

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

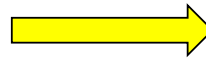
**These directions are provided as a quick guide and complement the Support Sessions offered and the DCSD CSIP Screen Cast.**

**ALL SCHOOLS**

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

Change macro settings in the Trust Center.

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



If you need further assistance email [CSIP@dekabsschoolsga.org](mailto:CSIP@dekabsschoolsga.org) and a helpdesk ticket will be entered for you.

All schools will complete the following worksheets/tabs:

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

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

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

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

### Cover Sheet

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

- Type

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

- List:

- School Improvement Team Members' positions and names

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

## Data Analysis/ Comprehensive Needs Assessment

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

## Priority Area Worksheets

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

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

### Structure/Processes:

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

### Monitoring for Fidelity:

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

### Resources:

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

Professional Learning:

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

Family Engagement:

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

Personnel:

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

**For Title I Schools:**

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

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

## ALL TITLE I SCHOOLS

### Title I Worksheets

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

#### Priority Area, Improvement Strategies, and Action Steps

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

#### Title I Components

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

#### Budget Category

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

#### Budget Code

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

#### Amount

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

#### Total Federal Funding for Action Step

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

#### Professional Learning

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

#### Parent and Family Engagement

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

## Tutor Worksheet

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

### Person's Name or Vacant

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

### Daytime or After school Tutoring

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

### Regular DCSD Employee

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

### Title I Paid Hours per Week

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

### Total Number of Weeks

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

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

## Title I Position Salary Worksheet (1-8)

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

### Person's Employee Number, if known

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

### Last name of the Title I Paid Position

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

### First name of the Title I Paid Position

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

### Position name

- From the drop down menu, select the position.

### Position/Job number

- Enter the position/job number, if known.

### Grade Level and/or Subject

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

### Subject(s) Licensed

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

### Certified or Non-Certified

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

Years of experience

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

Certificate Type/Pay Grade

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

Months

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

Regular DCSD Employee

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

% Title I paid

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

% Paid by other

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

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

**Title I Schoolwide Budget Sheet**

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

**Signature Page**

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

# CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP)

<b>School Name</b>	<b>Martin Luther King Jr High Sch</b>	<b>School Number: 574</b>
<b>School Address</b>	3991 Snapfinger Road, Lithonia, GA 30038	
<b>Principal</b>	Mr. Michael Alexander	
<b>District Name/State Local Education Agency (LEA) Number</b>	DeKalb County School District (644)	
<b>Date of Initial Local School Council Vote of Approval</b>	17-Feb-22	
<b>Date of Last Review/Update</b>	8/5/2022	
<b>Principal Signature</b>	_____	(Signature On File)
<b>Director of Title I Signature</b>	_____	(Signature On File)

School Vision and Mission Statement
<b>Vision Statement</b>
Working together to cultivate well-rounded leaders who are fully prepared and ready to excel in a global society.
<b>Mission Statement</b>
Our mission is to educate, empower, enable and engage students in a rigorous and relevant curriculum, while developing mutual respect and responsibility in an evolving world.

District Strategic Plan Goal Alignment
<b>Goal Area I: Student Success with Equity and Access</b>
<b>Goal Area II: Stakeholder Engagement and Communication</b>
<b>Goal Area III: Staff Effectiveness</b>
<b>Goal Area IV: Culture and Climate</b>
<b>Goal Area V: Organizational Excellence</b>

Goal Area VI: Facilities	
School Improvement Team Membership	Name
Principal	Michael Alexander
Parent Representative	Eukeethia Barnew
Assistant Principal	Thalia Watson
Assistant Principal	Brandon Thompson
Academic Coach	Kedral Thornton
Academic Coach	Chulrae Proctor
English Teacher	Justin Cloud
Social Studies Team Lead	Marquis Baker
Certified Staff Member	Jovan Phillip- History Teacher
Student Representative	Alissa Sledge
Science Lead	Jennifer Jones
Business Partner	Rick Shrewsbury
Math Teacher	Knicki Bowers
Exceptional Education Staff Member	Casady Evans- Teacher
Spanish Staff Member	Christine Paris- Teacher
Para-professional	Sameal Graves

# SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

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

Benchmark Fall 2021 Scores - Fall and Winter 2020-21 EOC Scores - Fall 2021-2023; Course Grade Data Fall 2021-2023; CSIP Data - Spring 2021-2023; Discipline Data - 2021-2023; Attendance Data; Ethnicity, Gender Data; Focus Walk Data; GA Health Survey; EOC Data 2021-2023, STAR Climate rating

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

1.) Balanced Gender Population, 2.) A small homeless population; 3.) Collaborative Planning Protocol 4.) Universal Lesson Plan Template; 5.) Increase in MAP scores from Fall to Winter in 9th and 10th Grade Literacy. The MAP Winter administration (Dec/Jan) for the 20-21 school year revealed that 38% of our students were tiered in the lower percentile for ELA/Literacy. In the same year during the Fall administration (Aug/Sept), 39.5% of our students were tiered in the lower percentile. This shows almost a 2% decrease in the percentage of students in the lower tier. In comparison to the Winter administration for the 19-20 school year, where 34.5% of our students were tiered in the lower percentile for ELA/Literacy. The Fall administration of the same year showed that 29% of our students were in the lower tier. This shows a 5.5% increase of students at the lower tier, equating to no growth. Overall, there is an increase in the number of students in the lower tier from year to year ranging from 3.5-10.5%. The 20-21 data shows a decrease at the lower percentile tier of 1.5% but an increase at the LOAVG tier of 4.5%. However, at the AVG, HIAVG and HI tier there is a slight decrease between .5-2%. Suggesting that students are moving away from the beginning tier but are not being accelerated in every tier consistently. The 20-21 school year administration of MAP both Fall and Winter show a slightly different growth model. There is an increase among the lower percentile tier from 35.5% to 36.5%, a 3% increase in the LOAVG tier, suggesting no growth, however there is slight growth between the AVG, and HI tiers with HIAVG seeing a decrease of .5%. The significance of the MAP administration for both years shed light on the connection to the GA Milestone expected and predicted Data. During the 19-20 administration, the bands of the lower percentile and the low average percentile suggest that students would trend up at beginning, approaching developing, and developing. This is especially true for the LOAVG and AVG students that would suggest and increase in Milestone tiers from Beginning to Developing and Developing



## SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

to Proficiency respectively. Although the data for the entire 19-20 Milestone administration is inconclusive due to COVID-19, the trend still favors an increase. The MAP testing data from the Winter and Fall administration of the 20-21 school year in comparison to the 19-20 school year, showed little to no significant growth. In fact, the data highlights that there were less students tiering in the lower percentile in the Fall of the 19-20 school year than any other administration. Thus, suggesting that students should have followed the trend of increase throughout the next administration, however that was not the case with more than a 10% increase in the percentage of lower tiered students during the next years administration. The 19-20 data shows a slight decrease of students in the lower tier between the Fall and Winter administration but the opposite in respect to the previous year. The 18-19 school year administration of MAP both Fall and Winter show a slightly different growth model. There is a decrease among the lower percentile tier from 29% to 34.5%, a 5.5% increase in the LOAVG tier, suggesting no growth, with a slight decrease in LOAVG, AVG, HIAVG, and HI ranging from .5-1.5%. The significance of the MAP administration for both years shed light on the connection to the GA Milestone expected and predicted Data. Although there is a fluctuation of growth, the 19-20 administration of the MAP, Fall and Winter, are congruent with Milestone Data for Winter 19-21 and supports the same trend even without Spring Milestone data due to COVID-19. For instance, during the 18-19 administration about 30% of students were tiered in the beginning band, which is reflective of the number of beginning students for the Milestone. Additionally, Milestone Data from 17-18 and 18-19 shows an increase in student achievement in ELA/Literacy 6.) Increase in 9th Grade Lit, American Lit Economics, US History EOC Scores, and Biology. Based upon the data 9th Grade Lit. realized an increase in scores receiving Developing or Higher, from 35.3% in 2017, to 46.6% in 2018 to 61.9% in 2018. In 2017 American Literature and Composition scores went from 36% at Developing or Higher to 43.1% in 2017 to 53.3% in 2018. In Economics, the EOC Content scores increased from 38.6% in 2017 to 57.4% in 2018. Moreover, the percentage of students achieving a Lexile measure greater than or equal to 1275 on the GA Milestones American Lit. EOC has increased from 35.2% in 2018 to 46.6% in 2017 to 46.8% in 2018. In U.S. History in 2015 44.5% of students scored at Developing or Higher; however there was a decrease in scores in 2018 at 38.6%, but students scoring Developing or Higher increased to 44.6%, the highest its been in three years. Biology realized gains on EOC from 2016 to 2017; 27.1% of students at Developing or Higher in 2018, 30% of students at Developing or Higher in 2017, and 35% of students at Developing or Higher in 2018. 7.) There has also been a progressive increase in students completing the CTAE pathway and earning national recognized credentials from 14.8% in 2016 to 11.3% in 2017 to more than doubling in 2018 at 23.9%. 8.) Decrease in the number of discipline incidences decreased from 2,982 in 2017 to 2,086 in 2019. In addition, while there were decrease in 4 year cohorts and graduation from 2017 to 2018, there is an increase in both 4 year Cohort and Graduation Rate. In 4 year cohort - Data on the 4 Year Cohort is as follows: 73.61% in 2015, 69.77% in 2016, and 74.4% in 2017. Concurrently, according to CCRPI data it shows a decline in students graduating in a 5 Year Cohort. 9.) 2018-2019 increase in EOC 9th Grade Lit. students scoring Developing or Higher from 64.29% to 81.22% 10.) 2018-2019 increase in EOC Analytical Geometry scores for students scoring Developing or Higher from 36.61% to 47.79% 11) 2018-2019 increase in EOC Biology scores for students scoring Developing or Higher from 57.01% to 59.85% 12) Increased number of students on EOC scoring Distinguished on Biology from 2.80% to 10.26% 12) 2018-2019 increase in EOC Coordinate Algebra scores for students scoring Developing or Higher from 37.1% to 47.79% 13) 2018-2019 increase in EOC Physical Science scores for students scoring Developing or Higher from 29.7% to 64% 14) 2018-2019 increase in EOC U.S History scores for students scoring Developing or Higher from 56.69% to 73.16%. State, Federal, & local funds will be used to support instruction by way of hiring teachers and support personnel to aid in ensuring the proficient success in Math and Literacy, which are our priority areas. We will use these funds to support with our instructional initiatives such as: Evening Credit Recovery, Make-up Monday, and Saturday School to support with EOC preparation. In addition, we will be rolling out several instructional initiatives that will need to be supported by Professional Development. We will be focusing on the three part lesson and gradual release instructional model. Professional Learning in these areas will be needed throughout the year to support with overall implementation. Other funds from CTAE are also utilized to support initiatives to ensure that we have pathway completion.

# SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

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

1) According to our CCRPI, for the last years ending (2018, 2019) our STAR Climate rating has slowly decreasing from 76.30 to 74.40, with a decrease in all categories. High incidents involving students in hallways, with 107 students given OSS dispositions in 2017-18. According to the Student Health Surveys, many of the students felt unsafe. This focus is based on three primary areas: Attendance and Student Disrespect/Incivility, according to the 3-year trend. In 2017-2018, the total number of referrals issued for the high priority areas were: 57% for Student Invalidity/Disrespect-Insubordination; 28% for Attendance Related infractions; and 1.5% for Fighting/Battery. In 2017-18 the total number of referrals issued for the high priority areas were: 44% for Student Invalidity/Disrespect-Insubordination; 24% for Attendance Related infractions; and 9.5% for Fighting/Battery. In 2018-19, the total number of referrals issued for the high priorities areas. During the 2021-2022 school year, from August 2021- April 2022, 57% of the students at King High School missed five (5) or more unexcused absences. Additionally, 17% of the students were issued attendance referrals for skipping, tardies, and/or truancy. With 51% of those students being 9th grade students and 80% of those students either 9th or 10th grade students receiving an attendance referral. Moreover, 35% of the enrolled students receive OSS, with 12% with 4 – 10 days. Additionally, 35% of the students King High School received a discipline referral between the months of August to April. 2.) We have a high population of students with special needs (18%) IEP's and a population of 100% Economically Disadvantage students. 3.) High course failures in Math; 4.) Low performance on EOC in all content areas; 5.) Low numbers of students who score at Distinguished or higher on the Georgia Milestone Assessment in Coordinate Algebra, Biology, American Literature, and U.S. History. 6.) Prior to COVID 19, between the 17-18 and 19-20 school year, 67 – 78% of students at King High School scored developing and below on the Georgia Milestone U.S. History Assessment. Immediately following, the scores decreased to 90-94% of the students at King High School scoring developing and below on the U.S. History Milestone Assessment. Additionally, for the 2021-2022 school year, at least 98% of the students enrolled in the U.S. History course did not demonstrate mastery of the GSE standards on the District benchmarks. Similar, between the 17-18 and 19-20 school year, 70-80% of the students scored developing and below on the Georgia Milestone Biology Assessment; however, for the Winter 2021 administration, 91% of the students scored developing and below. Additionally, on each District benchmark assessment, at least 87% of those students did not master the GSE standards. In 2018, the over 96% of the Coordinate Algebra students participated in the Georgia Milestone; however, developing and above was 31.04%, in comparison to the district at 57.03%, and the state at 70%. During the fall Map Administration, of the 408 (9th and 10th grade) students, only 92 students score at or above Grade Level, and the Mean RIT Score (202.2 and 205) for Reading. Similar, for the Fall 2021 Map Mathematics Administration, the mean RIT score was between 211 and 216 and only 90 students scored at or above Grade Level.

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

Due to Covid-19, the data for the 2019-2021 is limited and does not provide an accurate representation of our school environment to allow myself or team members to make data assessments that are needed to assess improvement. I will be using the 2018-19 and 2021-2022 SY Diagnostic and MAP Assessment Data to drive all instructional initiatives for ML King High School.

# SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

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

**Priority Area 1:**

Math

**Priority Area 2:**

Literacy

**Priority Area 3:**

Culture and Climate

**Priority Area 4:**





# 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).

<b>Priority Area 1</b>	Math
<b>*SMART Goal with Performance Measures</b>  * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	By the end of the each school year between 2022-2023 to 2023-2024, respectively, we will: improve student mastery of academically rigorous numeracy standards, in Math as measured by 1) Increase the number of students achieving developing or higher on the Coordinate Algebra GA Milestone Assessments by 3% yearly from 31.04%(Spring 2019 Report) to 37.4% respectively; 2) Meet CCRPI performance targets for ED, SWD, and Black subgroups. 3) Decrease the number of beginning learners for the SWD subgroup by 5% yearly from 79.55% (Spring 2019 Report) to 69.55%
<b>DCSD Strategic Plan Goal</b>	DCSD Goal Area 1: Student Success with Equity and Access

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

## IMPROVEMENT STRATEGY #1

<i>Do the Math Protocol</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1) Teachers will incorporate the "Do the Math" protocol while implementing the District Formative Assessment Task, using mathematical manipulatives, to increase the number of students scoring developing and above on the Georgia Milestones Assessment by 3%. During collaborative planning, the academic coaches and teachers will use the "Do the Math" Protocol to prepare lessons to improve mastery of standards.	Teachers, Math Academic Coach, Dept. Chairperson, Grade Level Team Leader	Illuminate Data from Diagnostic Assessment, Data Analysis Protocol, Collaborative	\$0.00
2) Teachers will use Tiering/Differentiated Instruction activities at the beginning of each Instructional Coordinate Algebra Unit to reteach prerequisite skills using the District Coordinate Algebra Diagnostic Assessment, to increase the number of students scoring developing and above on the Georgia Milestones Assessment by 3%. Anchor charts will be created to support with reteaching and redelivery.	Teachers, Math Academic Coach, Dept. Chairperson, Grade Level Team Leader	Student Work Samples	\$0.00
3) Using an interdisciplinary approach, teachers will assign students weekly practice for extended learning time using an online platform (illuminate, delta math, Edugeunity, USATESTPREP.) to analyze data to create closing activities to conclude the week to increase the number of students scoring developing and above on the Georgia Milestones Assessment by 3%. Keyboards and mice will be used in labs to support students without devices.	Teachers, Math Academic Coach, Dept. Chairperson, Grade Team Leader	Online platform data, student work samples	\$11,434.74

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

4) Using an interdisciplinary approach, teachers will implement the three-part lesson with fidelity (incorporating the district's daily dose) using to effectively teach numeracy in the classroom and to in increase performance on the Georgia Milestone Assessment by 3%. Teachers will utilize Smartboards and the unique feature of the remote to engage students in formative activities in the classroom.	Teachers, Math Academic Coach, Dept Chairperson, Grade Team Leader	Observation Documentation, Lesson Plans, Instructional Calendars, Online Platform Data	\$0.00
5) Using an interdisciplinary approach, teachers will provide instruction for students in Math, ELA, Science, Social Studies for Credit Recovery using an interdisciplinary approaches for students needing to recover carnigie units toward graduation.	Teachers, Academic Coaches, Assistant Principals, Counselors	Pre/Post Assessments, EOC scores	\$17,914.43
6) Academic Conferences will be hosted with the students each grading period. Illuminate Data, MAP Data and Benchmark data will be printed and made available for each student to coach them through analyzing their data and set goals to support areas of growth. Portable Smartboards will facilitate Lunch and Learn Sessions to host academic conferences and outline goals to support student achievement.	Teachers, Math Academic Coach, Dept Chairperson, Grade Team Leader	Student Work Samples, Data from Exit Tickets	\$0.00
7) Charging Stations/Cabinets will be made available for students to charge their devices so that they can effective engage in the Academic Data Talks during the Lunch and Learn Sessions if outlets or adapters are unavailable.	Teachers, Math Academic Coach, Dept Chairperson, Grade Team Leader	Student Work Samples, Data from Exit Tickets, collaborative	\$0.00
8) Weekly, Mathematics Teachers will use the Do-Now to introduce Collegiate level questions in relation to the current GSE standard(s), to provide real-world connections, increase DOK 3 and 4 questioning, and increase constructed response.	Teachers, Math Academic Coach, Dept Chairperson, Grade Team Leader	Student Work Samples, Data from Exit Tickets, Constructed responses on	\$0.00
9) Weekly, Teachers will improve student's conctructed response skills on the Georgia Milestone by 3% using Poyla's problem solving and/or Newman's Prompts. Weekly Station Teaching Instructional Strategies will be implmemented every Tuesday and Thursday to support differentiated instruction in content areas to engage and support student content mastery.	Administrative Team, Academic Coaches, Teachers	Student Data, Goal Setting Programs and	\$0.00
			\$0.00
			\$0.00

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
4) Teachers will receive Professional Development during their planning each Wednesday of the selected month provided by Administrative Team and/or Academic Coaches in order to develop an understanding of using diagnostic data to tier students to provide instructional strategies to decrease the number of beginning learners of SWD students. Professional Development, implementation, and support will be continuous each year.	Principal, Administrative Team, Academic Coaches	Student Work Samples	\$0.00
5) Teachers will receive Professional Development during their planning each Wednesday of the selected month provided by Administrative Team and/or Academic Coaches on Illuminate Education (creating assessments) to support teachers in successful classroom implementation to meet targets and support subgroups. Professional development, implementation, and support will be continuous each year. Data Presentations will be made using stationary Smartboard located in the Instructional/Professional Development and Data Room.	Principal, Administrative Team, Academic Coaches	Illuminate Data Reports	\$0.00
6) Teachers will receive Professional Development during their planning each Wednesday of the selected month provided by Administrative Team and/or Academic Coaches on Illuminate Education (data reports) to support teachers in successful classroom implementation to meet targets and support subgroups. Professional development, implementation, and support will be continuous each year.	Principal, Administrative Team, Academic Coaches		\$0.00
7) During the summer, the Academic Leadership Team will plan for professional learning workshops with staff on best practices for acquiring vocabulary through Three-Read Protocol strategy to increase student performance in numeracy on the Georgia Milestone End of Course Assessment by 3%.	Principal, Administrative Team, Academic Coaches		\$6,300.00
	Principal, Administrative Team,		\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
The Parent Engagement Team will provide Stakeholders learning opportunities during February and September to understand the online platforms purchased (Edgenuity) to support students with numeracy skills to increase the number of students students scoring developing and above on the Coordinate Algebra GA milestones.	Principal, Administrative Team, Academic Coaches		\$0.00



