

**DEKALB COUNTY SCHOOL DISTRICT
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

All schools will complete the following worksheets/tabs:

1. Cover Sheet
2. Data Analysis/Comprehensive Needs Assessment
3. Priority Areas (up to four)
4. Level 1-3 Initiatives
5. Level 4 Initiatives
6. Title I Schools complete the Title I Position Tab
7. Tutor Worksheet
8. Signature Page.

DO NOT DOWNLOAD THE TEMPLATE - DO NOT MAKE A COPY TO CUT & PASTE FROM (This will paste over formulas)

These steps must be followed for the template to work. These steps will ensure you save a macro-enabled workbook:

1. Go to TEAMS and select the CSIP Group/Tile
2. Select Files and choose your school name
3. Select FY25-27CSIP.xlsm

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 #5 based on the discussions with School Improvement Teams, grade levels, stakeholders, etc. Reference your data sources to create your root cause analysis.
- 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 SMARTIE 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 DEL (delete) key to clear the menu.
 - 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 SMARTIE goal. Select the Six Essential System(s) tied to the improvement strategy. Multiple systems can be selected.
- For each Improvement Strategy, list the Action Steps that support the Improvement Strategy. Use the Instructional Improvement Guide 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/CSIP Improvement Team 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/CSIP Improvement Team 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 allocate 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 step 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 CSIP Peer Review 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	MICHAEL COSTA	
District Name/State Local Education Agency (LEA) Number	DeKalb County School District (644)	
Date of Initial Local School Council Vote of Approval	29-Apr-24	
Date of Last Review/Update	4/11/2024, 6/10/24	
Principal Signature	(Signature On File)	
Director of Title I Signature	(Signature On File)	

School Vision and Mission Statement
Vision Statement
The vision of Stone Mountain High School is for each student to graduate college or career ready and to become a productive member of our society.
Mission Statement
The mission of Stone Mountain High School is to provide each student what they need, when they need it, and with urgency, to ensure excellence and achievement for all students regardless of 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	MICHAEL COSTA
Parent Representative	Deatrice Stroud
Math Dept Chair	Dephanie Hiley
Classified Staff Member	Jecorey Jackson
MTSS Specialist	Dr. Terri Bell
ELA Department Chair	Andre Reaves
Social Studies Department Chair	Andrew Robinson
Science Department Chair	Delephia Riley
World Languages Department Chair	Donna Markland
Fine Arts Department Chair	Keyandra Berry
Exceptional Education Department Chair	Melissa Tillman
Physical Education Department Chair	Tyeisha Monteiro
Assistant Principal	Dr. Samone Bowers
Assistant Principal	Cindy Nassau
Assistant Principal	Tarnisha Dent
Academic Coach	Dr. Angela Bush

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

1. List the data used to identify valid needs for improvement (Ex. demographics (African American/Black, Hispanic, ELL, Asian, Students with Disabilities & Economically Disadvantaged), student learning (MAP, Georgia GMAS), Non-Cognitive Data (Attendance, Behavioral), perception (Climate Survey)).

Science- 21-22 school year the percent developing in Biology was 46% developing and above and 18% proficient and above. 22-23 school year the percent developing in Biology was 49.3% developing and above and 22% proficient and above. Winter 23 data for Biology shows a percent developing at 45% developing and above and 20% proficient and above. The tentative data shows that during the 21/22 to 22/23 Biology comparisons there was significant growth (4.19%). However, the comparison between winter 22 and winter 23 shows a decrease overall. There was an increase in percent of developing and distinguished students but a decrease in the percent of students in the proficient category. The subgroup data for SY 22-23 shows there were increases above the target goals in all subgroups and 6% target rates were achieved in Economically Disadvantaged, English Learners, and

2. What are the results of your Root Cause Analysis using the Five Whys Protocol?

For Culture and Climate, we see a need to explicitly teach executive functioning skills to students who lack these soft skills. Additionally, there is a need for more opportunities to engage students positively with school culture through clubs, relationships, athletics, and PBIS initiatives. Finally, classroom instruction can be planned for that is engaging, relevant, and meets students where they are to encourage academic and social progress in the classroom setting. For Graduation Rate, the root cause(s) are all connected to culture and climate and inadequate instruction. Those students who do not graduate tend to be those with higher attendance and discipline rates and also did not benefit from engaging differentiated instruction.

3. 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).

Science- 1. There was a significant increase in the mastery content domains. The contents that increased were Evolution and Cellular Genetics Heredity in Accelerate. The other components (Cells, Ecology, and Classification) also increased in percent of students that were accelerated. This was due to ordering of the pacing of content. 2. All summative exams were the same. This allowed for accurate and efficient data analysis across classes and teachers. Teachers were able to discuss methods as well as outcomes of exams and whether the information needed to be retaught or various misunderstandings. 3. On and below level students took Environmental Science their 9th grade year with an emphasis on two EOC content domains (Cells and Ecology).
English/Language Arts- 1. A strength of the American Literature team is the use of data in collaborative planning to deep dive into the units of the American Literature course to calibrate the coursework to support student needs. 2. The American Literature team increased assignments promoting critical thinking, explaining textual evidence, and peer learning. 3. The team focused on writing skills. o Used the EOC writing rubrics and checklist, and exposed students to the writing framework. o Emphasized the checklist as an accessible tool on the EOC. o Used checklist for writing assignments. 4. Lennctions, an online platform was brought in along with technical support and professional learning to augment informational writing practice. o The Team administered a mock writing assessment simulating an EOC writing task. o Students and teachers received continual individual and class feedback at regular intervals. Social Studies- Some strengths in our program include teachers who utilize rich sources including primary documents and political cartoons to assist in instruction, the continued use of common assessments for each US History standard, and a change in our vertical planning as we are beginning to build some US History content into the American Government and World History courses to help support student learning.
Math- For the 21-22 school year, the percentage of students who scored developing or better was 46.10%. The percentage of students who scored developing or better was 49.30% during the 22-23 school year. That was a 3.2% increase. The students' strength during the 21-22 school year was Algebra Connections to Statistics. Their weakness was Functions. During the 22-23 school year, their strength Algebra Connections to Geometry and their weakness was Algebra Connections to Statistics. From the data, the students seem to do well on the domains that allows them to make a connection using Algebra. An example of this would be problem-based tasks or real-world problems. The following subgroups made progress from the 21-22 school year to the 22-23

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

school year: Asian (5%), Hispanic (1%), and EL (6%). Math MAP data indicates the numbers of Ninth graders scoring average to high was 28% in Fall 2021 and Fall 2022 but 36% in Fall 2023. The

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

4. 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).

Science- 1. Although there were increases across all content domains, the Cells domain remained the lowest and had a decrease in percent of students in the monitor category and the lowest percentage increase in the number of students in the accelerate category. Cells domain is roughly 20% of EOC and is the 3rd largest domain. 2. Vacancies in Bio dept.

EnglishLanguage Arts- 1. An area for growth is pace adherence. 2. Training from outside sources sharing S.W.I.R.L. strategies to support the ELL students. 3. Training from outside sources on utilizing focused small groups to support the SWD population. 4. Visitation to other schools with a population similar to SMHS, to view best practices. 5. Providing students with a conducive work area to focus and engage in the teaching and learning process, specifically, desks to accommodate all students. 6. Fully staffed ELA department.

Social Studies- Some weaknesses in our program are that despite delivering common assessments, analysis of the data and subsequent adjustment to instructional practices is not consistent, direct instruction is still the primary tool for delivering content, which does not promote student engagement or collaboration, and we do not utilize one common method across the department to analyze and discuss primary sources., which would allow student skills to develop and grow.

