software enables teachers and students to monitor student Lexile levels and reading skills. In addition, all Science teachers will include AVID WICOR strategies, Disciplinary Literacy, and Visual Literacy in their instruction to ensure that all students understand how to think critically and write for the discipline of

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

Science.

The Biology EOC scores at Stone Mountain High School has demonstrated inconsistent low achievement scores. During the 2018-2019 school year, 15.9% of students scored proficient and above. During the winter 2019 EOC exam 98 students tested and 17% of the students scored proficient on the Biology EOC exam. In 2020-2021, 20.3% of students earned proficient or above on the Biology EOC but the participation rate was less than 40%. During the 2021-22 school year, the proficient and above number dropped to 16.91%. EL proficiency rates went from 5.6% in 2017-2018, to 4.8% in 2018-2019, to 3.4% in 2020-2021 which marks a consistent decline. Students with disabilities has a three-year trend rate of 0% scoring proficient and above in Biology.

The 2018-2019 CCRPI Biology data informs the school community that only 30% of the students that took Biology mastered the content. Out of the 30% of students that mastered Biology, only half, 15% of those students achieved proficiency in the subject. None of the students or sub-groups met the improvement target in Biology. The EL was the only sub-group to make progress with a score of 28% out of a target goal of 28.5%; SWD are underperforming with a score of 12% out of a target goal of 45%; and ED students are underperforming with a score of 28% out of 36% target goal (ccrpi.gadoe.org). Furthermore, none of the students achieved mastery on the 2019-2020 Benchmark Exams during the school year. The Support Team will work with teachers during collaboration, data talks, and by conducting focus walks to ensure an alignment with instruction, instructional activities, and assessment in order to improve student performance on the DCSD Benchmark Exams. The large increases and decreases in student achievement on the Biology EOC, and the low performing data from the Physical Science EOC demonstrates the need for Science to be included with other content areas to ensure research-based instructional practices occur and that formative instructional practices happen with fidelity.

School Climate

Stone Mountain High School began to see improvement in School Climate in 2017 when the school went from a one-star rating in 2016 to a two-star rating in 2017. Since 2017, Stone Mountain High School has remained at a two-star rating. All staff at SMHS is ready to push the needle forward and see Stone Mountain High School become a three-star rated school, which is why School Climate is our 3rd Priority Area. For this goal to become a reality there are three improvement strategies that SMHS will address: Attendance, Discipline, and School to Home Connections.

The chronic absenteeism rate was 35.4% in 2018-2019 with a decrease to 29.4% in 2019-2020. The rate increased to 50.7% in 2020-2021 with COVID-19 being a factor. There has been a steady trend of Asian chronic absenteeism being less than double the rate of Black and Hispanic students. Students with disabilities show a three-year trend of having a higher chronic absenteeism rate than the school as a whole while students with Limited English proficiency have had less than the school percentage on average.

In 2019, the School Discipline CCRPI Score was 63.35 (ccrpi.gadoe.org). Although this number has decreased from 2018 at 65.56, the main cause for the low score continues to be a high weighted suspension rate of students at the school. In 2017, there was 245 in – school suspension, in 2018 there was 230 in – school suspensions, and in 2019 there was 314 in – school suspensions.

During the 2021-2022 school year, in school suspensions dropped to 126. In 2017, there was 384 out of school suspension, in 2018 there was 305 out of school suspensions, and in 2019 there was 368 out of school suspensions. During the 2021-2022, there were 240 out-of-school suspensions among 143 students. As the in – school and out of school suspension numbers fluctuate we see a trend of increasing numbers for alternative school assignments. In 2017, there were 28 students assigned to an alternative school and 1 student expulsion; in 2018, 35 students were assigned to an alternative school and one student expulsion, and in 2019, there were 35 students assigned to an alternative school (georgiansights.com). All of these numbers disproportionately represented Black males. While the numbers decreased during the 2021-2022 school year, it is still too high.

One great attribute of the school is that many students, parents, and teachers feel that the school is a safe and substance free learning environment, so SMHS intends to build on that and help students improve their behavior in school by implementing a PBIS program that helps to incentivize positive behavior for students. In addition, students who struggle with behavior will have an opportunity to improve by following an MTSS Behavior Intervention Plan or meeting with a Counselor or the Communities in School Coordinator to talk about anything that may be causing negative behavior. Misbehavior is a clear sign of something being wrong so SMHS has begun to incorporate Social and Emotional Professional Learning sessions for teachers and staff so that all staff can de-escalate situations that transpire and monitor some of the common negative behaviors that occur with students in school. Furthermore, all teachers in the building will be trained on and practice the restorative practices that are necessary to develop a school community that can manage conflict and tension by building student to student, and teacher to student relationships rather than simply punishing students for making a poor decision.

In order to build school to home connections the school must first know what the community is thinking, which is why for the past two years SMHS has spent a lot of time promoting Parent and Student Survey participation. In 2019, only 60% of students participated in school surveys, 67% of teacher/staff/administration participated in the taking school surveys and only 64% of the school's parents participated in taking the schools surveys, making the total average of surveys taken at the school 64%. The percentage has increased from last year in 2018 which was 60.23, but SMHS will aspire to increase the survey percentage to ensure feedback from all stakeholders (ccrpi.gadoe.org).

4. What data are missing, and how will you go about collecting this information for future use?

The key data that we are missing is MAP Data. The MAP Data is critical because it will allow the school to be able to improve on deficiencies that students are having in Math and Reading. The exam assesses where each individual student is at academically; thereby, resulting in a detailed report of proximal development and tailored instruction for each 9th and 10th grader in reading and math. In order to improve on collecting and analyzing the MAP Assessment data, the Testing Coordinator will provide training for the staff on how to administer the MAP Assessment. In addition, school administrators will train teachers through in-service meetings on how to motivate and encourage students to show up and complete the MAP Assessment during each administration. The school staff at SMHS are motivated in making the MAP Assessment as much a part of the school culture as the GA Milestone Exams are at the school. To conclude, teachers will be trained on how to utilize and implement MAP Skills during the instructional week through the guidance of the Instructional Support Specialists, Academic Coach, and Teacher Leaders. MAP data for 2021-22 has

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

to utilize and implement MAP Skills during the instructional week through the guidance of the Instructional Support Specialists, Academic Coach, and Teacher Leaders. MAP data for 2021-22 has been collected, but the consistent use of MAP data, noting trends was disrupted with the pandemic.

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

From the data analysis, what are the school's priority areas?

Priority Area 1:

Implement the MTSS Framework with Fidelity and Efficacy to improve Reading, Math, and Behavior Outcomes.

Priority Area 2:

Support Overall Positive Student Attendance to Allow for Improved Student Learning Outcomes

Priority Area 3:

Increase student content mastery through improved teacher clarity

Priority Area 4:

[illegible]

PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

PLAN: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 1	Implement the MTSS Framework with Fidelity and Efficacy to improve Reading, Math, and Behavior Outcomes.
*SMART Goal with Performance Measures * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	Stone Mountain High School will implement the DCSD ELA and math curriculum with fidelity at Tier I and strive towards the goal 15%-20% of students are appropriately identified and served within the MTSS framework at Tiers II and III for Reading, Math, and Behavior – and at least 90% of those students identified have appropriately timed intervention data to address identified Reading, Math, and Behavior needs, catalogued in Infinite Campus by May 2024.
DCSD Strategic Plan Goal	DCSD Goal Area 1: Student Success with Equity and Access

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

MTSS Intervention and Monitoring with Fidelity		FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Goal Performance Standard	
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	Supplemental Title I Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use) Title I
1). Students will attend ELT sessions four times a week for forty minutes each session to provide for an established time for students to experience their Tier II/Tier III evidence-based interventions and learning enrichment and extension to address identified Reading, Math, and Behavior Needs.		Principal Administration Team	MTSS & SST Chair Teachers \$0.00
2). The MTSS specialist is an active member of the Stone Mountain High School Leadership Team and meets weekly with administration about MTSS process, progress, and outcomes. The MTSS specialist will meet with each department weekly to identify struggling scholars. (Review data sources: MAP, 4.5 week grades, 9 week grades, 13.5 week grades and Milestone Scores). Note - These scholars will be recommended based on the triangulation form/documents.		Principal Administration Team	MTSS & SST Chair Teachers \$0.00
3). Teachers will identify students performing below expectations on summative and formative assessments and refer those students to Tier 2 or Tier 3 Intervention Plans on the MTSS platform. Teachers will monitor student progress for all Reading Interventions using Reading Plus and Lexia Progress Usage Reports. The MTSS Chair will monitor teacher and student reading intervention progress by conducting weekly Intervention meetings. Students will be able to complete interventions during ELT in order to improve mastery and achieve academic success.		Principal Administration Team	MTSS & SST Chair Teachers \$0.00

PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

4) As an intervention, students in grades 9-12 scoring in the lowest two quartiles of the MAP Reading assessment will be assigned to a Reading Specialist, where they will use Reading Plus, Achieve 3000 or IXL to increase reading across the curriculum. All EL students will use Lexia 2-3 times a week during classroom instruction. Students will work towards mastery of recommended skills and will be monitored December 2023, and May 2024 for growth measures. These data points will be triangulated with MAP Assessment Data from the winter and spring administrations, common formative assessment data, and post and pretest via Reading Plus.	Principal Administration Team	MTSS & SST Chair Teachers	\$0.00
5) ELA, Social Studies, Math, Science, non-EOC courses, AP courses, World Language, CTAE, Fine Arts, STEAM, Health and P.E. teachers will utilize Instructional Intervention Strategies and Educational Software that is aligned with content specific improvement strategies, instructional interventions Imagine Learning, IXL and Lexia, and instructional resource Newsela Pro will be provided to all teachers and paraprofessionals. Teachers will utilize strategies such as Differentiation, High Order Thinking Questions, Checking for Understanding, using Formative and Summative Assessments that will also lead to data analysis generated from formative, summative and State Assessments during the 2023-2024 SY.	Principal Administration Team	MTSS & SST Chair Reading Specialist Teachers	\$2,000.00
6) SMHS will provide teachers resources: instructional books, periodicals, technology and computer supplies or equipment needed in order to guide student practice, facilitate student access, and build student mastery of 21st Century Learning Skills during the 2023-2024 SY. Students will use all supplies and resources provided to help achieve academic success.	Principal Administration Team	MTSS & SST Chair Teachers	\$33,349.70
7) SMHS will offer Credit Recovery and Beyond the Day programs through GA Virtual for ELA, Math, Social Studies, Science, EOC and non-EOC courses, CTAE, Health P.E., AP during the day and afterschool for students to meet graduation requirements. SMHS will also offer a Title I Summer Bridge Program for ELA, Math, Social Studies, and Science during the Summer 2024, in order to help incoming freshman transition successfully.	Principal Administration Team	Counselors and API	\$0.00
			\$15,000.00
			\$18,945.45
			\$5,500.00

PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

8) ELA, Social Studies, Math, Science, World Language, CTAE, Fine Arts, STEAM, Health and P.E. teachers will utilize Instructional Intervention Strategies and Educational Software that is aligned with content specific improvement strategies, instructional interventions Imagine Learning, IXL and Lexia, and instructional resource Newsela Pro will be provided to all teachers and paraprofessionals. Teachers will utilize strategies such as Differentiation, High Order Thinking Questions, Checking for Understanding, using Formative and Summative Assessments that will also lead to data analysis generated from formative, summative and State Assessments during the 2023-2024 SY.