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

8) The Parent Engagement Team will provide Stakeholder information and opportunities to give input feedback and request resources to assist their children at home with math (numeracy skills) content and to help with their child's transition to the next grade level; translations will be made available based on need/request (stakeholder input meetings, annual meetings. Curriculum Night, core content night, CSIP, Compact and Policy development, parent/teacher conferences, email, website, and calling posts).	Principal, Administrative Team, Academic Coaches		\$0.00
	Principal, Administrative Team		\$0.00
	Principal, Administrative Team		\$0.00
			\$0.00

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

## IMPROVEMENT STRATEGY #2

<i>Problem-Based Learning</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	Supplemental Title I Funding Budgeted to Support Action Step	
	Person/Position Responsible	Other (Optional, for school use)	Title I
1) Every Wednesday, Teachers will open the instructional lesson with an EOC based word problem for the students to complete using the 3 read protocol to improve literacy and increase the number of students scoring developing and above on the Georgia Milestones Coordinate Algebra Assessment by 3%. Student work samples will be laminated and posted on instructional boards as exemplars in the classroom	Math Academic Coach, Dept. Chairperson, Grade Level Team Leader	Student Samples	\$0.00
2) Each Semester, Teachers will provide students an opportunity to create a project demonstrating mastery of problem based learning skills using the 3 read protocol to improve literacy and increase the number of students scoring developing and above on the Georgia Milestones Coordinate Algebra Assessment by 3%. Student work samples will be laminated and posted on instructional boards as exemplars in the classroom	Math Academic Coach, Dept. Chairperson, Grade Level Team Leader	Student Project Samples	\$0.00
3) Teachers will assign students weekly practice for extended learning time using an online platform (i.e. illuminate, delta math, Edgenuity, etc.) to increase critical thinking skills with real world applications to increase the number of students scoring developing and above on the Georgia Milestones Coordinate Algebra Assessment by 3%.	Math Academic Coach, Dept. Chairperson, Grade Team Leader	Online data reports	\$32,166.00
4) Academic Conferences will be hosted with the students each grading period. Illuminate Data, MAP Data and Benchmark data will be printed and made available for each student to coach them through analyzing their data and set goals to support areas of growth.	Math Academic Coach, Dept. Chairperson, Grade Level Team Leader	Data Reports	\$0.00
5) In the Spring semester of 9th grade, with the counselors, students will complete Strengths Explorer Assessment to find strengths in post-secondary careers, pathway, or military options to assist students with discovering post-secondary options.	Counselors, Teacher Leaders, Administrative team		\$0.00
			\$0.00
			\$0.00

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

			\$0.00
			\$0.00
			\$0.00
			\$0.00
<b>Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i></b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
<b>Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.</b>	<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>	<b>Title I</b>
4) Teachers during their planning, will receive professional development during Professional Learning Wednesdays regarding how to successfully implement Problem-Based Learning and developing projects within their respective courses using the 3 read protocol to decrease the number of beginning learners on the GA Milestone assessment by 5% each year.	Principal, Administrative Team, Academic Coaches		\$0.00
5) Teachers will participate in Professional Learning Wednesdays by Administrative Team and/or Academic Coach, regarding using rubrics and constructive feedback (linked to resources) for Problem-Based Learning Projects with their respective courses to decrease the number of beginning learners on the GA Milestone assessment by 5% each year.	Principal, Administrative Team, Academic Coaches		\$0.00
6) ASCD Conference 2023 (March 31 - April 3, 2023) -ASCD empowers educators to achieve excellence in learning, teaching, and leading so that every child is healthy, safe, engaged, supported, and challenged. Redelivery will be provided during pre-planning as well as though Wednesday Professional Learning session for core content areas, and as needed based on the data analysis from Exit Tickets and Benchmark Data via Illuminate.	Principal, Leadership Team		\$8,000.00
6) Model Schools Conference 2023 (June 25-28) -Model Schools mission is to assist schools in providing ALL students with a rigorous and relevant instructional program that is future-focused and grounded in a culture that fosters strong personal relationships among students and adults alike.. Redelivery will be provided during pre-planning as well as though Wednesday Professional Learning session for core content areas, and as needed based on the data analysis from Exit Tickets and Benchmark Data via Illuminate.	Principal, Leadership Team		\$14,550.00
			\$0.00

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

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
6) Parent Engagement Team provide workshops to parents via Parent Universities regarding the use of online platforms in order to assist students at home. - September 2022 / February 2023. Curriculum Night, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences, email, calling post, website will also serve as resources of information for parents. Translations of all documents are available upon request.	Principal, Administrative Team, Academic Coaches, Parent Engagement Team		\$0.00
			\$0.00
			\$0.00
20)			\$0.00
21)			\$0.00
IMPROVEMENT STRATEGY #3			
	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
			\$0.00
2)			\$0.00

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

3)			\$0.00
4)			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00

## PRIORITY AREA 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 &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12)			\$0.00
13)			\$0.00
14)			\$0.00
15)			\$0.00
16)			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17)			\$0.00
18)			\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00

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

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

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

CSIP Team will disaggregate the data and review the findings to determine if, as a school, whether the strategies selected actually led to achieving our SMART Goal. The Team will then meet to determine how to refine or accelerate our strategies. Online platforms such as Illuminate, Edgenuity, and USA Testprep will provide formative and summative data to monitor student progress and the successful implementation of new instructional strategies. In addition, Fall and Spring administration of MAP and Georgia Milestone Assessment (EOC) will provide data as evidence of student progress.

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

Walkthrough forms created through Google Docs will be used weekly during classroom walkthroughs and evaluations to monitor teacher implementation. Moreover the electronic Google Form will compile data to accurately assess if improvement strategies are deployed. In addition, these strategies should be evidenced with unit and lesson plans. Moreover, faculty, staff and students will receive a survey quarterly with questions regarding the implementation of strategies and action plans. The CSIP Data Team will disaggregate the data to present to the CSIP Review Team. The Review team will look at the findings to determine whether the improvement strategies were deployed with fidelity. Then the entire CSIP team, along school leadership will meet to determine how to monitor implementation more efficiently and/or how to continue successful deployment of strategies.

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

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

The MAP Winter administration (Dec/Jan) for the 19-20 school year revealed that 34.5% of our students were tiered in the lower percentile for Math. In the same year during the Fall administration (Aug/Sept), 36% of our students were tiered in the lower percentile for Math. This shows almost a 2% decrease in the percentage of students in the lower tier. In comparison to the Winter administration for the 18-19 school year, where 36.5% of our students were tiered in the lower percentile for Math. The Fall administration of the same year showed that 35.5% of our students were in the lower tier. This shows a 1% increase of students at the lower tier equating to no growth. Overall, the amount of growth from year to year was between .5-2%.

Math Talks and Tiered Math Professional Development provided real time data specifically for math teachers. During this time teachers were able to implement weekly math talks with their students based on summative and/or formative assessment data points. In addition, Data driven Professional Development Sessions with teachers were presented to staff prior to the midpoint of the semester. This allowed for teachers to identify student groups and provide support for each group.

*Due to Covid-19, the data for the 2019-2021 is limited and does not provide an accurate representation of our school environment to allow myself or team members to make data assessments that are needed to assess improvement. I will be using the 2018-19 and 2021-2022 SY Diagnostic and MAP Assessment Data to drive all instructional initiatives for ML King High School.*

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

The MAP testing data from the Winter and Fall administration of the 19-20 school year in comparison to the 18-19 school year, showed slight growth in the Math subject area. The 19-20 data shows a decrease at the lower percentile tier of 1.5% but an increase at the LOAVG tier of 4.5%. However, at the AVG, HIAVG and HI tier there is a slight decrease between .5-2%. Suggesting that students are moving away from the beginning tier but are not being accelerated in every tier consistently. The 18-19 school year administration of MAP both Fall and Winter show a slightly different growth model. There is an increase among the lower percentile tier from 35.5% to 36.5%, a 3% increase in the LOAVG tier, suggesting no growth, however there is slight growth between the AVG, and HI tiers with HIAVG seeing a decrease of .5%. The significance of the MAP administration for both years shed light on the connection to the GA Milestone expected and predicted Data. During the 19-20 administration, the bands of the lower percentile and the low average percentile suggest that students would trend up at beginning, approaching developing, and developing. This is especially true for the LOAVG and AVG students that would suggest and increase in Milestone tiers from Beginning to Developing and Proficiency respectively. Although very slight growth is shown, the trend since 17-18 school year shows and increase in student achievement in Math. Although the data for the entire 19-20 Milestone administration is inconclusive due to COVID-19, the trend still favors an increase. Due to Covid-19, the data for the 2019-2021 is limited and does not provide an accurate representation of our school environment to allow myself or team members to make data assessments that are needed to assess improvement. I will be using the 2018-19 and 2021-2022 SY Diagnostic and MAP Assessment Data to drive all instructional initiatives for ML King High School.

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

With the inconsistency with the growth model and to ensure adequate growth, the focus is to shift to that of the "bubble" students who show approaching developing and developing or LOAVG and AVG during the MAP administration and shows developing during the Milestone administration. The emphasis will be to monitor data using summative and formative assessments coupled with instructional support to ensure standards mastery by students. Although there will not be Spring MAP or milestone data in the comparison growth model, the focus will remain and is recommended. Due to Covid-19, the data for the 2019-2021 is limited and does not provide an accurate representation of our school environment to allow myself or team members to make data assessments that are needed to assess improvement. I will be using the 2018-19 and 2021-2022 SY Diagnostic and MAP Assessment Data to drive all instructional initiatives for ML King High School.