Some challenges to our program moving forward are that our teachers need more training and support in building and implementing lessons and assessments that include accommodations for students, particularly special education and English learners.

Math: Our data clearly points to a difference in instruction in ninth grade versus tenth grade which may be due to a lack of accountability with a state test in grade ten. A consistent math strategy utilized in all math courses, with effective PL to assist the teachers, analysis of the student work to see if the strategies are effective, and monitoring the strategies with observations will increase the

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

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

From the data analysis, what are the school's priority areas?
Priority Area 1: Increase schoolwide literacy
Priority Area 2: Increase schoolwide numeracy
Priority Area 3: Increasing the social and emotional learning awareness of students and staff
Priority Area 4: Increasing the graduation rate

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	Increase schoolwide literacy
SMARTIE Goal with Performance Measures <small> Specific, Measurable, Actionable, Realistic, Time-bound, Inclusive, Equitable - Must include subgroup targets.</small>	The English Language Arts, Science, and Social Studies departments will increase reading comprehension skills for all students in order to achieve 3% growth in content mastery for all students on the US History, American Lit, and Biology EOCs and 5% growth on the MAP Reading assessment by the end of the 2024-2025 SY, with a focus on improving scores for students with disabilities and for English Learners.
DCSD Strategic Plan Goal	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

<i>Reciprocal Teaching</i>	<i>SYSTEM 1: Standards and Curriculum Implementation</i>		
Action Steps/Tasks to Implement Improvement Strategy (Who, What, When, Where, How, Funding Source)	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1) To ensure effective implementation of the Reciprocal Teaching strategy, all content teachers will participate in weekly professional learning communities to create lessons utilizing the strategy twice in each unit of study. The Reciprocal Teaching Strategy will assist students in building literacy skills to include vocabulary acquisition and reading comprehension and will include a student engagement collaboration piece. <i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Principal Administration Team	Academic Coaches Teachers	\$3,627.15
2) To ensure effective progress monitoring, teachers will meet weekly in professional learning communities to develop, employ, and analyze common formative and summative assessments that can be utilized to progress monitor student mastery throughout the semester. Baseline data will be captured on each student in the social studies and ELA classrooms through the Common Lit Reading Skills Assessment and the MAP Reading Assessment <i>SYSTEM 4: Progress Monitoring and Analysis of Student Work</i>	Principal Administration Team	Academic Coaches Teachers	\$0.00
3) For ELA and Social Studies, teachers will utilize the Reciprocal Teaching Strategy with collaboration, for each unit. Teachers will provide students with a text, graphic organizers, guiding questions, and guidelines for annotation. The Teacher will create student groups utilizing the CCRPI Target calculator to tier students in order to promote student engagement and peer learning. Students will work in groups or pairs 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 the Reciprocal Teaching Strategy with Collaboration. <i>SYSTEM 1: Standards and Curriculum Implementation</i>	Principal Administration Team	Academic Coaches Teachers	\$0.00
4) Academic Coaches in Social Studies and English Language Arts will support implementation of the Reciprocal Teaching Strategy by providing resources, modeling expectations, and professional development for effective delivery of the strategy. <i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Principal Administration Team	Academic Coaches	\$0.00

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

5) Teachers will utilize instructional software Newsela and Common Lit to reinforce standards for all ELA and social studies classes while focusing on student literacy skills.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Principal Administration Team	Teachers	\$40,000.00
6) During PLC's, teachers and academic coaches will utilize common formative assessments to determine short-term interventions for students who do not master standards and skills during the core classroom instruction. This data will be based on MAP, Benchmark, CCRPI goal setting data, and common formative and summative assessments.	<i>SYSTEM 2: Effective Use of Data</i>	Principal Administration Team	Academic Coaches Teachers	\$0.00
7) The Principal Administration and Leadership team will monitor implementation via learning walks, reality checks, and CCVs to ensure alignment with the six systems for the Reciprocal Teaching Strategy.	<i>SYSTEM 2: Effective Use of Data</i>	Principal Administration Team	Academic Coaches Teachers	\$0.00
8)				\$0.00
9)				\$0.00
10)				\$0.00
11)				\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
12) During the week of preplanning, teachers will receive professional development from Solution Tree on effective PLC collaboration.	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Principal Administration Team	Academic Coaches	\$0.00
13. Professional Learning on Reciprocal Teaching.	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Principal Administration Team	Academic Coaches	\$0.00
14) Teachers will receive Professional Development during their planning monthly, on effective co-teaching models and analyzing diagnostic data to tier students to provide instructional strategies to decrease the number of beginning learners of SWD and ELL students, using the REAP protocol Professional Development, implementation, and support will be continuous during the year.	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>			\$0.00
15) Teachers will receive Professional Development during their planning monthly provided by Administrative Team and/or Academic Coaches on utilizing data (MAP, Benchmark, CFA, Reading assessment) with the CCRPI Goal Setting calculator, to continuously monitor the progress of students to meet targets and support subgroups. Professional Development and support will be ongoing during the year.	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>			\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
17) Share MAP data and provide a parent workshop on how to utilize the data to support student literacy.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Principal Parent Liaison		\$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)

IMPROVEMENT STRATEGY #2

<i>AVID WICOR Strategy</i>		<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Donation, After School, Foundations)
1) To ensure effective implementation of the AVID WICOR strategies in standard based classrooms, 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.	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Principal Administration Team	Teachers Academic coaches	\$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 5 strategies are Writing, Inquiry, Collaboration, Organization, and reading. This instructional approach places students at the center of their thinking and learning. Students will be given AVID strategies that will be used as the basis for comprehension and vocabulary retention.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Principal Administration Team	Teachers Academic coaches	\$0.00
3) Teachers will utilize instructional software such as Progress Learning, and IXL (and others) to reinforce standards for EOC and non EOC courses, AP courses, World Language, CTAE, Fine Arts, STEAM, Health and PE in order to support student learning and increase student achievement and graduation rate.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Principal Administration Team	Teachers	\$0.00
4) Academic coaches in ELA, Math, Science, Social Studies will support implementation and resources for effective delivery of AVID by providing professional development for WICOR strategies through progress monitoring.	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Principal Administration Team	Academic Coaches	\$0.00
5) ELA, Social Studies, Math, and Science teachers and with the support of the 4 academic coaches will implement Targeted Vocabulary Instruction on Tier 2 (academic) and Tier 3 (content-specific) vocabulary to support students with disabilities and English learners using standards-based classroom instruction, including word walls, and designated areas on the lesson plan per unit.	<i>SYSTEM 4: Progress Monitoring and Analysis of Student Work</i>	Principal Administration Team	Teachers	\$0.00
6) With the use of tier 1 instruction utilizing AVID WICOR strategies paired with student engagement (Inquiry and collaborative based group work) and with the Science coach, the Science department will increase content specific and higher order thinking skills. This collaborative group work can be in school labs, presentations, lab reports, activities or online labs from Explore Learning Gizmos.	<i>SYSTEM 3: Collaboration Planning and Instructional Practices for Deeper Learning</i>	Principal Administration Team	Science Teachers Academic coach	\$0.00
7) During PLC's, teachers and academic coaches will utilize common formative assessments to determine short-term interventions for students who do not master standards and skills during the core classroom instruction. This data will be based on MAP, Benchmark, CCRPI goal setting data, and common formative and summative assessments.	<i>SYSTEM 2: Effective Use of Data</i>	Principal Administration Team	Teachers Academic coaches	\$0.00
8) ELA, Social Studies, Math, Science, non EOC, APs, World Languages, CTAE, Fine Arts, STEAM, Health/PE teachers will utilize Instructional strategies and Educational Software that is aligned with content specific improvement strategies, instructional interventions such as Imagine Learning, IXL, Progress Learning, Explore Learning and News ELA Pro will be provided to all teachers and paraprofessionals. Teachers will utilize strategies such as differentiation, Higher order thinking skills, using Formative and Summative assessments that will also lead to data analysis generated from these assessments.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Principal Administration Team	Teachers Counselors	\$0.00