\$0.00

PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funds Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)	Title I
8) During the 2023 - 2024 SY teachers will be provided the opportunity to attend afterschool and or Saturday Professional Development sessions aligned with the implementation and monitoring of the MTSS process. All teachers will receive Professional Development on the MTSS Process and Expectations at least 4 times throughout the school year.		Principal Administration Team	Title I Liaison Academic Coach Teachers MTSS Specialist	\$10,000.00
9) ELA, Social Studies, Math, Science, World Language, CTAE, Fine Arts, Health and P.E. teachers will receive training on appropriate strategies to be used during ELT in the 2023-2024 SY. Instructional Intervention Strategies and Educational Software that is aligned with content specific improvement strategies, instructional interventions IXL and Lexia, and instructional resource Newsela Pro will be provided to all teachers and paraprofessionals. Teachers will also be provided professional development on Differentiation, High Order Thinking Questions, Checking for Understanding, using Formative and Summative Assessments that will also lead to Professional Development on analyzing data generated from formative, summative and State Assessments during the 2023-2024 SY. Additional training sessions will continue in the following school years.		Principal Administration Team	Title I Liaison Academic Coach Content Department Chair Teacher Support Specialist Teachers	\$16,373.50
10) During the 2023-2024 SY teachers will attend educational conferences to improve their knowledge of, instructional strategies, school improvement strategies, and social and emotional interventions. Teachers will incorporate the information learned into their teaching pedagogy for the school year in order to ensure all students are receiving instruction that will result in academic success for all students		Principal Administration Team	Title I Liaison Content Department Chair Teachers	\$38,000.00
				\$0.00
				\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funds Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)	Title I
11) Conduct Parent Family Engagement (PFE) workshops beginning in October of 2023 through May of 2024. Parent Engagement Workshop Topics include: 1. Writing Workshop: How can I improve my Child's Writing Ability? 2. Reading Workshop: How do I improve my Child's Lexile Score? 3. Understanding the Benefits of MTSS 4. Technology in the 21st Century (Chromebook, Lexia, & Newsela Pro)		Principal Administration Team	Title I Parent Liaison Title I Liaison Community Speaker Teacher Leader Counseling Dept.	\$700.00

PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

<p>12) Implement Parent University beginning in October of 2023 through May 2024.</p> <p>Parent University Topics include:</p> <ol style="list-style-type: none"> 1. Understanding the purpose of the MAP Assessment 2. Understanding the End of Course Exam 3. How to Monitor my Child's Progress at School 4. Understanding the MTSS Process 	Principal Administration Team	Title I Parent Liaison Title I Liaison Community Speaker Teacher Leader Counseling Dept.	\$1,289.95
<p>13) September 2023-May 2024, conduct annual Title 1 meeting and parent workshops, as well as the parent compact and school policy. Provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with content and to help with their child's transition to the next grade level; translations will be made available based on need/requests (stakeholder input meetings, annual meeting, Curriculum Night, Core Content Nights, CSIP, compact and policy development. A copy will be provided for review in the Parent Center and on the school's website.</p>	Principal Administration Team	Title I Parent Liaison Title I Facilitator	\$4,641.10

PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

			\$0.00
IMPROVEMENT STRATEGY #2			
<i>AVID Instructional Framework</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1). To ensure effective implementation of the AVID WICOR Strategies, all content area teachers will participate in weekly professional learning communities to assist with teacher clarity on learning targets and analyzing student work to ensure effective instructional delivery.	Principal Administration Team	AVID Site Coordinator/ AVID Site Team	\$0.00
2). Consistent teaching and learning in all subject matters schoolwide across all grade levels during our 4x4 instructional day using the "AVID Instructional Framework." Its five strategies are Writing, Inquiry, Collaboration, Organization, and Reading. This instructional approach places students at the center of their learning by empowering them to take ownership and agency of their thinking and learning. Academic Coaches will support implementation and resources for effective delivery of AVID. Students will be given AVID strategies that will be used as the basis for comprehension retention.	Principal Administration Team	AVID Site Coordinator/ AVID Site Team	\$0.00
3). For ELA and Social Studies, teachers will utilize the JIGSAW strategy for each unit, in addition to reading informational text. Teachers will provide students with an informational text, topics, graphic organizers, guiding questions and guidelines for the group. The teacher will create student groups that promote student engagement and peer learning. Students will work in groups using the resources provided by the teacher to : read aloud/think aloud to answer guiding questions and gather important information, students will peer teach their classmates, and each student will provide a graphic organizer as evidence of W.I.C.O.	Principal Administration Team	AVID Site Coordinator/ AVID Site Team	\$0.00
4). For Math, teachers will implement the Three - Read Protocol weekly. The Three Read Protocol will be used for math tasks. The students will work in a collaborative group to complete a graphic organizer to answer the following questions: (1) What is the problem about? (2) What are the quantities? or What is being solved for? (3) What mathematical questions can we ask about the situation?	Principal Administration Team	Academic Coaches Teachers	\$0.00
5). For Science, teachers will implement the CER protocol effectively. Teachers will use the DCSD curriculum and standards to create a phenomenon. Students will use the phenomenon as the claim and use evidence supported by data from daily/weekly assessments to create a response in a collaborative setting or groups. Students will present their findings in groups.	Principal Administration Team	Academic Coaches	\$0.00
6). Academic Coaches in Math, Science, ELA, and Social Studies will support implementation and resources for effective delivery of AVID by providing professional development for WICOR strategies.	Principal Administration Team	Academic Coaches Teachers	\$0.00
7) Teachers will utilize instructional software Imagine Learning and IXL to reinforce standards for EOC classes, non-EOC classes, AP courses, World Language, CTAE, Fine Arts, STEAM, Health and P.E. in order to support student	Teachers	Academic Coaches	\$4,000.00

PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

<p>ESL classes, AP courses, World Language, OPAE, Fine Arts, OPAE, Health and P.E. in order to support student learning and increase student achievement and graduation rate.</p>			\$0.00
8) Teachers will provide instructional materials and computer software to support students enrolled in AP courses to supplement and reinforce standards, increase graduation rate and student achievement during the instructional day and	Teachers	Academic Coaches	\$3,000.00
			\$0.00
			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
7). Teachers will attend Professional Development Sessions by Corwin, AVID, ASCD, NSTA, NCSS, Marazano, and Metro Resa.	Principal Administration Team	Title I Liaison Teachers Academic Coaches AVID Site Team	\$0.00
8). AVID trained staff will redeliver and help implement AVID strategies across all content areas. Teachers will introduce AVID with in the standards based instructional classroom. Students will use the AVID based strategies to increase comprehension, study skills, and writing across all curriculums.	Principal Administration Team	Title I Liaison Teachers Academic Coaches AVID Site Team	\$0.00
9). Teachers will receive Professional Development during their planning monthly provided by Administrative Team and/or Academic Coaches in order to develop an understanding of using diagnostic data to tier students to provide instructional strategies to decrease the number of beginning learners of SWD students. Professional Development, implementation, and support will be continuous each year.	Principal Administration Team	Title I Liaison Teachers Academic Coaches AVID Site Team	\$0.00
10). Teachers will receive Professional Development during their planning monthly provided by Administrative Team and/or Academic Coaches on Illuminate Education (creating assessments, data reports) and MAP to support teachers in successful classroom implementation to meet targets and support subgroups. Professional development, implementation, and support will be continuous each year. Data Presentations will be held by teachers and admin team monthly.	Principal Administration Team	Title I Liaison Teachers Academic Coaches AVID Site Team	\$0.00
11). During the summer, the Academic Leadership Team will plan for professional learning workshops with staff on best practices for acquiring vocabulary through Three-Read Protocol strategy to increase student performance in numeracy on the Georgia Milestone End of Course Assessment by 3%.	Principal Administration Team	Title I Liaison Teachers Academic Coaches AVID Site Team	\$0.00

PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funds Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12). Parent Liaison will conduct Parent Family Engagement (PFE) workshops beginning in September 2023 through May of 2024. Topics Include: 1. Understanding the AVID Wicor Instructional Strategies 2. Understanding Post Secondary Options and FAFSA 3. Understanding how to access Post Secondary Opportunities in the Summer for 9-11th Grade Students	Principal Administration Team	Title I Parent Liaison Title I Liaison Attendance Coordinator Counseling Dept.	\$0.00
18)			\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00

IMPROVEMENT STRATEGY #3

<i>Improve Executive Functioning Skills for Students with Behavioral Deficits</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funds Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1). MTSS Specialist will partner with Community in Schools to assign mentors to those students needing additional behavior support. Students will Check in and Out with their mentors weekly.	Principal Administration Team	MTSS & SST Chair Teachers	\$0.00
2). Using discipline and attendance data, 25-50 students will be identified to participate in the ExQ 18-week curriculum to improve executive functioning skills.	Principal Administration Team	MTSS & SST Chair Teachers	\$0.00
3) Behavior/Discipline Reports will be reviewed on a bi-monthly basis for scholars who have been in 2-4 Behavioral Incidents (Tier 2) and 5+ (Tier 3).	Principal Administration Team	MTSS & SST Chair Teachers	\$0.00
4). Identified SEB (Social, Emotional, Behavior) scholars will participate in Executive Functioning and Organizational Skills/Time Management/Self-Awareness Skills during ELT through the ExQ curriculum. Students will participate in two sessions weekly for 35-45 minutes.	Principal Administration Team	MTSS & SST Chair Teachers	\$0.00
5) Students will receive weekly skill-building and feedback regarding self-awareness, self-correction, and self-monitoring	Principal Administration Team	MTSS & SST Chair Teachers	\$0.00

PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)			
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00

PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funds Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)	Title I
6). Teachers and Staff will receive training on the SEB: Executive Functions Platform and attend professional learning sessions every quarter (4.5, 9, 13.5, and 18 week marks).				\$0.00
7). MTSS Specialist and designated team will attend educational conference twice a year.				\$0.00
8). Staff mentors will receive training through Check In/Check Out in the form of professional development.				\$0.00
				\$0.00
				\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funds Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)	Title I
17)				\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00

PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Review and Reflect: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

How will you determine whether the strategies led to reaching the SMART Goal? (Include formative, benchmark, and summative data as appropriate.)

We should hit our target number of students identified and receiving RTI services. We should see the majority of these students returning to Tier 1.

What data will be used to determine whether the improvement strategies were deployed with fidelity?

Weekly data input monitoring by the MTSS Specialist. Monthly reporting to school leadership team on who is in RTI and school progress. Leading Indicators data should reflect the fidelity of our strategies.

What does the data/evidence show regarding the results of the implemented strategies?

Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?

Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?

Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?

TITLE I PROGRAM WORKSHEET (SWP and TA)

School Name: **Stone Mountain High School** School Number: **580**

Principal: Mr. Michael Costa

LEA Name/Number: DeKalb County School District (644)

Priority Area 1

Implement the MTSS Framework with Fidelity and Efficacy to improve Reading, Math, and Behavior Outcomes.

Improvement Strategy #1

MTSS Intervention and Monitoring with Fidelity

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2		
		Budget Category 1 (May select up to six Budget Categories)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action)	Budget Code	Amount
1). Students will attend ELT sessions four times a week for forty minutes each session to provide for an established time for students to experience their Tier II/Tier III evidence-based interventions and learning enrichment and extension to address identified Reading, Math, and Behavior Needs.	Schoolwide Reform Strategies (TA & SWP)						
2). The MTSS specialist is an active member of the Stone Mountain High School Leadership Team and meets weekly with administration about MTSS process, progress, and outcomes. The MTSS specialist will meet with each department weekly to identify struggling scholars. (Review data sources: MAP, 4.5 week grades, 9 week grades, 13.5 week grades and Milestone Scores). Note - These scholars will be recommended based on the triangulation form/documents.	Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP) Strategies to attract teachers that meet state determined professional qualifications to high-need schools						
3). Teachers will identify students performing below expectations on summative and formative assessments and refer those students to Tier 2 or Tier 3 Intervention Plans on the MTSS platform. Teachers will monitor student progress for all Reading Interventions using Reading Plus and Lexia Progress Usage Reports. The MTSS Chair will monitor teacher and student reading intervention progress by conducting weekly Intervention meetings. Students will be able to complete interventions during ELT in order to improve mastery and achieve academic success.	Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP)						
4) As an intervention, students in grades 9-12 scoring in the lowest two quartiles of the MAP Reading assessment will be assigned to a Reading Specialist, where they will use Reading Plus, Achieve 3000 or Lexia.	Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP)						
4) As an intervention, students in grades 9-12 scoring in the lowest two quartiles of the MAP Reading assessment will be assigned to a Reading Specialist, where they will use Reading Plus, Achieve 3000 or Lexia to increase reading across the curriculum. All EL students will use	Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP)	Instructional Computers	204-61-92-05-400204-580-1750	\$2,000.00			