# TITLE I PROGRAM WORKSHEET (SWP and TA)

School Name: **Martin Luther King Jr High Sch**  
 Principal: Mr. Michael Alexander  
 LEA Name/Number: DeKalb County School District (644)

School Number: **574**

Priority Area 1

Math

Improvement Strategy #1

Do the Math Protocol

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) Teachers will incorporate the "Do the Math" protocol while implementing the District Formative Assessment Task, using mathematical manipulatives, to increase the number of students scoring developing and above on the Georgia Milestones Assessment by 3%. During collaborative planning, the academic coaches and teachers will use the "Do the Math" Protocol to prepare lessons to										
2) Teachers will use Tiering/Differentiated Instruction activities at the beginning of each Instructional Coordinate Algebra Unit to reteach prerequisite skills using the District Coordinate Algebra Diagnostic Assessment, to increase the number of students scoring developing and above on the Georgia Milestones Assessment by 3%. <del>Anchor charts will be created to support</del>										
3) Using an interdisciplinary approach, teachers will assign students weekly practice for extended learning time using an online platform (illuminate, delta math, Edugeunity, USATESTPREP.) to analyze data to create closing activities to conclude the week to increase the number of students scoring developing and above on the Georgia Milestones Assessment by 3%. <del>Keyboards</del>	Schoolwide Reform Strategies (TA & SWP)	Instructional Computers	204-61-92-05-400204-574-1750	\$11,434.74						
4) Using an interdisciplinary approach, teachers will implement the three-part lesson with fidelity (incorporating the district's daily dose) using to effectively teach numeracy in the classroom and to increase performance on the Georgia Milestone Assessment by 3%	Schoolwide Reform Strategies (TA & SWP)									
5) Using an interdisciplinary approach, teachers will provide instruction for students in Math, ELA, Science, Social Studies for Credit	Schoolwide Reform Strategies (TA & SWP)	Transportation Bus Driver Extra Activity	204-56-17-00-400204-574-1750	\$10,897.54	Transportation Gas or Diesel Fuel	204-56-95-00-400204-574-1750	\$7,016.89			
6) Academic Conferences will be hosted with the students each grading period. Illuminate Data, MAP Data and Benchmark data will be printed and made available for each student to coach them through analyzing their data and set <del>goals to support areas of growth. Details</del>	Schoolwide Reform Strategies (TA & SWP)									
7) Charging Stations/Cabinets will be made available for students to charge their devices so that they can effectively engage in the Academic Data Talks during the Lunch and Learn Sessions if outlets or adapters are unavailable.	Schoolwide Reform Strategies (TA & SWP)									



# TITLE I PROGRAM WORKSHEET (SWP and TA)

8) Weekly, Mathematics Teachers will use the Do-Now to introduce Collegiate level questions in relation to the current GSE standard(s), to										
9) Weekly, Teachers will improve student's constructed response skills on the Georgia Milestone by 3% using Poyla's problem solving										
0										
0										

Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
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## TITLE I PROGRAM WORKSHEET (SWP and TA)

4) Teachers will receive Professional Development during their planning each Wednesday of the selected month provided by Administrative Team and/or Academic Coaches in order to develop an understanding of using diagnostic data to tier students to provide instructional strategies to decrease the number of beginning learners of SWD students. Professional Development, implementation, and support will be continuous each year.										
5) Teachers will receive Professional Development during their planning each Wednesday of the selected month provided by Administrative Team and/or Academic Coaches on Illuminate Education (creating assessments) to support teachers in successful classroom implementation to meet targets and support subgroups. Professional development, implementation, and support will be continuous each year. Data Presentations will be made using stationary Smartboard located in the Instructional/Professional Development and Data Room.										
6) Teachers will receive Professional Development during their planning each Wednesday of the selected month provided by Administrative Team and/or Academic Coaches on Illuminate Education (data reports) to support teachers in successful classroom implementation to meet targets and support subgroups. Professional development, implementation, and support will be continuous each year.										
7) During the summer, the Academic Leadership Team will plan for professional learning workshops with staff on best practices for acquiring vocabulary through Three-Read Protocol strategy to increase student performance in numeracy on the Georgia Milestone End of Course	PL Stipends	204-44-12-00-400204-574-1750		\$6,300.00						
0										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
The Parent Engagement Team will provide Stakeholders learning opportunities during February and September to understand the online platforms purchased (Edgenuity) to support students with numeracy skills to increase the number of students students scoring developing and above on the <u>Coordinate Algebra GA milestones</u>	You may select more than one component from the following components - Components 1-13 are required 1) Convene a Title I Annual public meeting 2) Offer a flexible number of meetings 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide									
8) The Parent Engagement Team will provide Stakeholder information and opportunities to give input feedback and request resources to assist their children at home with math (numeracy skills) content and to help with their child's transition to the next grade level; translations will be made available based on need/request (stakeholder input meetings, annual meetings, Curriculum Night, core content night, CSIP, Compact and Policy development, parent/teacher conferences, email, website, and calling posts).	1) Convene a Title I Annual public meeting 2) Offer a flexible number of meetings 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide program plans 4) Provide timely information to parents through various methods 5) Provide regular opportunities for parents to meet with school staff 6) Provide for parent comments and feedback on the content of the Schoolwide program plan									
0										
0										
0										

### Improvement Strategy #2

#### 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



## TITLE I PROGRAM WORKSHEET (SWP and TA)

6) Model Schools Conference 2023 (June 25-28) -Model Schools mission is to assist schools in providing ALL students with a rigorous and relevant instructional program that is future-focused and grounded in a culture that fosters strong personal relationships among students and adults	PL Travel of Employees	204-44-33-00-400204-574-1750	\$9,600.00	PL Registration Fees	204-44-36-00-400204-574-1750	\$4,950.00				
0										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
6) Parent Engagement Team provide workshops to parents via Parent Universities regarding the use of online platforms in order to assist students at home. - September 2022 / February 2023. Curriculum Night, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences, email, calling post, website will also serve as resources of information for parents. Translations of all documents are available upon request.	You may select more than one component from the following components - Components 1-13 are required 9) Provide materials and training to help parents work with their children to improve achievement. 1) Convene a Title I Annual public meeting 1) Convene a Title I Annual public meeting You may select more than one component from the following components - Components 1-13 are required 9) Provide materials and training to help parents work with their children to improve achievement. 1) Convene a Title I Annual public meeting  2) Offer a flexible number of meetings 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide program plans 4) Provide timely information to parents through various methods 5) Provide regular opportunities for parents to	PFE Facilitator Extra Activity	204-42-17-00-301204-574-1750							
0										
0										
20)										
21)										

### Improvement Strategy #3

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
0										
2)										
3)										
4)										

## TITLE I PROGRAM WORKSHEET (SWP and TA)

5)										
6)										
7)										
8)										
9)										
10)										
11)										
<b>Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</b>		<b>Budget Category 1 (May select up to six Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 2 (May select up to six Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 3 (May select up to six Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>
12)										
13)										
14)										
15)										
16)										
<b>Parent/Family Engagement Action Steps</b>	<b>Title I Parent/Family Engagement Component</b>	<b>Budget Category 1 (May select up to six Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 2 (May select up to six Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 3 (May select up to six Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>
17)										
18)										
19)										
20)										
21)										

# TITLE I PROGRAM WORKSHEET (SWP and TA)

School Name: **Martin Luther King Jr High Sch**

School Number: **574**

Priority Area 1

Math

Improvement Strategy #1

Do the Math Protocol

#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
									\$11,434.74
									\$0.00
									\$17,914.43
									\$0.00
									\$0.00

**TITLE I PROGRAM WORKSHEET (SWP and TA)**

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

## TITLE I PROGRAM WORKSHEET (SWP and TA)

									\$0.00
									\$0.00
									\$0.00
									\$6,300.00
									\$0.00
<b>Budget Category 4</b> <small>(May select up to six Budget Categories for each action step.)</small>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 5</b> <small>(May select up to six Budget Categories for each action step.)</small>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 6</b> <small>(May select up to six Budget Categories for each action step.)</small>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
								<b>Subtotal #1:</b>	<b>\$35,649.17</b>

**Improvement Strategy #2**

**Problem-Based Learning**

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









## 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).

<b>Priority Area 2</b>	Literacy
<b>*SMART Goal with Performance Measures</b>  * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	By the end of the each school year between 2021-2022 to 2022-2023, we will: improve student mastery of academically rigorous literacy standards, in ELA as measured by 2) Increase the number of students achieving developing or higher on the American Literature and Composition ELA GA Milestone Assessments by 3% each year from 43.1% to 49.89% and 46.6% to 53.93% respectively; 3) Increase CCRPI performance targets for ED, SWD, and AA subgroups by 3% annually.
<b>DCSD Strategic Plan Goal</b>	DCSD Goal Area I: Student Success with Equity and Access