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

9) SMHS will provide teacher resources: instructional books, periodicals, technology and computer supplies and equipment needed in order to guide student practice, facilitate student access, and build student mastery of 21st Century Learning skills. Student will use all supplies and resources provided to help achieve academic success.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Principal Administration Team	Teachers	\$0.00
10) SMHS will offer credit recovery and Beyond the day programs through GA Virtual for all courses during the day and afterschool for students to meet graduation requirements. SMHS will offer afterschool tutorial for student who need extra support. SMHS will also offer a Title 1 Summer Bridge Program for ELA, Math, Social Studies, and Science during the summer, in order to help incoming freshman transition successfully.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Principal Administration Team	Teachers Counselors	\$5,000.00
11) The Principal Administration and Leadership team will monitor implementation via learning walks, reality checks, and CCVs to ensure alignment with the six systems for AVID WICOR Strategies.	<i>SYSTEM 2: Effective Use of Data</i>	Principal Administration Team	Teachers Counselors	\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
12) Teachers will receive Professional development during preplanning and with ongoing support monthly provided by Solution Tree in effective PLC implementation 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 and English Learners populations. Support will be continuous all year.	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Solution Tree	Principal Administrative/Academic Team	\$0.00
13) 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.	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Principal Administration Team	AVID site coordinator/AVID site team	\$0.00
14) During the summer, the Academic Leadership team will plan for professional learning workshops with staff on best practices for acquiring reading and vocabulary comprehension.	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Principal Administration Team	Teachers Academic coaches MTSS	\$15,000.00
15) Conference travel to Solution Tree Summit and AVID Summer Institute conferences to ensure the implementation of an effective PLC with fidelity.	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Principal Administration Team	PLC Teacher leads Academic Coaches	\$54,000.00
16) Teachers will receive monthly training and support of REAP protocol and Co planning integration implementation	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Principal Administration Team	Academic Coaches	\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
17) Provide a parent workshop on the use of AVID as a strategy and the specific WICOR strategies we are using schoolwide.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Principal Parent Liaison	\$0.00
18) September 2024-May 2025, 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.	<i>SYSTEM 2: Effective Use of Data</i>	Principal Parent Liaison	\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00

IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>	<i>Six Systems - Select 1</i>
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Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1)	<i>Six Systems - Select 1</i>		\$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

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

11)

\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
12)	<i>Six Systems - Select 1</i>			\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	<i>Six Systems - Select 1</i>			\$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)

CSIP Progress Monitoring Cycle 1: [CSIP Monitoring Cycle](#)

August to November 2024- Professional Development On Common Lit Assessment, Avid, and monthly trainings provided Solution Tree on PLCs. CSIP monitoring tool on implementation of strategies in lesson plans and walkthroughs

CSIP Progress Monitoring Cycle 2: [CSIP Monitoring Cycle](#)

CSIP Progress Monitoring Cycle 3: [CSIP Monitoring Cycle](#)

TITLE I PROGRAM WORKSHEET (SWP and TA)

School Name: **Stone Mountain High School**
 Principal: MICHAEL COSTA
 LEA Name/Number: DeKalb County School District (644)

School Number: **580**

Priority Area 1

Increase schoolwide literacy

Improvement Strategy #1

Reciprocal Teaching

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		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.)	Budget Code	Amount
1) To ensure effective implementation of the Reciprocal Teaching strategy, all content teachers will participate in weekly professional	Select from drop down menu - you may select more than one	Instructional Supplies	204-38-53-00-400204-580-1750	\$3,627.15						
2) To ensure effective progress monitoring, teachers will meet weekly in professional learning communities to develop, employ, and	Select from drop down menu - you may select more than one									
3) For ELA and Social Studies, teachers will utilize the Reciprocal Teaching Strategy with collaboration, for each unit. Teachers will										
4)Academic Coaches in Social Studies and English Language Arts will support implementation of the Reciprocal Teaching										
5) Teachers will utilize instructional software Newsela and Common Lit to reinforce standards for all ELA and social studies		Instructional Computer Software	204-38-53-05-400204-580-1750	\$40,000.00						
6) During PLC's, teachers and academic coaches will utilize common formative assessments to determine short-term										
7) The Principal Administration and Leadership team will monitor implementation via learning walks, reality checks, and CCVs to ensure										
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.)	Budget Code	Amount
12) During the week of preplanning, teachers will receive professional development from Solution Tree on effective PLC collaboration.										
13. Professional Learning on Reciprocal Teaching.										

TITLE I PROGRAM WORKSHEET (SWP and TA)

14) Teachers will receive Professional Development during their planning monthly, on effective co-teaching models and analyzing diagnostic data to tier students to provide instructional strategies to decrease the number of beginning learners of SWD and ELL students, using the REAP protocol Professional Development, implementation, and support will be continuous during the year.										
15) Teachers will receive Professional Development during their planning monthly provided by Administrative Team and/or Academic Coaches on utilizing data (MAP, Benchmark, CFA, Reading assessment) with the CCRPI Goal Setting calculator, to continuously monitor the progress of students to meet targets and support subgroups. Professional Development and support will be ongoing during the year.										
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.)	Budget Code	Amount
17) Share MAP data and provide a parent workshop on how to utilize the data to support student literacy.	You may select more than one component from the following components - Components 1-13 are required									
18)										
19)										
20)										
21)										

Improvement Strategy #2

AVID WICOR Strategy

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		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.)	Budget Code	Amount
1) To ensure effective implementation of the AVID WICOR strategies in standard based classrooms, all content area teachers will	Select from drop down menu - you may select more than one									
2) Consistent teaching and learning in all subject matters schoolwide across all grade levels during our 4x4 instructional day using the										
3) Teachers will utilize instructional software such as Progress Learning, and IXL (and others) to reinforce standards for EOC and non										
4) Academic coaches in ELA, Math, Science, Social Studies will support implementation and resources for effective delivery of AVID by										
5) ELA, Social Studies, Math, and Science teachers and with the support of the 4 academic coaches will implement Targeted										
6) With the use of tier 1 instruction utilizing AVID WICOR strategies paired with student engagement (Inquiry and collaborative based										
7) During PLC's, teachers and academic coaches will utilize common formative assessments to determine short-term										
8) ELA, Social Studies, Math, Science, non EOC, APs, World Languages, CTAE, Fine Arts, STEAM, Health/PE teachers will utilize										

TITLE I PROGRAM WORKSHEET (SWP and TA)

9) SMHS will provide teacher resources: instructional books, periodicals, technology and computer supplies and equipment needed in										
10) SMHS will offer credit recovery and Beyond the day programs through GA Virtual for all courses during the day and afterschool for	Transportation Bus Driver Extra Activity	204-56-17-00-400204-580-1750	\$3,000.00	Transportation Gas or Diesel Fuel	204-56-95-00-400204-580-1750	\$2,000.00				
11) The Principal Administration and Leadership team will monitor implementation via learning walks, reality checks, and CCVs to										
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.)	Budget Code	Amount	
12) Teachers will receive Professional development during preplanning and with ongoing support monthly provided by Solution Tree in effective PLC implementation 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 and English Learners populations. Support will be continuous all year.										
13) 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.										
14) During the summer, the Academic Leadership team will plan for professional learning workshops with staff on best practices for acquiring reading and vocabulary comprehension.	PL Stipends	204-44-12-00-400204-580-1750	\$15,000.00							
15) Conference travel to Solution Tree Summit and AVID Summer Institute conferences to ensure the implementation of an effective PLC with fidelity.	PL Registration Fees	204-44-36-00-400204-580-1750	\$16,000.00	PL Travel of Employees	204-44-33-00-400204-580-1750	\$38,000.00				
16) Teachers will receive monthly training and support of REAP protocol and Co planning integration implementation										
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.)	Budget Code	Amount
17) Provide a parent workshop on the use of AVID as a strategy and the specific WICOR strategies we are using schoolwide.	You may select more than one component from the following components - Components 1-13 are required									
18) September 2024-May 2025, conduct annual Title 1 meeting and parent workshops, as well as the parent compact and school policy.										
19)										
20)										
21)										