TITLE I PROGRAM WORKSHEET (SWP and TA)

5) ELA, Social Studies, Math, Science, non-EOC courses, AP courses, World Language, CTAE, Fine Arts, STEAM, Health and P.E. teachers will utilize Instructional Intervention Strategies and Educational Software that is aligned with content specific improvement strategies, instructional interventions Imagine Learning, IXL and Lexia, and instructional resource Newsela Pro will be provided to all teachers and paraprofessionals. Teachers will utilize strategies such as Differentiation, High Order Thinking Questions, Checking for Understanding, using Formative and Summative Assessments that will also lead to data analysis generated from formative, summative and State Assessments during the 2023-2024 SY.	Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP) Strategies to attract teachers that meet state determined professional qualifications to high-need schools	Instructional Computer Software	204-38-53-05-400204-580-1750	\$33,349.70			
6) SMHS will provide teachers resources: instructional books, periodicals, technology and computer supplies or equipment needed in order to guide student practice, facilitate student access, and build student mastery of 21st Century Learning Skills during the 2023-2024 SY. Students will use all supplies and resources provided to help achieve academic success	Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP) Strategies to attract teachers that meet						

TITLE I PROGRAM WORKSHEET (SWP and TA)

7) SMHS will offer Credit Recovery and Beyond the Day programs through GA Virtual for ELA, Math, Social Studies, Science, EOC and non-EOC courses, CTAE, Health P.E., AP during the day and afterschool for students to meet graduation requirements. SMHS will also offer a Title I Summer Bridge Program for ELA, Math, Social Studies, and Science during the Summer 2024, in order to help incoming freshman transition successfully.	Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP) Strategies to attract teachers that meet state determined professional qualifications to high-need schools	Instructional Contracted Services	204-38-95-00-400204-580-1750	\$15,000.00			
6) SMHS will provide teachers resources: instructional books, periodicals, technology and computer supplies or equipment needed in order to guide student practice, facilitate student access, and build student mastery of 21st Century Learning Skills during the 2023-2024 SY. Students will use all supplies and resources provided to help achieve academic success.	Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP) Strategies to attract teachers that meet state determined professional qualifications to high-need schools Schoolwide Reform Strategies (TA & SWP)	Instructional Supplies	204-38-53-00-400204-580-1750	\$12,886.43	Instructional Equipment	204-61-92-00-400204-580-1750	\$6,059.02
7) SMHS will offer Credit Recovery and Beyond the Day programs through GA Virtual for ELA, Math, Social Studies, Science, EOC and non-EOC courses, CTAE, Health P.E., AP during the day and afterschool for students to meet graduation requirements. SMHS will also offer a Title I Summer Bridge Program for ELA, Math, Social Studies, and Science during the Summer 2024, in order to help incoming freshman transition successfully.	Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP) Strategies to attract teachers that meet state determined professional qualifications to high-need schools	Transportation Bus Driver Extra Activity	204-56-17-00-400204-580-1750	\$4,000.00	Transportation Gas or Diesel Fuel	204-56-95-00-400204-580-1750	\$1,500.00
7). The School Social Worker will meet with students, Parents/Guardians to help remove barriers and improve student attendance.	Activities for children experiencing difficulty						
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action)	Budget Code	Amount
8) During the 2023 - 2024 SY teachers will be provided the opportunity to attend afterschool and or Saturday Professional Development sessions aligned with the implementation and monitoring of the MTSS process. All teachers will receive Professional Development on the MTSS Process and Expectations at least 4 times throughout the school year.		PL Stipends	204-44-12-00-400204-580-1750	\$10,000.00			

TITLE I PROGRAM WORKSHEET (SWP and TA)

9) ELA, Social Studies, Math, Science, World Language, CTAE, Fine Arts, Health and P.E. teachers will receive training on appropriate strategies to be used during ELT in the 2023-2024 SY. Instructional Intervention Strategies and Educational Software that is aligned with content specific improvement strategies, instructional interventions IXL and Lexia, and instructional resource Newsela Pro will be provided to all teachers and paraprofessionals. Teachers will also be provided professional development on Differentiation, High Order Thinking Questions, Checking for Understanding, using Formative and Summative Assessments that will also lead to Professional Development on analyzing data generated from formative, summative and State Assessments during the 2023-2024 SY. Additional training sessions will continue in the following school years.	PL Contracted Services	204-44-95-00-400204-580-1750	\$12,000.00	PL Books and Periodicals	204-44-62-00-400204-580-1750	\$4,373.50
10) During the 2023-2024 SY teachers will attend educational conferences to improve their knowledge of, instructional strategies, school improvement strategies, and social and emotional interventions. Teachers will incorporate the information learned into their teaching pedagogy for the school year in order to ensure all students are receiving instruction that will result in academic success for all students	PL Travel of Employees	204-44-33-00-400204-580-1750	\$20,000.00	PL Registration Fees	204-44-36-00-400204-580-1750	\$18,000.00

TITLE I PROGRAM WORKSHEET (SWP and TA)

0							
0							
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action)	Budget Code	Amount
11) Conduct Parent Family Engagement (PFE) workshops beginning in October of 2023 through May of 2024. Parent Engagement Workshop Topics include: 1. Writing Workshop: How can I improve my Child's Writing Ability? 2. Reading Workshop: How do I improve my Child's Lexile Score? 3. Understanding the Benefits of MTSS 4. Technology in the 21st Century (Chromebook, Lexia, & Newsela Pro)	5) Provide regular opportunities for parents to meet with school staff 6) Provide for parent comments and feedback on the content of the Schoolwide program plan 9) Provide materials and training to help parents work with their children to improve achievement. 11) Coordinate and integrate parent involvement programs and activities 12) Ensure that information is clear and understandable for parents, translate as needed	PFE Facilitator Extra Activity	204-42-17-00-301204-580-1750	\$700.00	PFE Contracted Services	204-42-95-00-301204-580-1750	
12) Implement Parent University beginning in October of 2023 through May 2024. Parent University Topics include: 1. Understanding the purpose of the MAP Assessment 2. Understanding the End of Course Exam 3. How to Monitor my Child's Progress at School 4. Understanding the MTSS Process	5) Provide regular opportunities for parents to meet with school staff 6) Provide for parent comments and feedback on the content of the Schoolwide program plan 9) Provide materials and training to help parents work with their children to improve achievement. 11) Coordinate and integrate parent involvement programs and activities 12) Ensure that information is clear and understandable for parents, translate as needed	PFE Communications	204-42-97-00-301204-580-1750	\$1,289.95	PFE Computer Software	204-42-53-05-301204-580-1750	
13) September 2023-May 2024, conduct annual Title 1 meeting and parent workshops, as well as the parent compact and school policy. Provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with content and to help with their child's transition to the next grade level; translations will be made available based on need/requests (stakeholder input meetings, annual meeting, Curriculum Night, Core Content Nights, CSIP, compact and policy development. A copy will be provided for review in the Parent Center and on the school's website.	9) Provide materials and training to help parents work with their children to improve achievement.	PFE Supplies	204-42-53-00-301204-580-1750	\$1,000.00	PFE Expendible Computer Equipment	204-42-92-05-301204-580-1750	\$3,641.10

TITLE I PROGRAM WORKSHEET (SWP and TA)

0							
0							

Improvement Strategy #2

AVID Instructional Framework

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2		
		Budget Category 1 (May select up to six Budget Categories)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action)	Budget Code	Amount
1). To ensure effective implementation of the AVID WICOR Strategies, all content area teachers will participate in weekly professional learning communities to assist with teacher clarity on learning targets and analyzing student work to ensure effective instructional delivery.	Schoolwide Reform Strategies (TA & SWP)						
2). Consistent teaching and learning in all subject matters schoolwide across all grade levels during our 4x4 instructional day using the "AVID Instructional Framework." Its five strategies are Writing, Inquiry, Collaboration, Organization, and Reading. This instructional approach places students at the center of their learning by empowering them to take ownership and agency of their thinking and learning. Academic Coaches will support implementation and resources for effective delivery of AVID. Students will be given AVID strategies that will be used as the basis for comprehension retention.	Including teachers in decisions regarding the use of assessments						

TITLE I PROGRAM WORKSHEET (SWP and TA)

3). For ELA and Social Studies, teachers will utilize the JIGSAW strategy for each unit, in addition to reading informational text. Teachers will provide students with an informational text, topics, graphic organizers, guiding questions and guidelines for the group. The teacher will create student groups that promote student engagement and peer learning. Students will work in groups using the resources provided by the teacher to : read aloud/think aloud to answer guiding questions and gather important information, students will peer teach their classmates, and each student will provide a graphic organizer as evidence of W.I.C.O.	Schoolwide Reform Strategies (TA & SWP)						
4). For Math, teachers will implement the Three - Read Protocol weekly. The Three Read Protocol will be used for math tasks. The students will work in a collaborative group to complete a graphic organizer to answer the following questions: (1) What is the problem about? (2) What are the quantities? or What is being solved for? (3) What mathematical questions can we ask about the situation?	Activities for children experiencing difficulty						
5). For Science, teachers will implement the CER protocol effectively. Teachers will use the DCSD curriculum and standards to create a phenomenon. Students will use the phenomenon as the claim and use evidence supported by data from daily/weekly assessments to create a response in a collaborative setting or groups. Students will present their findings in groups.	Schoolwide Reform Strategies (TA & SWP)						
6). Academic Coaches in Math, Science, ELA, and Social Studies will support implementation and resources for effective delivery of AVID by providing professional development for WICOR strategies.	Schoolwide Reform Strategies (TA & SWP)						
7) Teachers will utilize instructional software Imagine Learning and IXL to reinforce standards for EOC classes, non-EOC classes, AP courses, World Language, CTAE, Fine Arts, STEAM, Health and P.E. in order to support student learning and increase student achievement and graduation rate.	Schoolwide Reform Strategies (TA & SWP)	Instructional Computer Software	204-38-53-05-400204-580-1750	\$4,000.00			
0							
8) Teachers will provide instructional materials and computer software to support students enrolled in AP courses to supplement and reinforce standards, increase graduation rate and student achievement during the instructional day and at home.	Schoolwide Reform Strategies (TA & SWP)	Instructional Supplies	204-38-53-05-400204-580-1750	\$3,000.00			

TITLE I PROGRAM WORKSHEET (SWP and TA)

0							
0							
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)	Budget Category 1 (May select up to six Budget Categories)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action)	Budget Code	Amount	
7). Teachers will attend Professional Development Sessions by Corwin, AVID, ASCD, NSTA, NCSS, Marazano, and Metro Resa.							
8). AVID trained staff will redeliver and help implement AVID strategies across all content areas. Teachers will introduce AVID with in the standards based instructional classroom. Students will use the AVID based strategies to increase comprehension, study skills, and writing across all curriculums.							
9). Teachers will receive Professional Development during their planning monthly provided by Administrative Team and/or Academic Coaches in order to develop an understanding of using diagnostic data to tier students to provide instructional strategies to decrease the number of beginning learners of SWD students. Professional							
10). Teachers will receive Professional Development during their planning monthly provided by Administrative Team and/or Academic Coaches on Illuminate Education (creating assessments, data reports) and MAP to support teachers in successful classroom implementation to meet targets and support subgroups. Professional							
11). During the summer, the Academic Leadership Team will plan for professional learning workshops with staff on best practices for acquiring vocabulary through Three-Read Protocol strategy to increase student performance in numeracy on the Georgia Milestone End of Course Assessment by 3%.							
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action)	Budget Code	Amount
12). Parent Liaison will conduct Parent Family Engagement (PFE) workshops beginning in September 2023 through May of 2024. Parent Engagement Workshops Topics Include:							

TITLE I PROGRAM WORKSHEET (SWP and TA)

18)							
19)							
20)							
21)							

Improvement Strategy #3

Improve Executive Functioning Skills for Students with Behavioral Deficits

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2		
		Budget Category 1 (May select up to six Budget	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for	Budget Code	Amount
1). MTSS Specialist will partner with Community in Schools to assign mentors to those students needing additional behavior support. Students will Check in and Out with their mentors weekly.	Select from drop down menu - you may select more than one						
2). Using discipline and attendance data, 25-50 students will be identified to participate in the ExQ 18-week curriculum to improve executive functioning skills.							
3) Behavior/Discipline Reports will be reviewed on a bi-monthly basis for scholars who have been in 2-4 Behavioral Incidents (Tier 2) and 5+ (Tier 3).							
4). Identified SEB (Social, Emotional, Behavior) scholars will participate in Executive Functioning and Organizational Skills/Time Management/Self-Awareness Skills during ELT through the ExQ							
5) Students will receive weekly skill-building and feedback regarding self-awareness, self-correction, and self-monitoring							
0							
0							
0							
0							

TITLE I PROGRAM WORKSHEET (SWP and TA)

0							
0							
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)	Budget Category 1 (May select up to six Budget	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for	Budget Code	Amount	
6).Teachers and Staff will receive training on the SEB: Executive Functions Platform and attend professional learning sessions every quarter (4.5, 9 ,13.5, and 18 week marks).							
7). MTSS Specialist and designated team will attend educational conference twice a year.							
8). Staff mentors will receive training through Check In/Check Out in the form of professional development.							
0							
0							
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for	Budget Code	Amount
17)	You may select more than one component from the following components -						
18)							
19)							
20)							
21)							



#3		
Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount

Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount

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#3		
Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount

#3		
Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount

Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount

TITLE I PROGRAM WORKSHEET (SWP and TA)

School Name: **Stone Mountain High School**

School Number: **580**

Priority Area 1

Implement the MTSS Framework with Fidelity and Efficacy to improve Reading, Math, and Behavior Outcomes.