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

### IMPROVEMENT STRATEGY #1

<i>Direct and Explicit Comprehension Strategy Instruction: Close Reading and Hybrid Reading Strategy</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
<b>Action Steps/Tasks to Implement Improvement Strategy</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
	<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>	<b>Title I</b>
1) Using an interdisciplinary approach, students will practice reading strategies during/after independent reading and during regular instructional time, when applicable, to increase the number of students scoring developing or above on the Georgia Milestones American Literature End of Course Assessment by 3%.	Teachers, Department Chairperson, Academic Coaches, Administrative Team	USATestPrep, Edgenuity, Illuminate and Reading Plus, Lesson Plans, Data Analysis Protocol	\$0.00
2) Teachers will recognize and reward students that meet their reading goal for MAP in order to effectively impact reading comprehension schoolwide and to increase the number of students scoring developing on the American Literature Georgia Milestone End of Course Assessment by 3%.	Teachers, Department Chairperson, Academic Coaches, Administrative Team	USATestPrep, Edgenuity, Illuminate and Reading Plus, Lesson Plans	\$0.00
3) Teachers will use the King Basic Skills Diagnostic Assessment for each English courses at the beginning of the year to identify and reteach prerequisite skills to increase the number of students scoring developing or above on the Georgia Milestones American Literature Assessment by 3%.	Teachers, Department Chairperson, Academic Coaches, Administrative Team	USATestPrep, Edgenuity, Illuminate and Reading Plus, Lesson Plans, Data Analysis Protocol	\$0.00
4) Using an interdisciplinary approach daily, teachers will implement the three-part lesson format (opening, closing and work period) in order to positively impact the implementation of Close Reading and Hybrid Reading strategies to increase the number of students scoring developing or above on the Georgia Milestone End of Course Assessment by 3%. Anchor Chart Posters will be made in to post in classrooms to support reinforcement and redelivery of the strategy. These Anchor Charts will also be used as a focus for classroom academic engagement.	Teachers, Department Chairperson, Academic Coaches	Lesson Plans Feedback Document Observation Feedback Document	\$12,892.45

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

5) Using an interdisciplinary approach, Teachers and the Academic Leadership Team will use formative (ie. Exit Tickets, Opening Assignments, Quizzes) and summative assessment (Bechmarks, MAP, EOC and Short Cycle Assessments) data to monitor instruction in order to increase the number of students scoring developing or above on the Georgia Milestone End of Course Assessment by 3%. Teachers will utilize Smartboards and the unique feature on the remote to engage students in formative activities in the classroom.	Administrative Team, Department Chairperson, Academic Coaches, Teachers	District Benchmark Data, Map Data, EOC Data, Short Cycle Assessment Data	\$0.00
6) Using an interdisciplinary approach, weekly teachers wil explicitly implement close reading strategy and hybrid guided reading to increase the number of studentsin order to increase the number of students scoring developing or above on the Georgia Milestone End of Course Assessment by 3%. Teachers will utilize Smartboards and the unique feature on the remote to engage students in formative activities in the classroom.	Administrative Team, Department Chairperson, Academic Coaches, Teachers	Lesson Plans Feedback Document Observation Feedback Document, Instructional Calender	\$0.00
7) Academic Leadership Team and Teachers will set instructional goals with our teachers based on the student population and monitor the data via bi-weekly meetings to ensure that the students are making adequate progress in order to increase the number of students scoring developing or above on the Georgia Milestone End of Course Assessment by 3%.	Administrative Team, Academic Coaches, Teachers	USATestPrep, Edgenuity, Illuminate and Reading Plus, Lesson Plans, Data Analysis Protocol	\$0.00
8) All content teachers will provide Extented Learning Time (during the day, after school and Saturday tutorial) for students not meeting/mastering standards in order to increase the number of students scoring developing or above on the Georgia Milestone End of Course Assessment by 3%.	Teachers	Lesson Plans Feedback Document Observation Feedback Document	\$0.00
9) Academic Conferences will be hosted with the students each grading period. Illuminate Data, MAP Data and Benchmark data will be printed and made available for each student to coach them through analyzing their data and set goals to support areas of growth. Portable Smartboards will facilitate Lunch and Learn Sessions to host academic conferences and outline goals to support student achievement.	Administrative Team, Academic Coaches,		\$0.00
10) Charging Stations will be made available for students to charge their devices so that they can effective engage in the Academic Data Talks during the Lunch and Learn Sessions if outlets or adapters are unavailable.	Principal, AP's Academic Coaches, Teachers Media		\$0.00
11) Weekly Station Teaching Instructional Strategies will be implmented every Tuesday and Thursday to support differentiated instruction in content areas to engage and support student content mastery.	Administrative Team, Academic Coaches		\$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 &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12) Administration, Academic Coaches and Department Chairperson will provide teachers with Professional Learning Wednesdays and Common Planning Meetings on how to successfully implement Disciplinary Literacy strategies to include close reading, vocabulary acquisition, annotation, lesson development, assessments tools, student engagement, etc) to increase effective implantation of interdisciplinary literacy strategies and increase the number of students scoring developing or above on the Georgia Milestone End of Course Assessment by 3%.	Administrative Team, Academic Coaches	Videos, Surveys, Lesson Plans, Observations, Illuminate Data	\$0.00
13) Academic Coaches and Department Chairperson will provide tiered Professional Learning and teacher support for implementation of the three-part lesson in order to positively impact reading and vocabulary and to increase student scoring developing or above on the Georgia Milestone End of Course Assessment by 3%.	Administrative Team, Academic Coaches,	Videos, Lesson Plans, Observation Feedback, Lesson Plan Feedback	\$0.00
14) Using an interdisciplinary approach, Administration, Instructional Leaders, and Teachers will receive Professional Learning from Roane Education Consulting to improve teaching of students (student's instructional needs) by focusing on Trama-informed teaching, in order to improve literary skills and increase the number of students scoring developing or above on the Georgia Milestone End of Course Assessment by 3%.	Administrative Team, Academic Coaches,	Agendas, Lesson Plans, Benchmark Data	\$18,000.00
15)			\$0.00
16)			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding 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
17) During Fall semester, ELA Academic Coach, Department Chairperson and Teacher Leaders will provide RAP (Reading with a Parent) workshops during day and evening hours to reinforce effective use of close reading strategies at home in order to increase the number of students scoring developing or above on the GA Milestone End of Course Assessment by 3%.	Teachers, Department Head, Academic Coaches, Administrative Team	School Website, Videos, Parent Survey	\$0.00
18) During Fall semester, ELA Academic Coach, Department Chairperson and Teacher Leaders will provide a Read-A-Thon Workshop during the day and evening hours to reinforce reading skills at home in order to reinforce effective use of close reading strategies at home in order to increase the number of students scoring developing or above on the GA Milestone End of Course Assessment by 3%.	Teacher Leaders, Academic Coach, Department Chairperson	School Website, Videos, Parent Survey	\$359.88

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

19) During the Fall/Spring semester, EOC courses will host a parent night to provide resources for parents to gain an understanding of testing requirements. Additionally, Teachers will provide parents with study materials/strategies to support students at home, in order to increase the number of students scoring developing or above on the GA Milestone End of Course Assessment by 3%.	Teacher Leaders, Academic Coach, Department Chairperson		\$2,240.00
20) During the Fall/Spring semester, communication will be sent to parents about instructional updates and programs for students and parents, to provide opportunities for parental engagement and increase the number of students scoring developing or above on the GA Milestone End of Course Assessment by 3%.	Teachers, Department Head, Academic Coaches, Administrative Team		\$2,700.00
21)			\$0.00

### IMPROVEMENT STRATEGY #2

<i>Jane Schaffer Strategies coupled with the use of Race Strategies</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1) Teachers will use the King Basic Skills Diagnostic Assessment for each English course at the beginning and conclusion of the year (Pre and Post), to identify and reteach prerequisite skills to increase the number of students scoring developing or above on the Georgia Milestones American Literature Assessment by 3%.	Teachers, Department Head, Academic Coaches, Administrative Team	USATestPrep, Edgenuity, Illuminate and Write Score, Student Work Samples, Data Analysis Protocol	\$0.00
2) Weekly students will practice the RACE or Schaffer model strategies to enhance constructed responses and essay writing skills to increase writing scores by 3% on the Georgia Milestone End of Course Assessment.	Teachers, Department Head, Academic Coaches, Administrative Team	USATestPrep, Edgenuity, Illuminate Data, Write Score, Student Work Samples	\$0.00
3) Using an interdisciplinary approach, teachers will use the statewide rubrics to assess and monitor student writing pieces for each unit to increase the number of students scoring developing or above on the written section of the GA Milestone End of Course Assessment by 3%. Writing scores on the Georgia Milestone American Literature End of Course Assessment by 3%.	Teachers, Department Chairperson, Academic Coaches, Administrative Team	Google Classroom, Illuminate Data, Digital Portfolios, Write Score	\$0.00
4) For each unit, teachers will create R.A.C.E. Learning Charts to post in their classroom for student use in order to increase the number of students scoring developing or above on the written section of the GA Milestone End of Course Assessment by 3%.	Teachers, Department Head, Academic Coaches, Administrative Team	Student Sample Work, Classroom Observation Documentation	\$0.00
5) Bi-weekly, during instructional time, teachers will implement mini lessons on Writers Workshop strategies, across all content areas, to increase students' understanding of the writing process by creating and maintaining a digital portfolio in order to increase the number of students scoring developing or above on the written section GA Milestone End of Course Assessment by 3%.	Teachers, Department Head, Academic Coaches, Administrative Team	Student Sample Work, Classroom Observation Documentation	\$0.00
6) ELA Academic Coach and Department Chairperson will model how to effectively implement the strategy for constructed responses in order to increase the number of students scoring developing or above on the written GA Milestone End of Course Assessment by 3%.	Academic Coaches, Department Chair Persons	Observation Feedback Documents, Lesson Plan Feedback Documents, Videos	\$0.00