Improvement Strategy #3

Type Improvement Strategy Here

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		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.)	Budget Code	Amount
1)	Select from drop down menu - you may select more than one									

TITLE I PROGRAM WORKSHEET (SWP and TA)

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.)	Budget Code	Amount
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.)	Budget Code	Amount
17)	You may select more than one component from the following components - Components 1-13 are required									
18)										
19)										
20)										
21)										

TITLE I PROGRAM WORKSHEET (SWP and TA)

TITLE I PROGRAM WORKSHEET (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
									\$0.00
									Subtotal #1:
									\$43,627.15

Improvement Strategy #2

AVID WICOR Strategy

#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
									\$5,000.00
									\$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
									\$15,000.00
									\$54,000.00
									\$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
									\$0.00
								Subtotal #2:	\$74,000.00

Improvement Strategy #3

Type Improvement Strategy Here

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

TITLE I PROGRAM WORKSHEET (SWP and TA)

Subtotal #3:	\$0.00
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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	Increase schoolwide numeracy
*SMARTIE Goal with Performance Measures * Specific, Measurable, Actionable, Realistic, Time-bound, Inclusive, Equitable - Must include subgroup targets.	By the end of the 2024 – 2025 school year, the Stone Mountain Math Department will increase student mastery of math standards by implementing problem based learning in every math classroom and measuring student performance by increasing the overall median growth by 3% from 14% (Fall to Spring) to 17%, and the achievement median percentile by 3% from 24% (Fall to Spring) to 27% on the NWEA MAP Test and decreasing the number of students who score beginning on the EOC based on the baseline data for the 2023 – 2024. The Math Department will also place a priority on increasing growth on the MAP Assessment and EOC for each subgroup.
DCSD Strategic Plan Goal	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

<i>Implement Problem Based Learning</i>		<i>SYSTEM 1: Standards and Curriculum Implementation</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1) To ensure students show growth and achievement on the MAP Assessment. and to decrease the number of students scoring beginning on the EOC, teachers will implement collaborative group in order to ensure more effective understanding and retention of course content, to promote higher-level thinking, and to boost individual accountability.	<i>SYSTEM 2: Effective Use of Data</i>	Principal & Administration Team	Academic Coaches Teachers	\$0.00
2) Math teachers will meet weekly to develop Problem-Based Learning performance tasks and rubrics utilizing the Georgia Inspire and DCSD Curriculum Guide. Subject area teams will meet weekly to create, learning targets, success criteria, assignments, and collaborative group assignments/tasks.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Principal & Administration Team	Academic Coaches Teachers	\$0.00
3) Utilizing Georgia Inspire and the DCSD curriculum, students will work collaboratively to solve real-world, meaningful mathematical problems to better explore, discuss, and understand mathematical concepts.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Principal & Administration Team	Academic Coaches Teachers	\$0.00
4) The Principal Administration and Leadership team will monitor implementation via learning walks, reality checks, and CCVs to ensure alignment with the six systems for the Problem-Based Learning Strategy.	<i>SYSTEM 2: Effective Use of Data</i>	Principal & Administration Team	Academic Coaches Teachers	\$0.00
5) Students will use the AVID- based strategy of Collaboration through Problem-Based Learning to	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Principal & Administration Team	Academic Coaches Teachers	\$0.00

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

				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
12) During pre-planning, teachers will receive training in effective PLCs to assist with the construction and analysis of common assessments by Solution Tree.	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Principal & Administration Team	Academic Coaches Teachers	\$0.00
13) Teachers will receive professional development during their planning monthly provided by Administrative Team and/or Academic Coaches in order to develop an understanding of creating collaborative groups and task, to increase growth and achievement. Professional Development and support will be continuous during the year.	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Principal & Administration Team	Academic Coaches Teachers	\$0.00
14) Avid trained staff will redeliver and help implement AVID WICOR strategy of collaboration by introducing problem-based learning with all math teachers.	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Principal & Administration Team	Academic Coaches Teachers	\$0.00
15) During the summer, the Academic Leadership Team will plan for professional learning workshops with staff on creating strategic collaborative groups, instructional pacing, Gizmos and REAP protocol and project based learning.	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Principal & Administration Team	Academic Coaches Teachers	\$0.00
5) Teachers will participate in weekly data talks during PLC/Common Planning to monitor student growth/achievement, and to adjust collaborative groups using MAP, classroom assessment data and benchmark data.	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Principal & Administration Team	Academic Coaches Teachers	\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
17) The Math Department will work with the Parent Liason to host a Math Curriculum Night during the first four weeks of school for parents to receive important information, such as pacing guides, important dates, and resources that will benefit the student's learning throughout the year.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Parent Liaison and Math Department		\$10,854.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00

IMPROVEMENT STRATEGY #2

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

		<i>Six Systems - Select 1</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1)	<i>Six Systems - Select 1</i>			\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
12)	<i>Six Systems - Select 1</i>			\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	<i>Six Systems - Select 1</i>			\$0.00

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

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>		<i>Six Systems - Select 1</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1)	<i>Six Systems - Select 1</i>			\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
12)	<i>Six Systems - Select 1</i>			\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00

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.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	<i>Six Systems - Select 1</i>			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00
CSIP Progress Monitoring Cycle 1: CSIP Monitoring Cycle				
CSIP Progress Monitoring Cycle 2: CSIP Monitoring Cycle				
CSIP Progress Monitoring Cycle 3: CSIP Monitoring Cycle				

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

School Name: **Stone Mountain High School**
 Principal: MICHAEL COSTA
 LEA Name/Number: DeKalb County School District (644)

School Number: **580**

Priority Area 2

Increase schoolwide numeracy

Improvement Strategy #1

Implement Problem Based Learning

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		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.)	Budget Code	Amount
1) To ensure students show growth and achievement on the MAP Assessment, and to decrease the number of students scoring										
0										
0										
#REF!										
5) Teachers will participate in weekly data talks during PLC/Common Planning to monitor student growth/achievement, and to adjust										
3) Utilizing Georgia Inspire and the DCSD curriculum, students will work collaboratively to solve real-world, meaningful mathematical										
0										
0										
4) The Principal Administration and Leadership team will monitor implementation via learning walks, reality checks, and CCVs to										
2) Math teachers will meet weekly to develop Problem-Based Learning performance tasks and rubrics utilizing the Georgia Inspire and										
#REF!										
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.)	Budget Code	Amount
12) During pre-planning, teachers will receive training in effective PLCs to assist with the construction and analysis of common assessments by Solution Tree.										
13) Teachers will receive professional development during their planning monthly provided by Administrative Team and/or Academic Coaches in order to develop an understanding of creating collaborative groups and task, to increase growth and achievement. Professional Development										
14) Avid trained staff will redeliver and help implement AVID WICOR strategy of collaboration by introducing problem-based learning with all math teachers.										
15) During the summer, the Academic Leadership Team will plan for professional learning workshops with staff on creating strategic collaborative groups, instructional pacing, Gizmos and REAP protocol and project based learning.										
5) Teachers will participate in weekly data talks during PLC/Common Planning to monitor student growth/achievement, and to adjust collaborative groups using MAP, classroom assessment data and benchmark data.										