Improvement Strategy #1

MTSS Intervention and Monitoring with Fidelity

#4			#5			#6			
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$2,000.00

TITLE I PROGRAM WORKSHEET (SWP and TA)

									\$33,349.70
									\$0.00

TITLE I PROGRAM WORKSHEET (SWP and TA)

									\$15,000.00
									\$18,945.45
									\$5,500.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$10,000.00

TITLE I PROGRAM WORKSHEET (SWP and TA)

									\$16,373.50
									\$38,000.00

TITLE I PROGRAM WORKSHEET (SWP and TA)

									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$700.00
									\$1,289.95
									\$4,641.10

TITLE I PROGRAM WORKSHEET (SWP and TA)

									\$0.00
									\$0.00
								Subtotal #1:	\$145,799.70

Improvement Strategy #2

AVID Instructional Framework

#4			#5			#6			
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00

TITLE I PROGRAM WORKSHEET (SWP and TA)

									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$4,000.00
									\$0.00
									\$3,000.00

TITLE I PROGRAM WORKSHEET (SWP and TA)

									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00

TITLE I PROGRAM WORKSHEET (SWP and TA)

									\$0.00
									\$0.00
									\$0.00
									\$0.00
									Subtotal #2: \$7,000.00

Improvement Strategy #3

Improve Executive Functioning Skills for Students with Behavioral Deficits

#4			#5			#6			
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00

TITLE I PROGRAM WORKSHEET (SWP and TA)

									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
								Subtotal #3:	\$0.00

PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

PLAN: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 2	Support Overall Postive Student Attendance to Allow for Improved Student Learning Outcomes
*SMART Goal with Performance Measures * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	Stone Mountain High School will strive towards the goal of 95% student average daily attendance, and less than 10% of students identified as chronically absent by May 2024, as means to improve student learning outcomes.
DCSD Strategic Plan Goal	DCSD Goal Area I: Student Success with Equity and Access

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Establishing Attendance Standard Operating Procedures		FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step	
	Person/Position Responsible	Other (Optional, for school use)	Title I	
1) For the 23-24 SY, Stone Mountain High School will establish an Attendance Task Force consisting of an Attendance Liaison, Attendance Secretary, teacher leader, and Communities in School partner. The Attendance Taskforce will monitor school attendance through Infinite Campus and School Mint. Students will follow the attendance rules established by school and district policies. The Attendance Task Force will meet weekly for 30 minutes to review data.	Principal Admin.	Academic Coach Teachers	\$0.00	
2) The Attendance Liaison (Assistant Principal) and Secretary will monitor attendance and communicate with Parents/ Guardians by phone, email, and U.S. mail by issuing 3-, 6-, and 12-day notification letters. The Attendance Liasion will monitor daily attendance by teacher submission to ensure that accurate attendance records are being kept by teachers and substitutes.	Principal Admin.	Academic Coach Teachers	\$0.00	
3) The Attendance Liaison (Assistant Principal) and the established Attendance Task Force will help to provide positive incentives for students who improve their attendance record and follow the new attendance policy at SMHS. Task Force will utilize software for attendance which includes School Mint or Class Hero to manage tardies and attendance issues.	Principal Admin.	Academic Coach Teachers	\$0.00	
4). The Attendance Liaison and Task Force will establish small at-risk groups for students to provide support and guidance to students. Designated students will participate in attendance at-risk groups (Tier 2 (10-19%) and Tier 3(>20%))	Principal Admin.	Academic Coach Teachers	\$0.00	
5). The ESOL Department and Special Education department will identify at risk students in their departments and call parents by their caseloads to promote positive attendance trends. Translation services will be used to assist LEP students and families.	Principal Admin.	Academic Coach Teachers	\$5,500.00	
6). The Attendance Coordinator and Task Force will establish teacher mentors for students who need support with attendance. Students will meet regularly with their assigned teacher mentor depending on their attendance tier.	Principal Admin.	Academic Coach Teachers	\$0.00	

THESE CELLS ARE LOCKED BECAUSE FUNDING AMOUNTS WILL AUTO POPULATE TO THIS SECTION FROM FUNDING WORKSHEETS.

PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

7). The School Social Worker will meet with students, Parents/ Guardians to help remove barriers and improve student attendance.	Principal Admin.	Academic Coach Teachers	\$0.00
8). The Attendance Task Force will celebrate students who have an attendance rate of 90% or greater every month to promote student motivation as a Tier 1 incentive including pep rally admission, popcorn/ice cream socials, MORP, certificates/awards.	Principal Admin.	Academic Coach Teachers	\$0.00
9). The Attendance Task Force will celebrate staff members who have an attendance rate of 97% or greater to foster a positive work envirc	Principal Admin.	Academic Coach Teachers	\$0.00
10) Tier 2-3 students identified based on prior year and first month of school data. Students will be part of Never Been Absent Intervention which awards daily attendance on a point system. Teams of students compete for weekly, monthly and semester prizes. Daily meetings with "coach" to check in. Coaches (staff member) will have between 5-10 students on a team.	Attendance Liaison, Attendance Task Force	Interested staff	\$0.00

PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
11) Provide differentiated training on Infinite Campus beginning in August of 2023 through May of 2024. Train all staff on the Attendance Software, Procedures, and Monitoring practices at SMHS in regards to absences and tardies beginning in August of 2023 through May of 2024	Principal Admin. Academic Coaches	Title I Liaison Academic Coach Teachers	\$0.00
12) Provide Restorative Practices training to selected staff (counselors, admin, teacher leaders) to support behavior improvements that can assist with positive attendance.	Admin, Counselors, Teacher Leaders	Interested staff	\$0.00

SEE NOTE
ABOVE

PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)				
			\$0.00	
			\$0.00	
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step	
Identify parental engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I	
13). Parent Liaison will conduct Parent Family Engagement (PFE) workshops beginning in September 2023 through May of 2024. Parent Engagement Workshops Topics Include: 1. Understanding the School's Improvement Plan 2. Understanding the School Attendance Protocol 3. Understanding and Using Infinite Campus	Principal Admin.	Title I Parent Liaison Title I Liaison Community Speaker Teacher Leader Counseling Dept.	\$0.00	SEE NOTE ABOVE
14). Implement Parent University beginning in September of 2023 through April 2024. Parent University Topics Include: 1. How do I monitor My Child's Academic Progress? 2. How does my Child's Attendance effect their Future? 3. How do I help my child graduate High School and prepare for College and Career	Principal Admin.	Title I Parent Liaison Title I Liaison Community Speaker Teacher Leader Counseling Dept.	\$0.00	
			\$0.00	
			\$0.00	
			\$0.00	
IMPROVEMENT STRATEGY #2				
	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard			
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step	
	Person/Position Responsible	Other (Optional, for school use)	Title I	
	Principal Admin.	Academic Coaches Teachers	\$0.00	

PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)				
	Principal Admin.	Academic Coaches Teachers	\$0.00	THESE CELLS ARE LOCKED BECAUSE FUNDING AMOUNTS WILL AUTO POPULATE TO THIS SECTION FROM FUNDING WORKSHEETS.
	Principal Admin.	Academic Coaches Teachers	\$0.00	
	Principal Admin.	Academic Coaches Teachers	\$0.00	
5)			\$0.00	
6)			\$0.00	
7)			\$0.00	
8)			\$0.00	
9)			\$0.00	
10)			\$0.00	
11)			\$0.00	
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)	Title I
	Principal Admin. Academic Coaches	Title I Liaison Academic Coach Teachers	\$0.00	SEE NOTE ABOVE
	Principal Admin.	Title I Liaison Academic Coach Content Department Chair Teachers	\$0.00	
	Principal Admin.	Title I Liaison Academic Coach Content Department Chair Teachers	\$0.00	
15)			\$0.00	
16)			\$0.00	
Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)	Title I

PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

17)			\$0.00	SEE NOTE ABOVE
18)			\$0.00	
19)			\$0.00	
20)			\$0.00	
21)			\$0.00	

PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1)			\$0.00
2)			\$0.00
3)			\$0.00
4)			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12)			\$0.00
13)			\$0.00
14)			\$0.00
15)			\$0.00
16)			\$0.00

THESE CELLS ARE LOCKED BECAUSE FUNDING AMOUNTS WILL AUTO POPULATE TO THIS SECTION FROM FUNDING WORKSHEETS.

SEE NOTE ABOVE

PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17)			\$0.00
18)			\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00
Review and Reflect: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make based upon the outcomes of the strategy implementation (ACT).			
How will you determine whether the strategies led to reaching the SMART Goal? (Include formative, benchmark, and summative data as appropriate.)			
By looking at weekly and monthly average daily attendance percentage data to determine whether the plan is progressing.			
What data will be used to determine whether the improvement strategies were deployed with fidelity?			
Attendance Task Force Meeting agendas and minutes. Collection of artifacts to document monthly attendance incentives. Average Daily Attendance data within Infinite Campus			
What does the data/evidence show regarding the results of the implemented strategies?			
<i>Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?</i>			
<i>Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?</i>			
<i>Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?</i>			
Please see 4th Quarter STAP.			