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

7) The Academic Leadership Team will monitor student progress and the implementation of the Schaffer Model and R.A.C.E. strategies by weekly observations and progress monitoring via Short Cycle Assessment, MAP and Benchmarks to increase student performance on the Georgia Milestone End of Course Assessment by 3%.	Administrative Team, Academic Coaches	USATestPrep, Edgenuity, Illuminate and Reading Plus, Lesson Plans, Data Analysis Protocol	\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00
<b>Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</b>		<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>	
<b>Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.</b>		<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>
<b>Title I</b>			
12) During weekly Professional Learning and Common Planning Meetings, Administration, Academic Coaches and Department Heads will provide teachers with strategies to effectively implement Writers Workshop strategies with fidelity and to increase student performance on the Georgia Milestone EOC American Literature Assessment by 3%.	Principal, Administrative Team, Academic Coaches	Videos, Surveys, Lesson Plans, Observations, Illuminate Data, Sample Student Work	\$0.00
13) During weekly Professional Learning and Common Planning Meetings, Academic Coaches and the Administrative Team will provide teachers with Professional Learning on how to implement Schaffer's Model and R.A.C.E. strategies with fidelity to increase student mastery on the Georgia Milestone EOC American Literature Assessment by 3%.	Principal, Administrative Team, Academic Coaches	Videos, Surveys, Lesson Plans, Observations, Illuminate Data, Sample Student Work	\$0.00
14) Administrative Team, Academic Coaches, and Teachers will receive Professional Learning from Apogee Executive Coaching on expanding and vision setting for 3DE in preparation for school wide implementation; to improve literacy skills and support the compencies using an interdisciplinary approach.			\$20,000.00
15)			\$0.00
16)			\$0.00
<b>Action Steps/Tasks to Implement Associated with Parent/Family Engagement</b>		<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>	
<b>Identify parent/family engagement activities, providers, and the dates activities will begin and end.</b>		<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>
<b>Title I</b>			
17) Monthly, the media specialist will post writing resources provided by Academic Coaches, Department Heads and Teacher Leaders to assist parents and students with at home using writing strategies to increase scores on the Georgia Milestone End of Course Assessment by 3%.	Academic Coaches, Media Specialist, Department Chairperson, Teacher Leaders	School Website, Videos Parent Survey	\$0.00



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

18) At the beginning of the school year, Teachers and the Academic Leadership Team will host A Milestone Moment parent workshop, which wil focus on the R.A.C.E. Strategy and the Schaffer Model to showcase to parents exemplars of student and expectations with respect to conctructed responses and essays and how the strategy is used to increase the number of students scoring developing or above on the Georgia Milestone End of Course Assessment by 3%.	Administrative Team, Academic Coaches Teachers	School Website, Videos, Parent Survey	\$3,022.60
19) Yearly, King will host a "Rise-Up" Fair for incoming 9th graders, to provide information to Freshman and Parents, about the CTAE pathways, AP courses, International Baccalaureate Program, Dual Enrollment, Worked Base, and OEC, to assist student with selected electives to support their post-secondary decisions.	Administrative Team, Academic Coaches, Teachers		\$0.00
20)			\$0.00
21)			\$0.00

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

### IMPROVEMENT STRATEGY #3

<i>Vocabulary Acquisition Model</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
<b>Action Steps/Tasks to Implement Improvement Strategy</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>	<b>Supplemental Title I Funding Allocated to Support Action Step</b>	
	<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>	<b>Title I</b>
1) Weekly, teachers will implement the Vocabulary Acquisition Model to positively impact knowledge of academic vocabulary and to increase student performance on the Georgia Milestone End of Course Assessment by 3%.	Teachers, Academic Coaches	Lesson Plan Feedback Document, Observation Feedback Document	\$0.00
2) Weekly, the Academic Leadership Team will monitor the implementation of vocabulary acquisition strategies via lesson plan checks and classroom observations in order to increase student performance on the Georgia Milestone End of Course Assessment by 3%.	Academic Leadership Team	Lesson Plan Feedback Document, Observation Feedback Document	\$0.00
3) Monthly, across all contents, the Academic Leadership Team will monitor student progress and the implementation of all vocabulary acquisition strategies by weekly observations and progress monitoring via Short Cycle Assessment, MAP and Benchmarks to increase student performance on the Georgia Milestone End of Course Assessment by 3%.	Academic Leadership Team	Illuminate, MAP data, Benchmark Data and Reading Plus data, Data Analysis Protocol	\$0.00
4) Monthly, students in the international baccalaureate program, have an informational, examination manual, and open forum (Q&A) to discuss course requirements, assessments, and dual enrollment opportunities, in order to increase content mastery and post-secondary readiness.			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00
<b>Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i></b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>	<b>Supplemental Title I Funding Allocated to Support Action Step</b>	
<b>Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.</b>	<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>	<b>Title I</b>
12) During the summer, the Academic Leadership Team will plan for professional learning workshops with staff on best practices for acquiring vocabulary through reading instruction to increase student performance on the Georgia Milestone End of Course Assessment by 3%.	Principal, Asst Principals, Academic Coaches	Videos, Lesson Plans, Teacher Survey, Instructional Calendar	\$0.00
13) Weekly, the Academic Leadership Team will implement tiered professional learning sessions for teachers based on their level of implementation of vocabulary acquisition within their respective classes in order to increase student performance by 3% on the Georgia Milestone End of Course Assessment.	Administrative Team, Academic Coaches	Videos, Lesson Plans, Teacher Survey, Instructional Calendar	\$0.00

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

14) Academic Coaches and Academic Leadership Team will provide tiered professional learning of disciplinary literacy strategies across all content area teachers to increase the number of students scoring developing or above on the Georgia Milestone End of Course Assessment by 3%.	Administrative Team, Academic Coaches	Videos, Lesson Plans, Teacher Survey, Instructional Calendar	\$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.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
Identify parent/family engagement activities, providers, and the dates activities will begin and end.			
17) Administrators, Academic Coaches and Teachers will host a parent meeting (Title I Parent and Stakeholders Meeting) where copies of the Parent Compact and Parent/Family Engagement Policy will be shared and discussed with all parents and stakeholders in order to increase parent awareness and engagement.	Principal, Asst Principals, Academic Coaches, Teachers	Videos, Parent Surveys, School Website	\$0.00
18) Quarterly, Academic Coaches will provide RAP (Reading with a Parent) workshops during the day and evening hours to reinforce reading at home in order to increase student performance on the Georgia Milestone End of Course Assessment.	Academic Coaches	Videos, Parent Surveys, School Website	\$0.00
19) Monthly, the Academic Leadership Team will provide stakeholders with information and opportunities to give input, feedback and request resources to assist their students at home with reading content and to assist with the development of their student's reading skills.	Principal, Asst Principals, Academic Coaches, Teachers	Parent Survey, School Website	\$0.00
20) Once per semester, teachers will provide parents with a workshop to review MAP Scores and to discuss Test Taking Strategies for the Georgia Milestone.	Administrative Leadership Team, Teachers	Videos, Parent Surveys, School Website	\$0.00
21)			\$0.00
<b>Review and Reflect: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make based upon the outcomes of the strategy implementation (ACT).</b>			
<b>How will you determine whether the strategies led to reaching the SMART Goal? (Include formative, benchmark, and summative data as appropriate.)</b>			
CSIP Team will disaggregate the data and review the findings to determine if, as a school, whether the strategies selected actually led to achieving our SMART Goal. The Team will then meet to determine how to refine or accelerate our strategies. Online platforms such as Illuminate, Edgenuity, and USA Testprep will provide formative and summative data to monitor student progress and the successful implementation of new instructional strategies. In addition, Fall and Spring administration of MAP and Georgia Milestone Assessment (EOC) will provide data as evidence of student progress.			
<b>What data will be used to determine whether the improvement strategies were deployed with fidelity?</b>			
Walkthrough forms created through Google Docs will be used weekly during classroom walkthroughs and evaluations to monitor teacher implementation. Moreover the electronic Google Form will compile data to accurately assess if improvement strategies are deployed. In addition, these strategies should be evidenced with unit and lesson plans. Moreover, faculty, staff and students will receive a survey quarterly with questions regarding the implementation of strategies and action plans. The CSIP Data Team will disaggregate the data to present to the CSIP Review Team. The Review team will look at the findings to determine whether the improvement strategies were deployed with fidelity. Then the entire CSIP team, along school leadership will meet to determine how to monitor implementation more efficiently and/or how to continue successful deployment of strategies. Due to Covid-19, the data for the 2019-2021 is limited and does not provide an accurate representation of our school environment to allow myself or team members to make data			
<b>What does the data/evidence show regarding the results of the implemented strategies?</b>			
<i>Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?</i>			
The MAP Winter administration (Dec/Jan) for the 19-20 school year revealed that 38% of our students were tiered in the lower percentile for ELA/Literacy. In the same year during the Fall administration (Aug/Sept), 39.5% of our students were tiered in the lower percentile. This shows almost a 2% decrease in the percentage of students in the lower tier. In comparison to the Winter administration for the 18-19 school year, where 34.5% of our students were tiered in the lower percentile for ELA/Literacy. The Fall administration of the same year showed that 29% of our students were in the lower tier. This shows a 5.5% increase of students at the lower tier, equating to no growth. Overall, there is an increase in the number of students in the lower tier from year to year ranging from 3.5-10.5%			
<i>Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?</i>			
The MAP testing data from the Winter and Fall administration of the 19-20 school year in comparison to the 18-19 school year, showed little to no significant growth. In fact, the data highlights that there were less students tiering in the lower percentile in the Fall of the 18-19 school year than any other administration. Thus, suggesting that students should have followed the trend of increase throughout the next administration, however that was not the case with more than a 10% increase in the percentage of lower tiered students during the next years administration. The 19-20 data shows a slight decrease of students in the lower tier between the Fall and Winter administration but the opposite in respect to the previous year. The 18-19 school year administration of MAP both Fall and Winter show a slightly different growth model. There is a			
<i>Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?</i>			

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

With the inconsistency with the growth model and to ensure adequate growth, the focus is to implement vocabulary instruction based on Marzano's 6 Strategies, tiered vocabulary, and a cross curriculum model of vocabulary integration to support disciplinary literacy. Although there will not be Spring MAP or milestone data in the comparison growth model, the focus will remain and is recommended. Due to Covid-19, the data for the 2019-2021 is limited and does not provide an accurate representation of our school environment to allow myself or team members to make data assessments that are needed to assess improvement. I will be using the 2018-19 and 2021-2022 SY Diagnostic and MAP Assessment Data to drive all instructional initiatives for ML King High School.