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

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.)	Budget Code	Amount
17) The Math Department will work with the Parent Liason to host a Math Curriculum Night during the first four weeks of school for	You may select more than one component from the following components - Components 1-13 are required	PFE Computer Software	204-42-53-05-301204-580-1750	\$4,500.00	PFE Supplies	204-42-53-00-301204-580-1750	\$2,354.00	PFE Expendible Computer Equipment	204-42-92-05-301204-580-1750	\$4,000.00
18)										
19)										
20)										
21)										

Improvement Strategy #2

0

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		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.)	Budget Code	Amount
1)	Select from drop down menu									
2)										
3)										
4)										
5)										
6)										
7)										
8)										
9)										
10)										
11)										

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

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.)	Budget Code	Amount
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.)	Budget Code	Amount
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

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		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.)	Budget Code	Amount
1)	Select from drop down menu									
2)										
3)										
4)										
5)										
6)										
7)										

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

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.)	Budget Code	Amount
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.)	Budget Code	Amount
17)	You may select more than one component from the following components - Components 1-13 are required									
18)										
19)										
20)										
21)										

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	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
									\$0.00
								Subtotal #2:	\$0.00
Improvement Strategy #3									
Type Improvement Strategy Here									
#4			#5			#6			Total Federal Funding for Action Step
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	
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00

TITLE I PROGRAM WORKSHEET 2 (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
									\$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 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	Increasing the social and emotional learning awareness of students and staff
*SMARTIE Goal with Performance Measures * Specific, Measurable, Actionable, Realistic, Time-bound, Inclusive, Equitable - Must include subgroup targets.	Stone Mountain High School will utilize a schoolwide social emotional learning curriculum as well as increasing the identification and progress monitoring of students served through MTSS Behavioral interventions resulting in a 3% improvement in average daily attendance and a 20% reduction in disciplinary incidents among all students including a 25% reduction of incidents from students with disabilities and African-American students.
DCSD Strategic Plan Goal	Goal Area IV: Culture and Climate

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

<i>Positive Behavior Interventions and Supports (PBIS)</i>		<i>SYSTEM 5: Academic and Behavioral Support</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1) Faculty, staff and administrators will be provided monthly professional development on implementing the PBIS model, advancing equity, reducing risky behaviors and other topics that will increase the social-emotional awareness of all stakeholders.	<i>SYSTEM 5: Academic and Behavioral Support</i>	PBIS Team, School Culture and Climate Team		\$0.00
2) Implementing weekly sessions utilizing the Facing History and Ourselves SEL curriculum will occur during extended learning time which will build relationships between teachers and students and student-to-student. These SEL sessions will help students learn and practice essential life skills.	<i>SYSTEM 5: Academic and Behavioral Support</i>	PBIS Team, School Culture and Climate Team		\$0.00
3) Each semester, cohorts of students and staff will be created to foster relationships between all stakeholders. These cohorts will allow staff to cultivate relationships with students and each other leading to better educational outcomes. Students will be identified based on grade level.	<i>SYSTEM 5: Academic and Behavioral Support</i>	PBIS Team, School Culture and Climate Team		\$0.00
4) In a shared meeting time, grade-level teachers meet weekly to discuss each student, from a strength-based perspective, using student level data that is updated each week. They collaborate to identify struggling students and interventions, as well as students needing acceleration.	<i>SYSTEM 5: Academic and Behavioral Support</i>	PBIS Team, School Culture and Climate Team		\$0.00
5) Monthly, grade-level teacher teams identify students in need of more intensive support and possibly referral to the MTSS process that engages the community to identify the most effective response.	<i>SYSTEM 5: Academic and Behavioral Support</i>	PBIS Team, School Culture and Climate Team		\$0.00

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

6) In partnership with College AIM and Naviance, all students will receive college and career preparation resources and training.	<i>SYSTEM 5: Academic and Behavioral Support</i>	PBIS Team, School Culture and Climate Team		\$0.00
9) The Principal Administration and Leadership team will monitor implementation via learning walks, reality checks, and CCVs to ensure alignment with the six systems for Naviance Tasks.	<i>SYSTEM 2: Effective Use of Data</i>	PBIS Team, School Culture and Climate Team		\$0.00
8) Students will be provided outlets for their academic, athletic, community and social interests including sports, clubs (i.e. International Club, SGA, and Drama), career pathways (i.e. Entrepreneurship, Intro to Government and Public Administration, and Early Childhood) and community organizations (i.e. 100 Black men of DeKalb Scholars Board and Omega Psi Phi Project Uplift).	<i>SYSTEM 5: Academic and Behavioral Support</i>	PBIS Team, School Culture and Climate Team		\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
12) Faculty, staff and administrators will be provided monthly professional development on implementing the Facing History and Ourselves model, advancing equity, reducing risky behaviors and other topics that will increase the social-emotional awareness of all stakeholders.	SYSTEM 5: Academic and Behavioral Support	PBIS Team, School Culture and Climate Team		\$0.00
13) Teachers will receive professional development twice each semester (August, October, January, and March) on implementing PBIS as a means to track positive student behaviors.	SYSTEM 5: Academic and Behavioral Support	PBIS Team, School Culture and Climate Team		\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
17) A parent informational night will be held on two different dates in September and January to provide an overview on PBIS, our current implementation status, and how they can partner with us in informing better decisions and outcomes for their students. One meeting will be in-person and one virtual each month listed above.	SYSTEM 5: Academic and Behavioral Support	PBIS Team, School Culture and Climate Team		\$0.00
18) A parent information night will occur in September and January to provide an overview of PBIS. Each session will highlight how parents and faculty can use PBIS to improve student behaviors and monitor student progress. Meeting will be both virtual and in-person.	SYSTEM 5: Academic and Behavioral Support	PBIS Team, School Culture and Climate Team		\$0.00
19) Parents will be invited to participate in MTSS Process meetings when the data indicated students may need more intense interventions. This will be ongoing as the data merits.	SYSTEM 5: Academic and Behavioral Support	PBIS Team, School Culture and Climate Team		\$0.00
20)				\$0.00
21)				\$0.00
IMPROVEMENT STRATEGY #2				
<i>Establishing Attendance Standard Operating Procedures</i>		<i>SYSTEM 5: Academic and Behavioral Support</i>		

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

Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1) For the 24-25 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.	<i>SYSTEM 5: Academic and Behavioral Support</i>	School Culture and Climate Team	\$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 Liaison will monitor daily attendance by teacher submission to ensure that accurate attendance records are being kept by teachers and substitutes.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Attendance Task Force	\$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 or LiveSchool to manage tardies and attendance issues.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Attendance Task Force	\$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%)	<i>SYSTEM 5: Academic and Behavioral Support</i>	Attendance Task Force	\$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.	<i>SYSTEM 5: Academic and Behavioral Support</i>	ESOL and Exceptional Ed Dept	\$0.00
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.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Attendance Task Force	\$0.00

PRIORITY AREA 3, 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.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Attendance Task Force		\$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.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Attendance Task Force		\$0.00
9) The Attendance Task force will celebrate teachers and staff members with over a 95% attendance monthly.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Attendance Task Force		\$0.00
10) For the 24-25 SY, Stone Mountain High will utilize SmartPass or School Mint to reduce the number of tardies and skipping by incorporating digital school pass to better monitor student attendance within the building and during the school day.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Attendance Task Force		\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
12) Train staff in August on SmartPass or School Mint digital pass technology.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Principal		\$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.		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, General, Grant, PTA, Donation, After School, Foundations)