SEE NOTE ABOVE

TITLE I PROGRAM WORKSHEET 2 (SWP and

School Name: **Stone Mountain High School**

School Number:

Principal: Mr. Michael Costa

LEA Name/Number: DeKalb County School District (644)

Priority Area 2

Support Overall Postive Student Attendance to Allow for Improved Student Learning Outcom

Improvement Strategy #1

Establishing Attendance Standard Operating Procedures

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			Budget Category 2 (May select up to six Budget Categories for each action step.)
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	
1) For the 23-24 SY, Stone Mountain High School will establish an Attendance Task Force consisting of an Attendance Liaison, Attendance Secretary, teacher leader, and Communities in School partner. The Attendance Taskforce will monitor school attendance through Infinite Campus and School Mint. Students will follow the attendance rules established by school and district policies. The Attendance Task Force will meet weekly for 30 minutes to review data.	Schoolwide Reform Strategies (TA & SWP) Strategies to attract teachers that meet state determined professional qualifications to high-need schools Activities for children experiencing difficulty High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP)				
2) The Attendance Liaison (Assistant Principal) and Secretary will monitor attendance and communicate with Parents/ Guardians by phone, email, and U.S. mail by issuing 3-, 6-, and 12-day notification letters. The Attendance Liasion will monitor daily attendance by teacher submission to ensure that accurate attendance records are being kept by teachers and substitutes.	Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP)				

TITLE I PROGRAM WORKSHEET 2 (SWP and

5). The ESOL Department and Special Education department will identify at risk students in their departments and call parents by their caseloads to promote positive attendance trends. Translation services will be used to assist LEP students and families.	Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP) Strategies to attract teachers that meet state determined professional qualifications to high-need schools	Instructional Computer Software	204-38-53-05-400204-580-1750	\$5,500.00	
6). The Attendance Coordinator and Task Force will establish teacher mentors for students who need support with attendance. Students will meet regularly with their assigned teacher mentor depending on their attendance tier.	Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP) Strategies to attract teachers that meet state determined professional qualifications to high-need schools				
9). The Attendance Task Force will celebrate staff members who have an attendance rate of 97% or greater to foster a positive work environment.	Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP) Strategies to attract teachers that meet state determined professional qualifications to high-need schools				
10) Tier 2-3 students identified based on prior year and first month of school data. Students will be part of Never Been Absent Intervention which awards daily attendance on a point system. Teams of students compete for weekly, monthly and semester prizes. Daily meetings with "coach" to check in. Coaches	Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP) Strategies to attract teachers that meet state determined professional qualifications to high-need schools				
	0 Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP) Strategies to attract teachers that meet state determined professional qualifications to high-need schools				

TITLE I PROGRAM WORKSHEET 2 (SWP and

Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)
11) Provide differentiated training on Infinite Campus beginning in August of 2023 through May of 2024. Train all staff on the Attendance Software, Procedures, and Monitoring practices at SMHS in regards to absences and tardies beginning in August of 2023 through May of 2024		PL Stipends	204-44-12-00-400204-580-1750		
12) Provide Restorative Practices training to selcted staff (counselors, admin, teacher leaders) to support behavior improvements that can assist with positive attendance.		PL Contracted Services	204-44-95-00-400204-580-1750		
0		PL Travel of Employees	204-44-33-00-400204-580-1750		PL Registration Fees
0					
0					
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)
13). Parent Liaison will conduct Parent Family Engagement (PFE) workshops beginning in September 2023 through May of 2024. Parent Engagement Workshops Topics Include: 1. Understanding the School's Improvement Plan 2. Understading the School Attendance Protocol 3. Understanding and Using Infinite Campus	You may select more than one component from the following components - Components 1-13 are required 5) Provide regular opportunities for parents to meet with school staff 6) Provide for parent comments and feedback on the content of the Schoolwide program plan 9) Provide materials and training to help parents work with their children to improve achievement. 11) Coordinate and integrate parent involvement programs and activities 12) Ensure that information is clear and understandable for parents, translate as needed 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children	PFE Facilitator Extra Activity	204-42-17-00-301204-580-1750		

TITLE I PROGRAM WORKSHEET 2 (SWP and

14). Implement Parent University beginning in September of 2023 through April 2024. Parent University Topics Include: 1. How do I monitor My Child's Academic Progress? 2. How does my Child's Attendance effect their Future? 3. How do I help my child graduate High School and prepare for College and Career	5) Provide regular opportunities for parents to meet with school staff 6) Provide for parent comments and feedback on the content of the Schoolwide program plan 9) Provide materials and training to help parents work with their children to improve achievement. 11) Coordinate and integrate parent involvement programs and activities 12) Ensure that information is clear and understandable for parents, translate as needed 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children	PFE Computer Software	204-42-53-05-301204-580-1750		
	0 9) Provide materials and training to help parents work with their children to improve achievement.	PFE Supplies	204-42-53-00-301204-580-1750		
	0 9) Provide materials and training to help parents work with their children to improve achievement.	PFE Contracted Services	204-42-95-00-301204-580-1750		
	0				

Improvement Strategy #2

0

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			Budget Category 2 (May select up to six Budget Categories for each action step.)
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	
0	Select from drop down menu				
0					

TITLE I PROGRAM WORKSHEET 2 (SWP and

0					
0					
5)					
6)					
7)					
8)					
9)					
10)					
11)					

TITLE I PROGRAM WORKSHEET 2 (SWP and

Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)
0					
0					
0					
15)					
16)					
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)
17)	You may select more than one component from the following components - Components 1-13 are required				
18)					
19)					
20)					
21)					
Improvement Strategy #3					
Type Improvement Strategy Here					
		#1			

TITLE I PROGRAM WORKSHEET 2 (SWP and

Action Steps to Implement Improvement Strategy	Title I Program Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)
1)	Select from drop down menu Select from drop down menu				
2)					
3)					
4)					
5)					
6)					
7)					
8)					
9)					
10)					
11)					
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)
12)					
13)					

TITLE I PROGRAM WORKSHEET 2 (SWP and

14)					
15)					
16)					
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)
17)	You may select more than one component from the following components - Components 1-13 are required				
18)					
19)					
20)					
21)					

TA)

580

es

#2		#3		
Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount

TA)				

TA)

Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
204-44-36-00- 400204-580-1750				
Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount

TA)				
#2		#3		
Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount

TA)				

TA)				
Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount

#2

#3

TA)

Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount

TA)				
Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

School Name: **Stone Mountain High School**

School Number:

Priority Area 2

Support Overall Postive Student Attendance to Allow for Improved Student Learning Outcomes

Improvement Strategy #1

Establishing Attendance Standard Operating Procedures

#4			#5			#6		
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

Subtotal #1:

Improvement Strategy #2

0

#4			#5			#6		
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
								Subtotal #2:
Improvement Strategy #3								
Type Improvement Strategy Here								
#4			#5			#6		

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
								Subtotal #3:



580



Total Federal Funding for Action Step
\$0.00
\$0.00

\$5,500.00
\$0.00
\$0.00
\$0.00
\$0.00

Total Federal Funding for Action Step
\$0.00
\$0.00
\$0.00
\$0.00
\$0.00
Total Federal Funding for Action Step
\$0.00

\$0.00
\$0.00
\$0.00
\$0.00
\$5,500.00
Total Federal Funding for Action Step
\$0.00
\$0.00

\$0.00
\$0.00
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\$0.00
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\$0.00

Total Federal Funding for Action Step
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Total Federal Funding for Action Step
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Total Federal Funding for Action Step
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Total Federal Funding for Action Step
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Total Federal Funding for Action Step
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\$0.00
\$0.00

PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

PLAN: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 3 * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	Increase student content mastery through improved teacher clarity
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DCSD Strategic Plan Goal	DCSD Goal Area 1: Student Success with Equity and Access
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DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
	Principal Admin.	Academic Coaches Teachers	\$0.00
	Principal Admin.	Academic Coaches Teachers	\$0.00
	Principal Admin.	Academic Coaches Teachers	\$12,700.00
	Principal Admin.	Academic Coaches Teachers	\$0.00
			\$0.00
			\$0.00

PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

			\$1,750.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00

PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
	Principal Admin.	Academic Coaches Teachers	\$0.00
	Principal Admin.	Academic Coaches Teachers	\$0.00
	Principal Admin.	Academic Coaches Teachers	\$0.00
	Principal Admin.	Academic Coaches Teachers	\$0.00
			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I or Magnet Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
	Principal Admin.		\$0.00
	Principal Admin.		\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00
IMPROVEMENT STRATEGY #2			

PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

		FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard	
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1)	Principal Admin.	Academic Coaches Teachers	\$0.00
2)	Principal Admin.	Academic Coaches Teachers	\$0.00
3)	Principal Admin.	Academic Coaches Teachers	\$0.00
4)	Principal Admin.	Academic Coaches Teachers	\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00

PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

10)			\$0.00
11)			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use) Title I
12		Principal Admin.	\$0.00
13			\$0.00
14)			\$0.00
15)			\$0.00
16)			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use) Title I

PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

17)			\$0.00
18)			\$0.00

PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

19)				\$0.00
20)				\$0.00
21)				\$0.00
IMPROVEMENT STRATEGY #3				
		FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I
1				\$0.00
2				\$0.00
3				\$0.00
4				\$0.00
5				\$0.00
6				\$0.00
7				\$0.00
8				\$0.00
9				\$0.00
10				\$0.00
11				\$0.00

PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12			\$0.00
13			\$0.00
14			\$0.00
15			\$0.00
16)			\$0.00

PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
Identify parent/family engagement activities, providers, and the dates activities will begin and end.			
17			\$3,200.00
			\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00
Review and Reflect: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make based upon the outcomes of the strategy implementation (ACT).			
How will you determine whether the strategies led to reaching the SMART Goal? (Include formative, benchmark, and summative data as appropriate.)			
What data will be used to determine whether the improvement strategies were deployed with fidelity?			
What does the data/evidence show regarding the results of the implemented strategies?			
<i>Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?</i>			
<i>Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?</i>			

PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

School Name:

Stone Mountain High School

School Number:

580

Principal:

Mr. Michael Costa

LEA Name/Number:

DeKalb County School District (644)

Priority Area 3

Increase student content mastery through improved teacher clarity

Improvement Strategy #1

0

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			Budget Category 3 (May select up to six Budget Categories for each action step.)
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	
	0 Select from drop down menu - you may select more than one Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP) Strategies to attract teachers that meet state determined professional qualifications to high-need schools	Instructional Supplies	204-38-53-00-400204-580-1750					

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

	0 Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP) Strategies to attract teachers that meet state determined professional qualifications to high- need schools							
	0 Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP) Strategies to attract teachers that meet state determined professional qualifications to high- need schools	Instructional Computer Software	204-38-53-05- 400204-580-1750	\$6,500.00	Instructional Supplies	204-38-53-00- 400204-580-1750	\$5,000.00	Instructional Computers
	0 Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP) Strategies to attract teachers that meet state determined professional qualifications to high- need schools							
	0 Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP) Strategies to attract teachers that meet state determined professional qualifications to high- need schools Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers							
	0 Schoolwide Reform Strategies (TA & SWP)							

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

0	Schoolwide Reform Strategies (TA & SWP)	Instructional Supplies	204-38-53-00-400204-580-1750					
0	Schoolwide Reform Strategies (TA & SWP)							
0	Schoolwide Reform Strategies (TA & SWP)							
0								
0								
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)
8) During the 2023 - 2024 SY teachers will be provided the opportunity to attend afterschool and or Saturday Professional Development sessions aligned with the implementation and monitoring of the MTSS process. All teachers will receive Professional Development on the MTSS Process and Expecations at least 4 times throughout the school year.		PL Stipends	204-44-12-00-400204-580-1750					
9) ELA, Social Studies, Math, Science, World Language, CTAE, Fine Arts, Health and P.E. teachers will receive training on appropriate strategies to be used during ELT in the 2023-2024 SY. Instructional Intervention Strategies and Educational Software that is aligned with content specific		PL Contracted Services	204-44-95-00-400204-580-1750					
10) During the 2023-2024 SY teachers will attend educational conferences to improve their knowledge of, instructional strategies, school improvement strategies, and social and emotional interventions. Teachers will incorporate the information learned into their teaching pedagogy for								
0								
0								
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

	09) Provide materials and training to help parents work with their children to improve achievement.	PFE Facilitator Extra Activity	204-42-17-00-301204-580-1750					
	09) Provide materials and training to help parents work with their children to improve achievement.	PFE Contracted Services	204-42-95-00-301204-580-1750					
19)								
20)								
21)								

Improvement Strategy #2

#VALUE!