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# TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

School Name: **Martin Luther King Jr High Sch**

School Number: **574**

Principal: Mr. Michael Alexander

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

**Priority Area 2**

Literacy

**Improvement Strategy #1**

Direct and Explicit Comprehension Strategy Instruction: Close Reading and Hybrid Reading 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) Using an interdisciplinary approach, students will practice reading strategies during/after independent reading and during regular instructional time, when applicable, to increase the number of students scoring developing or above on the Georgia Milestones American Literature End of Course Assessment by 3%.	Schoolwide Reform Strategies (TA & SWP)									
2) Teachers will recognize and reward students that meet their reading goal for MAP in order to effectively impact reading comprehension	Schoolwide Reform Strategies (TA & SWP)									
3) Teachers will use the King Basic Skills Diagnostic Assessment for each English courses at the beginning of the year to identify	Schoolwide Reform Strategies (TA & SWP)									
4)Using an interdisciplinary approach daily, teachers will implement the three-part lesson format (opening, closing and work period) in	Schoolwide Reform Strategies (TA & SWP)	Instructional Supplies	204-38-53-00-400204-574-1750	\$12,892.45						
5) Using an interdisciplinary approach, Teachers and the Academic Leadership Team will use formative (ie. Exit Tickets, Opening	Schoolwide Reform Strategies (TA & SWP)									
6) Using an interdisciplinary approach, weekly teachers will explicitly implement close reading strategy and hybrid guided reading to increase	Schoolwide Reform Strategies (TA & SWP)									
7) Academic Leadership Team and Teachers will set instructional goals with our teachers based on the student population and monitor the	Activities for children experiencing difficulty									
8) All content teachers will provide Extended Learning Time (during the day, after school and Saturday tutorial) for students not	Schoolwide Reform Strategies (TA & SWP)									
9) Academic Conferences will be hosted with the students each grading period. Illuminate Data, MAP Data and Benchmark data will be	Schoolwide Reform Strategies (TA & SWP)									
10) Charging Stations will be made available for students to charge their devices so that they can effective engage in the Academic Data Talks										
11) Weekly Station Teaching Instructional Strategies will be implemented every Tuesday and Thursday to support differentiated										
<b>Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</b>		<b>Budget Category 1 (May select up to six Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 2 (May select up to six Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 3 (May select up to six Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>
12) Administration, Academic Coaches and Department Chairperson will provide teachers with Professional Learning Wednesdays and Common Planning Meetings on how to successfully implement Disciplinary Literacy strategies to include close reading, vocabulary acquisition, annotation,										
13) Academic Coaches and Department Chairperson will provide tiered Professional Learning and teacher support for implementation of the three-part lesson in order to positively impact reading and vocabulary and to increase student scoring developing or above on the Georgia Milestone End of										
14) Using an interdisciplinary approach, Administration, Instructional Leaders, and Teachers will receive Professional Learning from Roane Education Consulting to improve teaching of students (student's instructional needs) by focusing on Trama-informed teaching, in order to improve literacy		PL Contracted Services	204-44-95-00-400204-574-1750	\$18,000.00						
15)										
16)										

## 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
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## TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

17) During Fall semester, ELA Academic Coach, Department Chairperson and Teacher Leaders will provide RAP (Reading with a Parent) workshops during day and evening hours to reinforce effective use of close reading strategies at home in order to increase the number of students scoring developing or above on the GA Milestone End of Course Assessment	You may select more than one component from the following components - Components 1-13 are required 1) Convene a Title I Annual public meeting 2) Offer a flexible number of meetings 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide	PFE Communications	204-42-97-00-301204-574-1750							
18 )During Fall semester, ELA Academic Coach, Department Chairperson and Teacher Leaders will provide a Read-A-Thon Workshop during the day and evening hours to reinforce reading skills at home in order to reinforce effective use of close reading strategies at home in order to increase the number of students scoring developing or above on the GA Milestone End of Course Assessment by 3%.	6) Provide for parent comments and feedback on the content of the Schoolwide program plan 7) Develop School-Parent compacts 1) Convene a Title I Annual public meeting 2) Offer a flexible number of meetings 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide program plans 4) Provide timely information to parents through various methods 4) Provide timely information to parents through various methods 5) Provide regular opportunities for parents to meet with school staff 8) Provide parent assistance on understanding state academic content standards and student	PFE Supplies	204-42-53-00-301204-574-1750	\$359.88						
19) During the Fall/Spring semester, EOC courses will host a parent night to provide resources for parents to gain an understanding	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide	PFE Facilitator Extra Activity	204-42-17-00-301204-574-1750	\$2,240.00						
20) During the Fall/Spring semester, communication will be sent to parents about instructional updates and programs for students	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide	PFE Communications	204-42-97-00-301204-574-1750	\$2,700.00						
21)										

### Improvement Strategy #2

#### Jane Schaffer Strategies coupled with the use of Race Strategies

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) Teachers will use the King Basic Skills Diagnostic Assessment for each English course at the beginning and conclusion of the year (Pre	Select from drop down menu Schoolwide Reform Strategies (TA & SWP)									
2) Weekly students will practice the RACE or Schaffer model strategies to enhance constructed responses and essay writing skills to	Schoolwide Reform Strategies (TA & SWP)									
3) Using an interdisciplinary approach, teachers will use the statewide rubrics to assess and monitor student writing pieces for each unit to	Schoolwide Reform Strategies (TA & SWP)									
4) For each unit, teachers will create R.A.C.E. Learning Charts to post in their classroom for student use in order to increase the number of	Schoolwide Reform Strategies (TA & SWP)									
5) Bi- weekly, during instructional time, teachers will implement mini lessons on Writers Workshop strategies, across all content areas,	Activities for children experiencing difficulty									
6) ELA Academic Coach and Department Chairperson will model how to effectively implement the strategy for constructed responses in order to increase the number of students scoring developing or above on the written GA Milestone End of Course Assessment by 3%.	Activities for children experiencing difficulty									
7) The Academic Leadership Team will monitor student progress and the implementation of the Schaffer Model and R.A.C.E. strategies by	Schoolwide Reform Strategies (TA & SWP)									
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) During weekly Professional Learning and Common Planning Meetings, Administration, Academic Coaches and Department Heads will provide teachers with strategies to effectively implement Writers Workshop strategies with fidelity and to increase student performance on the Georgia										
13) During weekly Professional Learning and Common Planning Meetings, Academic Coaches and the Administrative Team will provide teachers with Professional Learning on how to implement Schaffer's Model and R.A.C.E. strategies with fidelity to increase student mastery on the Georgia										
14) Administrative Team, Academic Coaches, and Teachers will receive Professional Learning from Apogee Executive Coaching on expanding and vision setting for 3DE in preparation for school wide implementation; to improve literacy skills and support the compencies using an interdisciplinary		PL Contracted Services	204-44-95-00-400204-574-1750	\$20,000.00						
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) Monthly, the media specialist will post writing resources provided by Academic Coaches, Department Heads and Teacher Leaders to assist parents and students with at home using writing strategies to increase scores on the Georgia Milestone End of Course	You may select more than one component from the following components - Components 1-13 are required									
18) At the beginning of the school year, Teachers and the Academic Leadership Team will host A Milestone Moment parent workshop.	1) Convene a Title I Annual public meeting 2) Offer a flexible number of meetings 3) Involve parents in an organized, ongoing, and	PFE Supplies	204-42-53-00-301204-574-1750	\$3,022.60						
19) Yearly, King will host a "Rise-Up" Fair for incoming 9th graders, to provide information to Freshman and Parents, about the CTAE										
20)										
21)										

### Improvement Strategy #3

#### Vocabulary Acquisition Model

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) Weekly, teachers will implement the Vocabulary Acquisition Model to positively impact knowledge of academic vocabulary and	Select from drop down menu									
2) Weekly, the Academic Leadership Team will monitor the implementation of vocabulary acquisition strategies via lesson plan checks and										
3) Monthly, across all contents, the Academic Leadership Team will monitor student progress and the implementation of all vocabulary										
4) Monthly, students in the international baccalaureate program, have an informational, examination manual, and open forum (Q&A) to										
5)										
6)										
7)										
8)										
9)										

**TITLE I PROGRAM WORKSHEET 2 (SWP and TA)**

10)										
11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12)	During the summer, the Academic Leadership Team will plan for professional learning workshops with staff on best practices for acquiring vocabulary through reading instruction to increase student performance on the Georgia Milestone End of Course Assessment by 3%.	PL Stipends	204-44-12-00-400204-574-1750							
13)	Weekly, the Academic Leadership Team will implement tiered professional learning sessions for teachers based on their level of implementation of vocabulary acquisition within their respective classes in order to increase student performance by 3% on the Georgia Milestone End of Course									
14)	Academic Coaches and Academic Leadership Team will provide tiered professional learning of disciplinary literacy strategies across all content area teachers to increase the number of students scoring developing or above on the Georgia Milestone End of Course Assessment by 3%.									
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) Administrators, Academic Coaches and Teachers will host a parent meeting (Title I Parent and Stakeholders Meeting) where copies	You may select more than one component from the following components - Components 1-13 are required									
18) Quarterly, Academic Coaches will provide RAP (Reading with a Parent) workshops during the day and evening hours to reinforce reading										
19) Monthly, the Academic Leadership Team will provide stakeholders with information and opportunities to give input, feedback and										
20) Once per semester, teachers will provide parents with a workshop to review MAP Scores and to discuss Test Taking Strategies for the										
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
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## 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
									\$20,000.00
									\$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
									\$3,022.60
									\$0.00
									\$0.00
									\$0.00
								<b>Subtotal #2:</b>	<b>\$23,022.60</b>

**Improvement Strategy #3**

**Vocabulary Acquisition Model**

	#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
									\$0.00

## TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

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

## 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).

<b>Priority Area 3</b>	Culture and Climate
<b>*SMART Goal with Performance Measures</b>  * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	By the end of school years 2022-2023, and 2023-2024, we will: 1.) decrease all behavior incidents by 5%; 2.) increase students' attendance by 5%
<b>DCSD Strategic Plan Goal</b>	DCSD Goal Area I: Student Success with Equity and Access