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

17) Host a Parent Meeting in August to discuss the impact of student attendance on student outcomes. Parents will learn how two absences in August are early indicators for truancy.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Admin Team		\$0.00
18) Utilize Liveschool Recaps technology to provide weekly attendance reports to parents including absences and tardiness.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Teachers		\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00

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

IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1)	<i>Six Systems - Select 1</i>			\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
12)	<i>Six Systems - Select 1</i>			\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	Six Systems - Select 1			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00
CSIP Progress Monitoring Cycle 1: CSIP Monitoring Cycle				
CSIP Progress Monitoring Cycle 2: CSIP Monitoring Cycle				
CSIP Progress Monitoring Cycle 3: CSIP Monitoring Cycle				

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

School Name: **Stone Mountain High School**
 Principal: MICHAEL COSTA
 LEA Name/Number: DeKalb County School District (644)

School Number: **580**

Priority Area 3

Increasing the social and emotional learning awareness of students and staff

Improvement Strategy #1

Positive Behavior Interventions and Supports (PBIS)

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3		
		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.)	Budget Code	Amount
1) Faculty, staff and administrators will be provided monthly professional development on implementing the PBIS model, advancing	Select from drop down menu - you may select more than one									
2) Implementing weekly sessions utilizing the Facing History and Ourselves SEL curriculum will occur during extended learning time which										
3) Each semester, cohorts of students and staff will be created to foster relationships between all stakeholders. These cohorts will										
4) In a shared meeting time, grade-level teachers meet weekly to discuss each student, from a strength-based perspective, using										
5) Monthly, grade-level teacher teams identify students in need of more intensive support and possibly referral to the MTSS process that										
6) In partnership with College AIM and Naviance, all students will receive college and career preparation resources and training.										
9) The Principal Administration and Leadership team will monitor implementation via learning walks, reality checks, and CCVs to ensure										
8) Students will be provided outlets for their academic, athletic, community and social interests including sports, clubs (i.e.										
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.)	Budget Code	Amount
12) Faculty, staff and administrators will be provided monthly professional development on implementing the Facing History and Ourselves model, advancing equity, reducing risky behaviors and other topics that will increase the social-emotional awareness of all stakeholders.										
13) Teachers will receive professional development twice each semester (August, October, January, and March) on implementing PBIS as a means to track positive student behaviors.										
14)										

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

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.)	Budget Code	Amount
17) A parent informational night will be held on two different dates in September and January to provide an overview on PBIS, our current	You may select more than one component from the following components - Components 1-13 are required.									
18) A parent information night will occur in September and January to provide an overview of PBIS. Each session will highlight how										
19) Parents will be invited to participate in MTSS Process meetings when the data indicated students may need more intense										
20)										
21)										

Improvement Strategy #2

Establishing Attendance Standard Operating Procedures

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3		
		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.)	Budget Code	Amount
1) For the 24-25 SY, Stone Mountain High School will establish an Attendance Task Force consisting of an Attendance Liaison,	Select from drop down menu - you may select more than one									
2) The Attendance Liaison (Assistant Principal) and Secretary will monitor attendance and communicate with Parents/ Guardians by										
3) The Attendance Liaison (Assistant Principal) and the established Attendance Task Force will help to provide positive incentives for students										
4) The Attendance Liaison and Task Force will establish small at-risk groups for students to provide support and guidance to students.										
5) The ESOL Department and Special Education department will identify at risk students in their departments and call parents										
6) The Attendance Coordinator and Task Force will establish teacher mentors for students who need support with attendance. Students will										
7) The School Social Worker will meet with students, Parents/ Guardians to help remove barriers and improve student attendance.										
8) The Attendance Task Force will celebrate students who have an attendance rate of 90% or greater every month to promote student										
9) The Attendance Task force will celebrate teachers and staff members with over a 95% attendance monthly.										
10) For the 24-25 SY, Stone Mountain High will utilize SmartPass or School Mint to reduce the number of tardies and skipping by incorporating										

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

11)		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.)	Budget Code	Amount
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)										
12)	Train staff in August on SmartPass or School Mint digital pass technology.									
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.)	Budget Code	Amount
17)	Host a Parent Meeting in August to discuss the impact of student attendance on student outcomes. Parents will learn how two	You may select more than one component from the following components - Components 1-13 are required								
18)	Utilize Liveschool Recaps technology to provide weekly attendance reports to parents including absences and tardiness.									
19)										
20)										
21)										

Improvement Strategy #3

Type Improvement Strategy Here

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3		
		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.)	Budget Code	Amount
1)	Select from drop down menu - you may select more than one									
2)										
3)										
4)										
5)										

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

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.)	Budget Code	Amount
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.)	Budget Code	Amount
17)	You may select more than one component from the following components - Components 1-13 are required									
18)										
19)										
20)										
21)										

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

									\$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
									\$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 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	Increasing the graduation rate
*SMARTIE Goal with Performance Measures * Specific, Measurable, Actionable, Realistic, Time-bound, Inclusive, Equitable - Must include subgroup targets.	Stone Mountain High School will establish and sustain a four-year graduation cohort rate over 80% for all students and reach a 61% four-year graduation cohort rate for students with disabilities,
DCSD Strategic Plan Goal	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

<i>Implementing the DCSD Graduation Cohort Monitoring Protocol with Fidelity</i>		<i>SYSTEM 2: Effective Use of Data</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1) SMHS will establish a Graduation Cohort team meeting twice monthly to monitor the course failure rate of all students.	<i>SYSTEM 2: Effective Use of Data</i>	Admin Team, Counselors, LTSE, Registrar, Data Clerk, Social Worker		\$0.00
2) In August, counselors will audit the schedules of all 10-12th grade students to ensure they are taking required courses for graduation and are scheduled appropriately.	<i>SYSTEM 2: Effective Use of Data</i>	Counselors		\$0.00
3) In August, meet with the Graduation Cohort team to review monthly duties and responsibilities.	<i>SYSTEM 2: Effective Use of Data</i>	Principal		\$0.00
4) In August and January, host honor roll ceremonies to support and encourage the academic success of students.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Counselors		\$0.00

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

5) Each semester, enroll students needing credit recovery in Georgia Virtual Credit Recovery programs and monitor their completion biweekly to ensure they are on track to complete the courses.	<i>SYSTEM 4: Progress Monitoring and Analysis of Student Work</i>	Counselors		\$0.00
6) Students who have final grades of 60-69 at the conclusion of first and second semester, will be assigned credit restoration opportunities for two weeks to support standards mastery and successful course completion.	<i>SYSTEM 5: Academic and Behavioral Support</i>	Counselors		\$0.00
7)				\$0.00
8)				\$0.00
9)				\$0.00
10)				\$0.00
11)				\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
12) Provide a professional learning session in September that provides teachers clarity on the graduation cohort protocols used by the district to monitor cohort data with fidelity.	SYSTEM 4: Progress Monitoring and Analysis of Student Work	Graduation Cohort Team		\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
17) A grade-level parent information night will occur in September and October to provide an overview of graduation requirements and course offerings.	SYSTEM 4: Progress Monitoring and Analysis of Student Work	Admin Team,		\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00
IMPROVEMENT STRATEGY #2				
Type Improvement Strategy Here		Six Systems - Select 1		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1)	Six Systems - Select 1			\$0.00
2)				\$0.00
3)				\$0.00
4)				\$0.00
5)				\$0.00