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	
2). Consistent teaching and learning in all subject matters schoolwide across all grade levels during our 4x4 instructional day using the "AVID Instructional Framework." Its five strategies are Writing, Inquiry, Collaboration, Organization and Reading. This instructional	Schoolwide Reform Strategies (TA & SWP)							
4). For Math, teachers will implement the Three - Read Protocol weekly. The Three Read Protocol will be used for math tasks. The students will work in a collaborative group to complete a graphic organizer to answer the following questions: (1) What is the problem about? (2) What are the quantities? or What is	Schoolwide Reform Strategies (TA & SWP) Activities for children experiencing difficulty	Instructional Computers	204-61-92-05-400204-580-1750					

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

5). For Science, teachers will implement the CER protocol effectively. Teachers will use the DCSD curriculum and standards to create a phenomenon. Students will use the phenomenon as the claim and use evidence supported by data from daily/weekly assessments to create a response in a collaborative setting or groups. Students will present their findings in groups.	Schoolwide Reform Strategies (TA & SWP) Activities for children experiencing difficulty							
3). For ELA and Social Studies, teachers will utilize the JIGSAW strategy for each unit, in addition to reading informational text. Teachers will provide students with an informational text,								
5)								
6)								
7)								
8)								
9)								
10)								
11)								
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	
7). Teachers will attend Professional Development Sessions by Corwin, AVID, ASCD, NSTA, NCSS, Marazano, and Metro Resa.	PL Stipends	204-44-12-00-400204-580-1750						

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

8). AVID trained staff will redeliver and help implement AVID strategies across all content areas. Teachers will introduce AVID with in the standards based instructional classroom. Students will use the AVID based strategies to increase comprehension, study skills, and writing across all curriculums.		PL Stipends	204-44-12-00-400204-580-1750					
14)								
15)								
16)								
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)
12). Parent Liaison will conduct Parent Family Engagement (PFE) workshops beginning in September 2023 through May of 2024. Parent Engagement Workshops Topics Include: 1. Understanding the AVID Wicor Instructional Strategies 2. Understanding Post Secondary Options and FAFSA 3. Understanding how to access Post Secondary Opportunities in the Summer for 9-11th Grade Students	You may select more than one component from the following components - Components 1-13 are required 5) Provide regular opportunities for parents to meet with school staff 6) Provide for parent comments and feedback on the content of the Schoolwide program plan 9) Provide materials and training to help parents work with their children to improve achievement. 11) Coordinate and integrate parent involvement programs and activities 12) Ensure that information is clear and understandable for parents, translate as needed 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children	PFE Facilitator Extra Activity	204-42-17-00-301204-580-1750					

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

18)	5) Provide regular opportunities for parents to meet with school staff 6) Provide for parent comments and feedback on the content of the Schoolwide program plan 9) Provide materials and training to help parents work with their children to improve achievement. 11) Coordinate and integrate parent involvement programs and activities 12) Ensure that information is clear and understandable for parents, translate as needed 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children	PFE Contracted Services	204-42-95-00-301204-580-1750					
19)								
20)								
21)								

Improvement Strategy #3

0

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			Budget Category 3 (May select up to six Budget Categories for each action step.)
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

1	Select from drop down menu - you may select more than one Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP) Strategies to attract teachers that meet state determined professional qualifications to high-need schools							
2	Schoolwide Reform Strategies (TA & SWP) Strategies to attract teachers that meet state determined professional qualifications to high-need schools							
3								
4	Schoolwide Reform Strategies (TA & SWP)							
5	Schoolwide Reform Strategies (TA & SWP)							
6	Schoolwide Reform Strategies (TA & SWP)							
7	Schoolwide Reform Strategies (TA & SWP)	Instructional Supplies	204-38-53-00-400204-580-1750					
8	Schoolwide Reform Strategies (TA & SWP)							

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

9	Schoolwide Reform Strategies (TA & SWP)	Instructional Computer Software	204-38-53-05-400204-580-1750					
10	Schoolwide Reform Strategies (TA & SWP)							
11								
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)
12					PL Books and Periodicals	204-44-62-00-400204-580-1750		
13					PL Books and Periodicals	204-44-62-00-400204-580-1750		
14		PL Stipends	204-44-12-00-400204-580-1750					
15								
16)								
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

17		PFE Computer Software	204-42-53-05-301204-580-1750	\$3,200.00	PFE Books and Periodicals	204-42-62-00-301204-580-1750		
0	5) Provide regular opportunities for parents to meet with school staff 6) Provide for parent comments and feedback on the content of the Schoolwide program plan 9) Provide materials and training to help parents work with their children to improve achievement. 11) Coordinate and integrate parent involvement programs and activities 12) Ensure that information is clear and understandable for parents, translate as needed 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children	PFE Contracted Services	204-42-95-00-301204-580-1750					
19)								
20)								
21)								

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)



#3

Budget Code	Amount

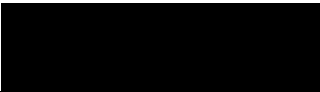
204-61-92-05-400204-580-1750	\$1,200.00

Budget Code	Amount
Budget Code	Amount

#3	
Budget Code	Amount

Budget Code	Amount

Budget Code	Amount
Budget Code	Amount



TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

School Name: Stone Mountain High School

School Number: 580

Priority Area 3									
Increase student content mastery through improved teacher clarity									
Improvement Strategy #1									
0									
#4			#5			#6			
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)									
									\$0.00
									\$12,700.00
									\$0.00
									\$0.00
									\$0.00

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)									
		\$1,750.00							\$1,750.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)									
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
								Subtotal #1:	\$14,450.00
Improvement Strategy #2									
AVID Instructional Framework									
#4			#5			#6			
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)									
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)									
									\$0.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)									
									\$0.00
									\$0.00
									\$0.00
									\$0.00
								Subtotal #2:	\$0.00
Improvement Strategy #3									
0									
#4			#5			#6			
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)									
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

									\$3,200.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

Subtotal #3:	\$3,200.00
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PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

PLAN: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 4	0
*SMART Goal with Performance Measures * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	
DCSD Strategic Plan Goal	

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00

THESE CELLS ARE LOCKED BECAUSE FUNDING AMOUNTS WILL AUTO POPULATE TO THIS SECTION FROM FUNDING WORKSHEETS.

PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)				
			\$0.00	
			\$0.00	
			\$0.00	

PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>				Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step	
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person Responsible	Other (Optional, for school use)	Title I				
						\$0.00	SEE NOTE ABOVE
						\$0.00	
						\$0.00	
						\$0.00	
						\$0.00	
Action Steps/Tasks to Implement Associated with Parent/Family Engagement				Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I or Magnet Funding Budgeted to Support Action Step	
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I				
						\$0.00	SEE NOTE ABOVE
						\$0.00	
						\$0.00	
19)						\$0.00	
20)						\$0.00	
21)						\$0.00	
IMPROVEMENT STRATEGY #2							
<i>Type Improvement Strategy Here</i>				FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard			
Action Steps/Tasks to Implement Improvement Strategy				Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step	
	Person/Position Responsible	Other (Optional, for school use)	Title I				

PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)				
1)			\$0.00	
2)			\$0.00	
3)			\$0.00	
4)			\$0.00	
5)			\$0.00	
6)			\$0.00	
7)			\$0.00	
8)			\$0.00	
9)			\$0.00	
10)			\$0.00	
11)			\$0.00	
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)	Title I
12)				\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)	Title I
17)				\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00

PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1)			\$0.00
2)			\$0.00
3)			\$0.00
4)			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12)			\$0.00
13)			\$0.00
14)			\$0.00
15)			\$0.00
16)			\$0.00

THESE CELLS ARE LOCKED BECAUSE FUNDING AMOUNTS WILL AUTO POPULATE TO THIS SECTION FROM FUNDING WORKSHEETS.

SEE NOTE ABOVE

PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	Supplemental Title I Funding Allocated to Support Action Step	
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17)			\$0.00
18)			\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00
Review and Reflect: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make based upon the outcomes of the strategy implementation (ACT).			
How will you determine whether the strategies led to reaching the SMART Goal? (Include formative, benchmark, and summative data as appropriate.)			
Through the data collected from the Graduation Calculaor, Parent Surveys, Student Surveys, Student Course Request Forms, CCRPI Report, and Infinite Campus Attendance and Behavior Reports.			
What data will be used to determine whether the improvement strategies were deployed with fidelity?			
What does the data/evidence show regarding the results of the implemented strategies?			
<i>Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?</i>			
<i>Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?</i>			
<i>Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?</i>			

SEE NOTE
ABOVE

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

School Name:

Stone Mountain High School

School Number:

580

Principal:

Mr. Michael Costa

LEA Name/Number:

DeKalb County School District (644)

Priority Area 4

0

Improvement Strategy #1

0

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	
0								
0								

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

0								
0								
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0								
0								
0								

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

0								
0								
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)
0								
0								
0								
0								
0								
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)
0								
0								
19)								

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

20)								
21)								

Improvement Strategy #2

Type Improvement Strategy Here

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			Budget Category 3 (May select up to six Budget Categories for each action step.)
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	
1)								
2)								
3)								
4)								
5)								
6)								
7)								
8)								
9)								

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

10)								
11)								
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)
12)								
13)								
14)								
15)								
16)								
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)
17)								
18)								
19)								
20)								
21)								

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

Improvement Strategy #3

Type Improvement Strategy Here

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	
1)								
2)								
3)								
4)								
5)								
6)								
7)								
8)								
9)								
10)								
11)								
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

12)								
13)								
14)								
15)								
16)								
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)
17)								
18)								
19)								
20)								
21)								

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

School Name: Stone Mountain High School

School Number: 580

Priority Area 4

	0
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Improvement Strategy #1

	0
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#3		#4			#5			#6			
Budget Code	Amount	Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
											\$0.00
											\$0.00

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

											\$0.00
											\$0.00
Budget Code	Amount	Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00
Budget Code	Amount	Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
											\$0.00
											\$0.00
											\$0.00

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

											\$0.00
											\$0.00
		Subtotal #1:									\$0.00

Improvement Strategy #2

		Type Improvement Strategy Here									
#3		#4			#5			#6			
Budget Code	Amount	Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

											\$0.00
											\$0.00
Budget Code	Amount	Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00
Budget Code	Amount	Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

		Subtotal #2:	\$0.00
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Improvement Strategy #3

	Type Improvement Strategy Here
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#3		#4			#5			#6			
Budget Code	Amount	Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00
Budget Code	Amount	Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)											
											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00
Budget Code	Amount	Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
											\$0.00
											\$0.00
											\$0.00
											\$0.00
											\$0.00
										Subtotal #3:	\$0.00

TITLE I POSITION SALARY WORKSHEET (1-6)

School Name/Number:	Stone Mountain High School	580
Principal:	Mr. Michael Costa	
LEA Name/Number:	DeKalb County School District (644)	

Position #	#1	#2	#3	#4	#5	#6
Employee Number:	Vacant	20163533	20087454	20037411	20067251	
Last Name of Title I Paid Person	New Hire	Crawford	Bush	Clifton	Whitehead	
First Name of Title I Paid Person		Jennifer	Angela	LaKeisha	Kendyia	
Position	Parent Liasion, Title I	Academic Coach	Academic Coach	Academic Coach	Academic Coach	
Position Number:						
Budget Account Code	204-42-07-00-400204-580-1750	204-44-19-10-400204-580-1750	204-44-19-10-400204-580-1750	204-44-19-10-400204-580-1750	204-44-19-10-400204-580-1750	#N/A
Grade Level		9-12	9th-12th	9-12	9th -12th	
Subject Licensed		Social Studies	Science	Math	ELA	
Certified or Non-Certified	Non-Certified	Certified	Certified	Certified	Certified	
Regular DCSD Employee	Yes	Yes	Yes	Yes	Yes	
% Title I Paid	100%	100%	100%	100%	100%	
% Paid by Other Sources	0%	0%	0%	0%	0%	
Base Salary for Year	\$25,685.00	\$76,696.00	\$88,390.24	\$81,284.88	\$72,673.17	
Salary Adjustment %	2.50%	2.50%	2.50%	2.50%	2.50%	0.00%
Salary Adjustment Annual Amt.	\$642.13	\$1,917.40	\$2,209.76	\$2,032.12	\$1,816.83	\$0.00
Annual Salary	\$26,327.13	\$78,613.40	\$90,600.00	\$83,317.00	\$74,490.00	\$0.00
Alternative Benefits	\$697.67	\$2,083.26	\$2,400.90	\$2,207.90	\$1,973.98	\$0.00
Retirement	\$5,502.37	\$16,430.20	\$18,935.40	\$17,413.25	\$15,568.41	\$0.00
Health Insurance	\$11,340.00	\$18,960.00	\$18,960.00	\$18,960.00	\$18,960.00	\$0.00
Total Benefits	\$17,540.04	\$37,473.46	\$40,296.30	\$38,581.15	\$36,502.39	\$0.00
Total Cost of Position	\$43,867.16	\$116,086.86	\$130,896.30	\$121,898.16	\$110,992.39	\$0.00
FTEs	1.00	1.00	1.00	1.00	1.00	0.00

TITLE I POSITION SALARY WORKSHEET (7-12)