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

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.		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, General, Grant, PTA, Donation, After School, Foundations)
12)	<i>Six Systems - Select 1</i>			\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	<i>Six Systems - Select 1</i>			\$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>		<i>Six Systems - Select 1</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1)	<i>Six Systems - Select 1</i>			\$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.		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, General, Grant, PTA, Donation, After School, Foundations)
12)	<i>Six Systems - Select 1</i>			\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00

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.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	Six Systems - Select 1			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00
CSIP Progress Monitoring Cycle 1: CSIP Monitoring Cycle				
CSIP Progress Monitoring Cycle 2: CSIP Monitoring Cycle				
CSIP Progress Monitoring Cycle 3: CSIP Monitoring Cycle				

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

School Name: **Stone Mountain High School**

School Number: **580**

Principal: MICHAEL COSTA

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

Priority Area 4

Increasing the graduation rate

Improvement Strategy #1

Implementing the DCSD Graduation Cohort Monitoring Protocol with Fidelity

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3		
		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.)	Budget Code	Amount
1) SMHS will establish a Graduation Cohort team meeting twice monthly to monitor the course failure rate of all students.	Select from drop down menu - you may select more than one									
2) In August, counselors will audit the schedules of all 10-12th grade students to ensure they are taking required courses for										
3) In August, meet with the Graduation Cohort team to review monthly duties and responsibilities.										
4) In August and January, host honor roll ceremonies to support and encourage the academic success of students.										
5) Each semester, enroll students needing credit recovery in Georgia Virtual Credit Recovery programs and monitor their										
6) Students who have final grades of 60-69 at the conclusion of first and second semester, will be assigned credit restoration opportunities										
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.)	Budget Code	Amount
12) Provide a professional learning session in September that provides teachers clarity on the graduation cohort protocols used by the district to monitor cohort data with fidelity.										
13)										

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

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.)	Budget Code	Amount
17) A grade-level parent information night will occur in September and October to provide an overview of graduation requirements and	You may select more than one component from the following components - Components 1-13 are required									
18)										
19)										
20)										
21)										

Improvement Strategy #2

Type Improvement Strategy Here

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3		
		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.)	Budget Code	Amount
1)	Select from drop down menu									
2)										
3)										
4)										
5)										
6)										
7)										
8)										

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

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.)	Budget Code	Amount	
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.)	Budget Code	Amount
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

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3		
		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.)	Budget Code	Amount
1)	Select from drop down menu									
2)										

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

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.)	Budget Code	Amount
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.)	Budget Code	Amount
17)	You may select more than one component from the following components - Components 1-13 are required									
18)										
19)										
20)										
21)										

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

School Name: **Stone Mountain High School**

School Number: **580**

Priority Area 4

Increasing the graduation rate

Improvement Strategy #1

Implementing the DCSD Graduation Cohort Monitoring Protocol with Fidelity

#4			#5			#6			Total Federal Funding for Action Step
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	
									\$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
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
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
								Subtotal #1:	\$0.00

Improvement Strategy #2

Type Improvement Strategy Here

#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

TITLE I PROGRAM WORKSHEET 4 (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
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
								Subtotal #2:	\$0.00
Improvement Strategy #3									
Type Improvement Strategy Here									
#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 4 (SWP and TA)

									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 <small>(May select up to six Budget Categories for each action step.)</small>	Budget Code	Amount	Budget Category 5 <small>(May select up to six Budget Categories for each action step.)</small>	Budget Code	Amount	Budget Category 6 <small>(May select up to six Budget Categories for each action step.)</small>	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 <small>(May select up to six Budget Categories for each action step.)</small>	Budget Code	Amount	Budget Category 5 <small>(May select up to six Budget Categories for each action step.)</small>	Budget Code	Amount	Budget Category 6 <small>(May select up to six Budget Categories for each action step.)</small>	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:	MICHAEL COSTA	
LEA Name/Number:	DeKalb County School District (644)	

Position #	#1	#2	#3	#4	#5	#6
Employee Number:		20087454	20037411	20067251	20240883	
Last Name of Title I Paid Person	smalls	BUSH	CLIFTON	WHITEHEAD	STROUD	
First Name of Title I Paid Person	STEPHANIE	ANGELA	LAKEISHA	KENDYIA	DEATRICE	
Position	Academic Coach	Academic Coach	Academic Coach	Academic Coach	Parent Liasion, Title I	
Position Number:						
Budget Account Code	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	204-42-07-00-400204-580-1750	#N/A
Grade Level	12-Sep	9-12	9-12	9-12		
Subject Licensed	SS	SCIENCE	MATH	ELA		
Certified or Non-Certified	Certified	Certified	Certified	Certified	Non-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	\$76,000.00	\$93,000.00	\$86,000.00	\$77,000.00	\$27,500.00	
Salary Adjustment %	2.50%	2.50%	2.50%	2.50%	2.50%	0.00%
Salary Adjustment Annual Amt.	\$1,900.00	\$2,325.00	\$2,150.00	\$1,925.00	\$687.50	\$0.00
Annual Salary	\$77,900.00	\$95,325.00	\$88,150.00	\$78,925.00	\$28,187.50	\$0.00
Alternative Benefits	\$2,064.35	\$2,526.11	\$2,335.98	\$2,091.51	\$746.97	\$0.00
Retirement	\$16,281.10	\$19,922.93	\$18,423.35	\$16,495.33	\$5,891.19	\$0.00
Health Insurance	\$21,120.00	\$21,120.00	\$21,120.00	\$21,120.00	\$16,590.00	\$0.00
Total Benefits	\$39,465.45	\$43,569.04	\$41,879.33	\$39,706.84	\$23,228.16	\$0.00
Total Cost of Position	\$117,365.45	\$138,894.04	\$130,029.33	\$118,631.84	\$51,415.66	\$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
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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

TUTOR WORKSHEET

School Name/Number:

Stone Mountain High School

School Number: **580**

Principal:

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			
SUMMER CR	7	After School	Yes	20	6	840	40.00	33,600.00	890.40	34,490.40				
PRE/POST PLANNING	7	After School	Yes	4	1	28	40.00	1,120.00	29.68	1,149.68				
COORDINATOR	1	After School	Yes	2	4	8	40.00	320.00	8.48	328.48				
FALL/SPRING CR	7	After School	Yes	2	18	252	40.00	10,080.00	267.12	10,347.12				
PRE/POST PLANNING	7	After School	Yes	4	1	28	40.00	1,120.00	29.68	1,149.68	Salary - Daytime	0.00		
COORDINATOR	1	After School	Yes	2	16	32	40.00	1,280.00	33.92	1,313.92	Salary - AfterSchool	55,440.00		
SUMMER BRIDGE	4	After School	Yes	12	3	144	40.00	5,760.00	152.64	5,912.64	FICA - Daytime	0.00		
COORDINATOR	1	After School	Yes	2	3	6	40.00	240.00	6.36	246.36	FICA - AfterSchool	1469.16		
PRE/POST PLANNING	4	After School	Yes	4	3	48	40.00	1,920.00	50.88	1,970.88	FICA - Total	1469.16		
FALL/SPRING CR (Saturday)*	5	After School	Yes	4	6	120		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	56,909.16		
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	Total Cost - All	56,909.16		
	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	TOTALS
	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	TOTALS
	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
	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
	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

TOTALS

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
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
Totals					61	1506		55,440.00	1,469.16	56,909.16	

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: **MICHAEL COSTA**
 LEA: **DeKalb County School District (644)**