Stone Mountain High School

580

Mr. Michael Costa

DeKalb County School District (644)

#7	#8	#9	#10	#11	#12
#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
0.00	0.00	0.00	0.00	0.00	0.00

TUTOR WORKSHEET

School Name/Number:

Stone Mountain High School

School Number: 580

Principal:

Mr. Michael Costa

LEA Name/Number:

DeKalb County School District (644)

Person's Name or Vacant	No Of Pos.	Daytime or After School	Regular DCSD Employee (Also works as teacher, asst., etc.)	Title I Paid Hours per Week (Not to exceed 28.5)	Total Number of Weeks	Total Hours for School Year	Hourly Rate	Salary for Year	FICA	Total Cost of Positions	TOTALS	
Tutorial	10	After School	Yes	4	20			0.00	0.00	0.00		
		After School	Yes	10	14	0	35.00	0.00	0.00	0.00		
Tutorial/Credit Recovery	3	After School	Yes	6	20	360	35.00	12,600.00	963.90	13,563.90		
Tutorial Liasion	2	After School	Yes	2	41	164	35.00	5,740.00	439.11	6,179.11		
		Daytime	Yes			0	35.00	0.00	0.00	0.00	Salary - Daytime	0.00
		After School	Yes	8	4	0	35.00	0.00	0.00	0.00	Salary - AfterSchool	18,340.00
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	FICA - Daytime	0.00
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	FICA - AfterSchool	1403.01
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	FICA - Total	1403.01
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	Cost - Daytime	0.00
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	Cost - AfterSchool	19,743.01
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	Total Cost - All	19,743.01
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00		

Person's Name or Vacant	No Of Pos.	Daytime or After School	Regular DCSD Employee (Also works as teacher, asst., etc.)	Title I Paid Hours per Week (Not to exceed 28.5)	Total Number of Weeks	Total Hours for School Year	Hourly Rate	Salary for Year	FICA	Total Cost of Positions	TOTAL S
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	

Person's Name or Vacant	No Of Pos.	Daytime or After School	Regular DCSD Employee (Also works as teacher, asst., etc.)	Title I Paid Hours per Week (Not to exceed 28.5)	Total Number of Weeks	Total Hours for School Year	Hourly Rate	Salary for Year	FICA	Total Cost of Positions	TOTAL S
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	

Person's Name or Vacant	No Of Pos.	Daytime or After School	Regular DCSD Employee (Also works as teacher, asst., etc.)	Title I Paid Hours per Week (Not to exceed 28.5)	Total Number of Weeks	Total Hours for School Year	Hourly Rate	Salary for Year	FICA	Total Cost of Positions	TOTAL S
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	

Person's Name or Vacant	No Of Pos.	Daytime or After School	Regular DCSD Employee (Also works as teacher, asst., etc.)	Title I Paid Hours per Week (Not to exceed 28.5)	Total Number of Weeks	Total Hours for School Year	Hourly Rate	Salary for Year	FICA	Total Cost of Positions	TOTAL S
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
Totals					99	524		18,340.00	1,403.01	19,743.01	

DIRECTIONS: The Budget Worksheet will self populate from the earlier tabs.

TITLE I BUDGET SHEET

TITLE I BUDGET SHEET

School Name:
Principal:
LEA:Stone Mountain High School
Mr. Michael Costa
DeKalb County School District (644)

School Number: 580

Title I Allocation

\$711,360.00

BudgetCode	Budget Category	Total	Description	Evidence Level
204-38-05-00-400204-580-1750	Teacher Salary	\$0.00		
204-38-87-00-400204-580-1750	Teacher and Paraprofessional Group Health	\$0.00		
204-38-74-00-400204-580-1750	Teacher and Paraprofessional Retirement	\$0.00		
204-38-07-00-400204-580-1750	Paraprofessional Salary	\$0.00		
204-38-16-00-400204-580-1750	Substitutes for Certified Teacher Salaries	\$0.00		
204-38-17-00-400204-580-1750	Afterschool/Daytime Tutorial	\$18,340.00	Credit Recovery for 1 carnegie unit in ELA Math, Science, and Social Studies for students Grades 9 - 12 in June 2024 (11 teachers (2 ELA, 3 Math, 2 Science, 2 Social Studies, 2 Ex. Ed.); Extra activity pay for teachers for Tutorial on Mondays, Tuesdays, and Thursdays (2 hrs), for students in Grades 9 - 12 for remediation, reinforcement, and enrichment of ELA, Math, Science, and Social Studies We have 10 tutors working our Spring and Summer Credit Recovery Programs for 10 hours per week for 14 weeks at \$35.00 for a total \$49,000.00 and we have 10 tutors working our Summer Bridge Program for 8 hours per week for 4 weeks at \$35.00 per hour for a	Strong
204-38-89-00-400204-580-1750	Instructional Alternative Benefits (Teacher, Para, Subs, Tutor)	\$1,403.01	Alternative benefits for 2 full-time teachers ; alternative benefits for 4 part-time push-in teachers ; alternative benefits for during the day tutorial alternative benefits for after school/Saturday tutorial	
204-38-95-00-400204-580-1750	Instructional Contracted Services	\$15,000.00	Ga Virtual Academy Course Fee of \$500 per 30 students from January 2024-May 2024.	
204-38-95-10-400204-580-1750	Instructional Contracted Services Teacher Salary (Charter Schools Only)	\$0.00		
204-38-53-00-400204-580-1750	Instructional Supplies	\$20,886.43	Instructional supplies for students to use during daily instruction: batteries, paper, scissors, pens, post it, staples, stapler, tape, highlighters, and expo markers.	Strong
204-38-53-10-400204-580-1750	Instructional Technology Supplies	\$0.00		
204-38-53-05-400204-580-1750	Instructional Computer Software	\$49,349.70	IXL ELA & Math 1 Site License for 1, 200 at \$15,700 and Reading Plus or Achieve 3000. Instructional software will utilized to support all content areas for students in grades 9-12.	strong, rationale
204-61-92-00-400204-580-1750	Instructional Equipment	\$6,059.02	1 colored poster maker @ \$3500 (media center), 1 viewsonic stands @ \$300 each (media center) 2 mobile dry erase boards @ 350 each (media center) 12 dry erase boards for classroom @ \$375 (\$4500)	strong
204-61-92-05-400204-580-1750	Instructional Computers	\$3,200.00	1 printer @ \$200 each (Media Center) and 1 Viewsonic boards @ \$3000 (media center) to support instruction in all content areas	
204-38-62-00-400204-580-1750	Instructional Books and Periodicals	\$0.00		
204-42-17-00-400204-580-1750	ADD PFE Facilitator Extra Activity	\$0.00		
204-42-89-00-400204-580-1750	ADD PFE Facilitator Alternative Benefits	\$0.00		
204-42-95-00-400204-580-1750	ADD PFE Contracted Services	\$0.00		
204-42-97-00-400204-580-1750	ADD PFE Communications	\$0.00		
204-42-33-00-400204-580-1750	ADD PFE Travel of Employees	\$0.00		
204-42-36-00-400204-580-1750	ADD PFE Registration Fees	\$0.00		
204-42-95-05-400204-580-1750	ADD PFE Other Purchased Services	\$0.00		
204-42-53-00-400204-580-1750	ADD PFE Supplies	\$0.00		
204-42-53-05-400204-580-1750	ADD PFE Computer Software	\$0.00		
204-42-53-10-400204-580-1750	ADD PFE Technology Supplies	\$0.00		
204-42-92-00-400204-580-1750	ADD PFE Expendible Equipment	\$0.00		
204-42-92-05-400204-580-1750	ADD PFE Expendible Computer Equipment	\$0.00		
204-42-62-00-400204-580-1750	ADD PFE Books and Periodicals	\$0.00		
204-42-07-00-400204-580-1750	Parent Liaison Salary	\$26,327.13	Salary for 1 FT Parent Liaison.	
204-42-87-00-400204-580-1750	Parent Liaisons Group Health	\$11,340.00	Group Health for FT Parent Liaison	
204-42-74-00-400204-580-1750	Parent Liaisons Teacher Retirement	\$5,502.37	Retirement for FT Parent Liaison	
204-42-89-00-400204-580-1750	Parent Liaisons Alternative Benefits	\$697.67	Alternative Benefits for FT Parent Liaison	
204-44-16-00-400204-580-1750	PL Substitutes for Certified Teacher	\$0.00		
204-44-89-00-400204-580-1750	PL Alternative Benefits (Subs, Stips, Academic Coach)	\$9,291.04	Alternative benefits for 4 Full-time Academic Coaches to support teachers with professional learning activities, and classes and provide resources for teachers for ELA, math, science, and Social Studies	
204-44-12-00-400204-580-1750	PL Stipends	\$10,000.00	Teacher Stipend for attending professional learning sessions on grading for equity, cultural diversity and sesitivity and instruction and curriculum strategies in an effort to help improve student success. 8 sessions 1.5 hours each for 20 teachers at \$35.00 per hour for a total of \$10,000.00	Strong

204-44-19-10-400204-580-1750	Academic Coach Salaries	\$327,020.40	Salaries for 4 Full-time Academic Coaches to supplement core instruction for job embedded professional learning in ELA, Math, Science, and Social Studies, modeling pedagogy, and providing supplemental content strategies.	Strong
204-44-87-00-400204-580-1750	Academic Coach Group Health	\$75,840.00	Group health for 4 Full-time Academic Coaches - Grades 9-12. (\$11,340.00)	
204-44-74-00-400204-580-1750	Academic Coach Teacher Retirement	\$68,347.26	Teacher retirement for 4 Full-time Grades 9 - 12 Academic Coaches.	
204-44-95-00-400204-580-1750	PL Contracted Services	\$12,000.00	Vendor Education Direction for PL to increase culture, climate and SEL November 2023- May 2024	strong
204-44-33-00-400204-580-1750	PL Travel of Employees	\$20,000.00	Cost for staff to travel to conferences during the school year. Association for Supervision and Curriculum Development ASCD), Georgia Science Teachers of America (GTSA), Georgia Council of Teachers of English (GCTE), Georgia Council for the Social Studies (GCSS), National Council for the Social Studies (NCSS). Georgia Coucil of Teachers of Mathematics (GCTM), Association of Mathematic Teacher Educators (AMTE) Advancement via	Strong
204-44-36-00-400204-580-1750	PL Registration Fees	\$18,000.00	Registration Fee for staff to attend professional learning sessions or conferences during the school year. Association for Supervision and Curriculum Development ASCD), Georgia Science Teachers of America (GTSA), Georgia Council of Teachers of English (GCTE), Georgia Council for the Social Studies (GCSS), National Council for the Social Studies (NCSS). Georgia Coucil of Teachers of Mathematics (GCTM), Association of Mathematic Teacher Educators (AMTE) Advancement via	Strong
204-44-53-00-400204-580-1750	PL Supplies	\$0.00		
204-44-53-05-400204-580-1750	PL Computer Software	\$0.00		
204-44-62-00-400204-580-1750	PL Books and Periodicals	\$4,373.50	SIOP PL books for teachers	strong
204-44-62-05-400204-580-1750	Educational Media Books and Periodicals	\$0.00		
204-57-17-00-400204-580-1750	Custodian Extra Activity	\$0.00		
204-57-89-00-400204-580-1750	Custodian Alternative Benefits	\$0.00		
204-56-17-00-400204-580-1750	Transportation Bus Driver Extra Activity	\$4,000.00	To have a driver to take our students to and from tutorial sessions.	strong
204-56-89-00-400204-580-1750	Transporation Bus Driver Alternative Benefits	\$306.00	Benefits for bus driver.	
204-56-95-00-400204-580-1750	Transportation Gas or Diesel Fuel	\$1,500.00	Gas for buses that will take our students to and from tutorial sessions.	strong
204-56-95-10-400204-580-1750	Transportation for Parents	\$0.00		
TOTAL BUDGET		\$708,783.52		
DIFFERENCE		\$2,576.48		
(red)=overbudget				
black=underbudget/balanced				

DIRECTIONS: The Budget Worksheet will self populate from the earlier tabs.

TITLE I BUDGET SHEET

TITLE I BUDGET SHEET

School Name: **Stone Mountain High School**
 Principal: Mr. Michael Costa
 LEA: DeKalb County School District (644)

School Number: 580

Parent/Family Engagement Set-Aside
\$9,849.60

BudgetCode	Budget Category	Total	Description	Evidence Level
204-42-17-00-301204-580-1750	PFE Facilitator Extra Activity	\$700.00	Extra activity pay for teachers to facilitate Title I parent workshops to teach parents how to help their children at home with ELA, Math, Science, and Social Studies. We will hold 5 sessions for 1 hour each with 1 Parent Liaison at \$18.00 per hour for \$175.00 and 3 teachers at \$35.00 per hour for \$525.00 for a total of \$700.00. We will leave additional funds in this line item for additional sessions based on parent survey data	Strong
204-42-89-00-301204-580-1750	PFE Facilitator Alternative Benefits	\$18.55	Alternative Benefits for Facilitator.	
204-42-95-00-301204-580-1750	PFE Contracted Services	\$0.00		
204-42-97-00-301204-580-1750	PFE Communications	\$1,289.95	We will purchase stamps for the communication between the school and parents	strong
204-42-33-00-301204-580-1750	PFE Travel of Employees	\$0.00		
204-42-36-00-301204-580-1750	PFE Registration Fees	\$0.00		
204-42-95-05-301204-580-1750	PFE Other Purchased Services	\$0.00		
204-42-53-00-301204-580-1750	PFE Supplies	\$1,000.00	Supplies for workshops and events for Parents at the school throughout the year such as copy paper, colored paper, pens, pencils, and ink	
204-42-53-05-301204-580-1750	PFE Computer Software	\$3,200.00	Talking Points Software for parent newsletter (site license)	strong
204-42-53-10-301204-580-1750	PFE Technology Supplies	\$0.00		
204-42-92-00-301204-580-1750	PFE Expendible Equipment	\$0.00		
204-42-92-05-301204-580-1750	PFE Expendible Computer Equipment	\$3,641.10	One all in one color printer at 3,000.00 and one laptop at \$641.10 to be housed in the parent center.	
204-42-62-00-301204-580-1750	PFE Books and Periodicals	\$0.00		
TOTAL BUDGET		\$9,849.60		
DIFFERENCE		\$0.00		
(red)=overbudget				
black=underbudget/balanced				

TITLE I BUDGET SHEET

TITLE I BUDGET SHEET

School Name: Stone Mountain High School
Principal: Mr. Michael Costa
LEA: DeKalb County School District (644)

SchoolNumber: 580

Title I Allocation

\$711,360.00

BudgetCode	Budget Category	Total	Encumbrances	Difference	Amendment	Description	Evidence Level	PA/IS/AS#
204-38-05-00-400204-580-1750	Teacher Salary	\$90,958.88		\$ 90,958.88	\$ 90,958.88	push-in	Strong	
204-38-87-00-400204-580-1750	Teacher and Paraprofessional Group Health	\$22,680.00		\$ 22,680.00	\$ 22,680.00	for 2 full-time		
204-38-74-00-400204-580-1750	Teacher and Paraprofessional Retirement	\$19,010.41		\$ 19,010.41	\$ 19,010.41	for 2 full-time		
204-38-07-00-400204-580-1750	Paraprofessional Salary	\$0.00		\$ -	\$ -			
204-38-16-00-400204-580-1750	Substitutes for Certified Teacher Salaries	\$1,400.00		\$ 1,400.00	\$ 1,400.00	for Title I		
204-38-17-00-400204-580-1750	Afterschool/Daytime Tutorial	\$70,000.00		\$ 70,000.00	\$ 74,200.00	pay for	Strong	
204-38-89-00-400204-580-1750	Instructional Alternative Benefits (Teacher,Para,Subs,Tutor)	\$7,872.51		\$ 7,872.51	\$ 8,193.81	benefits for 2		
204-38-95-00-400204-580-1750	Instructional Contracted Services	\$0.00		\$ -	\$ -			
204-38-95-10-400204-580-1750	Instructional Contracted Services Teacher Salary (Charter Schools Only)	\$0.00		\$ -	\$ -			
204-38-53-00-400204-580-1750	Instructional Supplies	\$6,303.85	\$ 6,034.19	\$ 269.66	\$ 6,303.85	I consumable	Strong	
204-38-53-10-400204-580-1750	Instructional Technology Supplies	\$0.00		\$ -				
204-38-53-05-400204-580-1750	Instructional Computer Software	\$0.00		\$ -				
204-61-92-00-400204-580-1750	Instructional Equipment	\$0.00		\$ -	\$ 956.74			
204-61-92-05-400204-580-1750	Instructional Computers	\$0.00		\$ -	\$ -			
204-38-62-00-400204-580-1750	Instructional Books and Periodicals	\$0.00		\$ -	\$ -			
204-42-17-00-400204-580-1750	ADD PFE Facilitator Extra Activity	\$0.00		\$ -	\$ -			
204-42-89-00-400204-580-1750	ADD PFE Facilitator Alternative Benefits	\$0.00		\$ -	\$ -			
204-42-95-00-400204-580-1750	ADD PFE Contracted Services	\$0.00		\$ -	\$ -			
204-42-97-00-400204-580-1750	ADD PFE Communications	\$0.00		\$ -	\$ -			
204-42-33-00-400204-580-1750	ADD PFE Travel of Employees	\$0.00		\$ -	\$ -			
204-42-36-00-400204-580-1750	ADD PFE Registration Fees	\$0.00		\$ -	\$ -			
204-42-95-05-400204-580-1750	ADD PFE Other Purchased Services	\$0.00		\$ -	\$ -			
204-42-53-00-400204-580-1750	ADD PFE Supplies	\$0.00		\$ -	\$ -			
204-42-53-05-400204-580-1750	ADD PFE Computer Software	\$0.00		\$ -	\$ -			
204-42-53-10-400204-580-1750	ADD PFE Technology Supplies	\$0.00		\$ -	\$ -			
204-42-92-00-400204-580-1750	ADD PFE Expendible Equipment	\$0.00		\$ -	\$ -			
204-42-92-05-400204-580-1750	ADD PFE Expendible Computer Equipment	\$0.00		\$ -	\$ -			
204-42-62-00-400204-580-1750	ADD PFE Books and Periodicals	\$0.00		\$ -	\$ -			
204-42-07-00-400204-580-1750	Parent Liaison Salary	\$0.00		\$ -	\$ -			
204-42-87-00-400204-580-1750	Parent Liaisons Group Health	\$0.00		\$ -	\$ -			
204-42-74-00-400204-580-1750	Parent Liaisons Teacher Retirement	\$0.00		\$ -	\$ -			
204-42-89-00-400204-580-1750	Parent Liaisons Alternative Benefits	\$0.00		\$ -	\$ -			
204-44-16-00-400204-580-1750	PL Substitutes for Certified Teacher	\$0.00		\$ -	\$ -			
204-44-89-00-400204-580-1750	PL Alternative Benefits (Subs, Stips, Academic Coach)	\$2,446.29		\$ 2,446.29	\$ 2,003.94	benefits for 1		
204-44-12-00-400204-580-1750	PL Stipends	\$10,000.00		\$ 10,000.00	\$ -	off contract	Strong	
204-44-19-10-400204-580-1750	Academic Coach Salaries	\$68,728.10		\$ 68,728.10	\$ 75,620.26	Full-time	Strong	
204-44-87-00-400204-580-1750	Academic Coach Group Health	\$11,340.00		\$ 11,340.00	\$ 11,340.00	for 1 Full-		
204-44-74-00-400204-580-1750	Academic Coach Teacher Retirement	\$14,364.17		\$ 14,364.17	\$ 15,804.63	retirement for		
204-44-95-00-400204-580-1750	PL Contracted Services	\$0.00		\$ -	\$ -			
204-44-33-00-400204-580-1750	PL Travel of Employees	\$10,000.00		\$ 10,000.00	\$ 10,000.00	(airfare,	Strong	
204-44-36-00-400204-580-1750	PL Registration Fees	\$5,813.29		\$ 5,813.29	\$ 5,813.29	for	Strong	
204-44-53-00-400204-580-1750	PL Supplies	\$0.00		\$ -	\$ -			
204-44-53-05-400204-580-1750	PL Computer Software	\$0.00		\$ -	\$ -			
204-44-62-00-400204-580-1750	PL Books and Periodicals	\$0.00		\$ -	\$ -			
204-44-62-05-400204-580-1750	Educational Media Books and Periodicals	\$0.00		\$ -	\$ -			
204-57-17-00-400204-580-1750	Custodian Extra Activity	\$0.00		\$ -	\$ -			
204-57-89-00-400204-580-1750	Custodian Alternative Benefits	\$0.00		\$ -	\$ -			
204-56-17-00-400204-580-1750	Transportation Bus Driver Extra Activity	\$5,000.00		\$ 5,000.00	\$ 2,800.00	pay for bus		
204-56-89-00-400204-580-1750	Transportation Bus Driver Alternative Benefits	\$382.50		\$ 382.50	\$ 214.19	benefits for		
204-56-95-00-400204-580-1750	Transportation Gas or Diesel Fuel	\$2,000.00		\$ 2,000.00	\$ 1,000.00	buses to		
204-56-95-10-400204-580-1750	Transportation for Parents	\$0.00		\$ -	\$ -			
TOTAL BUDGET		\$348,300.00			\$ 348,300.00			
DIFFERENCE		\$0.00			\$ (0.00)			
(red)=overbudget								
black=underbudget/balanced								

DIRECTIONS: The Budget Worksheet will self populate from the earlier tabs.

TITLE I BUDGET SHEET

TITLE I BUDGET SHEET

School Name:
Principal:
LEA:

Stone Mountain High School
Mr. Michael Costa
DeKalb County School District (644)

SchoolNumber: 580

Parent/Family Engagement Set-Aside
\$9,849.60

BudgetCode	Budget Category	Total	Encumbrances	Difference	Amendment	Description	Evidence Level	PA/IS/AS#
204-42-17-00-301204-580-1750	PFE Facilitator Extra Activity	\$1,000.00		\$ 1,000.00	\$ 2,200.00	Extra activity pay for teachers to facilitate Title I parent workshops to teach parents how to help their children at home with ELA, Math, Science, and Social Studies	Strong	
204-42-89-00-301204-580-1750	PFE Facilitator Alternative Benefits	\$26.50		\$ 26.50	\$ 58.30			
204-42-95-00-301204-580-1750	PFE Contracted Services	\$3,273.50		\$ 3,273.50	\$ 1,000.00	Consultant outside of DeKalb County Schools for Title I parent workshops for strategies for parents to help their children at home with ELA, Reading, Math, Science, and/or Social Studies	Strong	
204-42-97-00-301204-580-1750	PFE Communications	\$0.00		\$ -	\$ -			
204-42-33-00-301204-580-1750	PFE Travel of Employees	\$0.00		\$ -	\$ -			
204-42-36-00-301204-580-1750	PFE Registration Fees	\$0.00		\$ -	\$ -			
204-42-95-05-301204-580-1750	PFE Other Purchased Services	\$0.00		\$ -	\$ -			
204-42-53-00-301204-580-1750	PFE Supplies	\$0.00		\$ -	\$ 1,041.70	PFE supplies for parent workshops, copy paper, pens, pencils, & ink for printer		
204-42-53-05-301204-580-1750	PFE Computer Software	\$0.00		\$ -	\$ -			
204-42-53-10-301204-580-1750	PFE Technology Supplies	\$0.00		\$ -	\$ -			
204-42-92-00-301204-580-1750	PFE Expendible Equipment	\$0.00		\$ -	\$ -			
204-42-92-05-301204-580-1750	PFE Expendible Computer Equipment	\$0.00		\$ -	\$ -			
204-42-62-00-301204-580-1750	PFE Books and Periodicals	\$0.00		\$ -	\$ -			
TOTAL BUDGET		\$4,300.00			\$ 4,300.00			
DIFFERENCE		\$0.00			\$ -			

(red)=overbudget	
black=underbudget/balanced	