School Number: **580**

Title I Allocation
\$783,900.00

BudgetCode	Budget Category	Total	Description	Evidence Level
204-38-05-00-400204-580-1750	Teacher Salary	\$0.00	Salary for part-time teacher to close the math achievement gap for studetn in Grades 9-12	
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	\$55,440.00	Extra activity pay for teachers for afterschool tutorial Summer tutorial program and Credit Recovery for 1 carnegie unit in ELA, math, science, and Social Studies for students Grades 9 - 12 FALL AND SPRING CR 7 TEACHERS; SUMMER CR 7 TEACHERS; SUMMER BRIDGE 4 TEACHERS	

			Alt. benefits for part-time teacher to close the math achievement gap for students in Grades 9-12 and for tutorial teachers	
204-38-89-00-400204-580-1750	Instructional Alternative Benefits (Teacher,Para,Subs,Tutor)	\$1,469.16		
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		
			Supplemental consumable supplies for students in Grades K - 5 for student work samples, assessments, and responses during the day and tutorial: composition books, workbooks, paper, chart paper, pens/pencils, highlighters, notebooks	
204-38-53-00-400204-580-1750	Instructional Supplies	\$3,627.15		
204-38-53-10-400204-580-1750	Instructional Technology Supplies	\$0.00		

			COMMON LIT, GIZMOS, PROGRESS LEARNING, IMAGINE LEARNING, iXL, DREAMBOX (QUOTES NEEDED) computer software to supplement instruction in ELA, math, science, and Social Studies for students in Grades 9-12 for remediation and reinforcement of standards	
204-38-53-05-400204-580-1750	Instructional Computer Software	\$40,000.00		
204-61-92-00-400204-580-1750	Instructional Equipment	\$0.00		
204-61-92-01-400204-580-1750	Instructional Equipment (greater than or equal to \$5000)	\$0.00		
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		
204-42-53-00-400204-580-1750	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	\$28,187.50	Salary for 1 Full-time parent liaison for parent/family engagement to assist with Title I parent workshops, activities, and classes and provide resources for parents for ELA, math, science, and Social Studies at home	
204-42-87-00-400204-580-1750	Parent Liaisons Group Health	\$16,590.00	Health benefits for 1 Full-time parent liaison for parent/family engagement to assist with Title I parent workshops, activities, and classes and provide resources for parents for ELA, math, science, and Social Studies at home	

204-42-74-00-400204-580-1750	Parent Liaisons Teacher Retirement	\$5,891.19	Retirement for 1 Full-time parent liaison for parent/family engagement to assist with Title I parent workshops, activities, and classes and provide resources for parents for ELA, math, science, and Social Studies at home	
204-42-89-00-400204-580-1750	Parent Liaisons Alternative Benefits	\$746.97	Alt. benefits for 1 Full-time parent liaison for parent/family engagement to assist with Title I parent workshops, activities, and classes and provide resources for parents for ELA, math, science, and Social Studies at home	
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)	\$9,955.45	Alt. Benefits for 4 academic coaches and for off contract core teachers for professional learning to supplement instruction in ELA, math, science, and Social Studies	

204-44-12-00-400204-580-1750	PL Stipends	\$15,000.00	Need Topic - Stipends for off contract core teachers for professional learning to supplement instruction in ELA, math, science, and Social Studies
204-44-19-10-400204-580-1750	Academic Coach Salaries	\$340,300.00	Salary for 4 Full-time (1 - ELA; 1 - Math, 1 - Science and 1 - S.S.) Grades 9 - 12 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
204-44-87-00-400204-580-1750	Academic Coach Group Health	\$84,480.00	Health Benefits for 4 Full-time (1 - ELA; 1 - Math, 1 - Science and 1 - S.S.) Grades 9 - 12 academic coaches
204-44-74-00-400204-580-1750	Academic Coach Teacher Retirement	\$71,122.70	Retirement for 4 Full-time (1 - ELA; 1 - Math, 1 - Science and 1 - S.S.) Grades 9 - 12 academic coaches
204-44-95-00-400204-580-1750	PL Contracted Services	\$0.00	

204-44-33-00-400204-580-1750	PL Travel of Employees	\$38,000.00	Travel (airfare, mileage, meals, shuttle, baggage, hotel) for conferences for strategies and resources to supplement instruction in math and science for students in Grades 9 - 12; 8 AVID 4 PLC 4 BARR CONFERENCE	
204-44-36-00-400204-580-1750	PL Registration Fees	\$16,000.00	Registration for conferences for strategies and resources to supplement instruction in math and science for students in Grades 9 - 12; 8 AVID 4 PLC 4 BARR CONFERENCE	
204-44-53-00-400204-580-1750	PL Supplies	\$0.00		
204-44-53-05-400204-580-1750	PL Computer Software	\$0.00		
204-44-92-00-400204-580-1750	PL Equipment	\$0.00		
204-44-62-00-400204-580-1750	PL Books and Periodicals	\$0.00	AVID BOOKS NEED TITLES AND \$\$\$ IN JULY	
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	\$3,000.00	Extra activity pay for bus drivers to transport students from after school tutorial and to/from summer tutorial for remediation, reinforcement, and enrichment of ELA, math, science, and Social Studies standards	
204-56-89-00-400204-580-1750	Transportation Bus Driver Alternative Benefits	\$229.50	Alternative benefits for bus driver extra activity pay	
204-56-95-00-400204-580-1750	Transportation Gas or Diesel Fuel	\$2,000.00	Fuel for buses to transport students from after school tutorial and to/from summer tutorial for remediation, reinforcement, and enrichment of ELA, math, science, and Social Studies standards	
204-56-95-10-400204-580-1750	Transportation for Parents	\$0.00		
TOTAL BUDGET		\$732,039.62		
DIFFERENCE		\$51,860.38		
(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: MICHAEL COSTA
 LEA: DeKalb County School District (644)

School Number: 580

Parent/Family Engagement Set-Aside
\$10,854.00

BudgetCode	Budget Category	Total	Description	Evidence Level
204-42-17-00-301204-580-1750	PFE Facilitator Extra Activity	\$0.00		
204-42-89-00-301204-580-1750	PFE Facilitator Alternative Benefits	\$0.00		
204-42-95-00-301204-580-1750	PFE Contracted Services	\$0.00		
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		

204-42-53-00-301204-580-1750	PFE Supplies	\$2,354.00	Supplemental consumable supplies for Title I parent communication (Title I parent meetings, workshops, core content nights) for resource for parents to help their child at home with core content: paper, toner/ink cartridges, markers, pens, pencils, legal pads, post its	
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			TALKING POINTS computer software for parents to use to help their children in Grades 9 - 12 with ELA, math, science, and Social Studies for remediation and reinforcement of standards	
204-42-53-05-301204-580-1750	PFE Computer Software	\$4,500.00		
204-42-53-10-301204-580-1750	PFE Technology Supplies	\$0.00		
204-42-92-00-301204-580-1750	PFE Expendible Equipment	\$0.00		
			4 computers @ \$1,000 each for parent use for resources to help their children at home with ELA, reading, math, science, and Social Studies	
204-42-92-05-301204-580-1750	PFE Expendible Computer Equipment	\$4,000.00		
204-42-62-00-301204-580-1750	PFE Books and Periodicals	\$0.00		
TOTAL BUDGET		\$10,854.00		
DIFFERENCE		\$0.00		
(red)=overbudget				

black=underbudget/balanced			
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Title I Planning Team Signature Page

Stone Mountain High School

Enter Date:

Signatures below indicate participation in the development and/or revision of the Continuous School Improvement Plan (CSIP).

Parents are important stakeholders and must be included in the development and implementation of your Title I plan.

Reason for Revision of the Continuous School Improvement Plan:

Name	Signature	Date	Position or Role
x			Principal
x			Parent
x			