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

### IMPROVEMENT STRATEGY #1

<i>Positive Behavior Intervention Support Certified School and MBK and MSK Implementation</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1) Teachers will provide students incentives and awards for good attendance and demonstrating positive behavior and interactions in order to reduce our behavioral related incidents and to assist with improving our overall attendance rating, which could positively impact King High School's Climate Rating. This will be monitored using Live School incentive platform.	Attendance Committee, Teachers	Pictures, Videos, Invitations, Awards	\$6,941.67
2) The school will partner with community stakeholders to offer additional incentives to support with the PBIS Implementation and King HS in order to reduce our behavioral related incidents and to assist with improving our overall attendance rating, which could positively impact the school's Climate Rating.	Attendance Committee, Attendance POC	Pictures, Videos, Correspondences	\$0.00
3) The Principal and Administration will select 12th grade students (Senior Senate) who will meet monthly to discuss student issues, school related expectations, and innovative strategies to reinforce and increase positive student behaviors and positive student climate.	Principal, Administrative Team	Meeting Minutes, Pictures, Activities	\$0.00
4) Teachers will Post the names of students who met attendance and behavioral requirements each 9 weeks and we will celebrate them with quarterly incentive activities in order to reduce King HS's behavioral related incidents and to assist with improving overall attendance rating, which could positively impact the school's Climate Rating.	PBIS Committee, Attendance Committee	Pictures, Program Team Excel, Infinite Campus Data	\$0.00
5) Teachers will use electronic tracking systems to track all behavior infractions and to monitor attendance to reduce behavioral related incidents and positively impact King HS's Climate Rating.		Infinite Campus Reports, Program Team Excel	\$0.00
6) School Climate and Culture Administrator will create a PBIS committee to support in the creation of a monthly PBIS calendar of events and activities in order to reduce behavioral related incidents and to assist with improving the school's overall attendance rating, which could positively impact the King HS's Climate Rating.	Academic Leadership Team, PBIS Committee	Calendar, Agenda, Documented Activities	\$0.00



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

7) The PBIS Committee will inform students about PBIS and ensure that we have students buy-in by providing opportunities for consistent feedback from students on the monthly activities in order to reduce behavioral related incidents and to assist with improving overall attendance rating.	PBIS Committee, Attendance Committee	Infinite Campus Reports, Photos	\$0.00
8)The PBIS Team, led by the School Culture and Climate AP, will ensure that we meet King HS's target of decreasing ISS/OSS suspensions by continuing to monitor IC and other Data Platforms in order to reduce King HS's behavioral related incidents and to assist with improving overall attendance rating, which could positively impact the school's Climate Rating.	Culture and Climate Administrator, PBIS Committee	Infinite Campus Reports, Photos	\$0.00
9) The PBIS Committee will host "Career Day: Attendance Matters" to have various careers respresented to discuss the impact of attendance in their occupation and educational pathway in order to reduce behavioral related incidents and to improve overall attendance rating.	Culture and Climate Administrator, PBIS Committee	n Data, Short Term Cycle Data, Meeting Notes and Action Plans	\$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 &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12) The PBIS Team will train Staff on how to use Classroom Dojo to support the implementation of our PBIS initiative in order to reduce King HS's behavioral related incidents and to assist with improving overall attendance rating, which could positively impact the school's Climate Rating.	PBIS Committee	Agenda, Sign- In Sheet, Meeting Activities, Exit Tickets	\$0.00
13) The PBIS Team and Culture and Climate Administrator will train staff on the implementation of PBIS as a whole school to ensure that our implementation is strong in order to reduce King HS's behavioral related incidents and to assist with improving overall attendance rating, which could positively impact the school's Climate Rating.	Culture and Climate Administrator, PBIS Committee	Agenda, Sign- In Sheet, Meeting Activities, Exit Tickets	\$0.00
14) The PBIS Team and the Administrative Team will train staff on how to conduct quarterly PBIS walk-through using a tool to ensure that we are implementing all aspects with fidelity in order to reduce King HS's behavioral related incidents and to assist with improving overall attendance rating, which could positively impact the school's Climate Rating.	PBIS Committee, Administrative Team	Agenda, Sign- In Sheet, Meeting Activities, Exit Tickets	\$0.00
15) The PBIS committee will host a series of Professional Learning opportunities with a focus on restorative practices and social emotional learning by facilitator Mr. Yazid Jackson with Guerilla Link, LLC, in order to reduce King HS's behavioral related incidents and to assist with improving overall attendance rating, which could positively impact the school's Climate Rating.	PBIS Committee, Administrative Team	Agenda, Sign- In Sheet, Meeting Activities, Exit Tickets	\$26,000.00
16)			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I or Magnet Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17) The Attendance Committee will host attendance celebrations for parents and students who have met the attendance requirements for each nine weeks in order to reduce King HS's behavioral related incidents and to assist with improving overall attendance rating, which could positively impact the school's Climate Rating.	Attendance Committee	School Website, Sign-In Sheet, Photos, Exit Tickets, Student Survey	\$0.00
18) Bi-weekly, the PBIS Committee will provide PBIS activities that support the implementation of this school culture transformation initiative in order to reduce King HS's behavioral related incidents and to assist with improving overall attendance rating, which could positively impact the school's Climate Rating.	PBIS Committee	Photos, Student and Teacher Sample Work, Exit Tickets	\$0.00

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

19)				\$0.00
				\$0.00
				\$0.00
IMPROVEMENT STRATEGY #2				
<i>Attendance Intervention Plan in Conjunction with Kid Talk Meetings</i>		FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I
1) Teachers, Counselors and the Academic Leadership Team will identify students that have chronically missed school and monitor attendance daily in order to decrease student absences and behavior infractions and, in turn, increase student performance on the Georgia Milestone End of Course Assessment.		Principal, Teachers, Administrative Team, Academic Coaches, Counselors	Infinite Campus Attendance Data, Attendance Log	\$0.00
2) Teachers will meet with the grade level SLC's via Kid Talk to discuss student attendance and provide support for students who demonstrate a decline in student attendance in order to decrease student absences and behavior infractions and, in turn, increase student performance on the Georgia Milestone End of Course Assessment.		Principal, Teachers, Administrative Team, Academic Coaches, Counselors	Infinite Campus Attendance Data, Short Term Cycle Data, Meeting invites via Teams or Email, Meeting Notes and Action Plans	\$0.00
3) Teachers, Counselors and the Academic Leadership Team will schedule day and evening meetings with parents/guardians and students to develop support plans to increase student attendance and to increase academic performance on GA Milestone End of Course Assessments.		Principal, Teachers, Administrative Team, Attendance POC, Counselors, Academic Coaches	Infinite Campus Attendance Data, Short Term Cycle Data, Meeting invites via Teams or Email, Meeting Notes and	\$0.00
4) Teachers, Counselors and the Academic Leadership Team will increase student feedback/ communication as it relates to behavioral progress in order to decrease student absences and behavior infractions and, in turn, increase student performance on the Georgia Milestone End of Course Assessment.		Principal, Teachers, Administrative Team, Academic Coaches, Counselors, Attendance POC	Infinite Campus Attendance Data, Short Term Cycle Data, Meeting invites via Teams or Email, Meeting Notes and	\$0.00

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

5) Teachers, Counselors and the Academic Leadership Team will implement an incentive Flowchart for Teachers and students schoolwide that is Restorative in nature. This will allow teachers to follow explicit steps with engaging student needs before beginning the progressive discipline process in order to decrease student absences and behavior infractions and, in turn, increase student performance on the Georgia Milestaone End of Course Assessment.	Principal, Teachers, Administrative Team, Academic Coaches, Counselors, Attendance POC	Infinite Campus Attendance and Student Infraction Data, Short Term Cycle Data, Meeting Notes and Action Plans	\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00
<b>Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</b>		<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>	
<b>Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.</b>		<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>
		<b>Title I</b>	
12)			\$0.00
13) The Academic Leadership Team will observe and monitor the implementation of Kid Talks Meeting in order to decrease student absences and behavior infractions and, in turn, increase student performance on the Georgia Milestaone End of Course Assessment.	Principal, Administrative Team	Videos, Kid Talk Observation Feedback, Student Survey	\$0.00
14) The Academic Leadership Team will provide training to parents on the importance of Kid Talk Meetings and how they can play a vital role with Kid Talk Meetings in order to decrease student absences and behavior infractions and, in turn, increase student performance on the Georgia Milestaone End of Course Assessment.	Principal, Administrative Team	Videos, Kid Talk Observation Feedback, Student Survey.	\$0.00
			\$0.00
16) Members of the PBIS team will train teachers on how to use the Live School platform to support PBIS strategies and restorative practices.	Admin and PBIS team	PL Sessions	\$0.00
<b>Action Steps/Tasks to Implement Associated with Parent/Family Engagement</b>		<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>	
<b>Identify parent/family engagement activities, providers, and the dates activities will begin and end.</b>		<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>
		<b>Title I</b>	
17) Attendance Administrator, Counselor, Social worker, and other support personnel will host on-going assemblies and meetings for parents/guardians and students who are chronically absent from school beginning in August 2021 - May 2022 in order to improve parent awareness and overall attendance rating.	Attendance Administrator, Attendance Committee, Counselors, Social Worker	Meeting Agenda, Parent Survey, Meeting Minutes	\$0.00

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

18) Attendance Administrator, Counselors, Social Worker and members of the Attendance Committee will conduct parent engagement meetings to communicate the importance of parental participation in the Kid Talk and Grade Level meetings concerning their children in order to reduce behavioral related incidents and to assist with improving the school's overall attendance rating, which could positively impact the King HS's Climate Rating.	Attendance Administrator, Attendance Committee, Counselors, Social Worker	Meeting Agenda, Parent Survey, Meeting Minutes	\$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

	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
			\$0.00
			\$0.00
			\$0.00
			\$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 &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12)			\$0.00
13)			\$0.00
14)			\$0.00
15)			\$0.00
16)			\$0.00

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

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
19)			\$0.00
18)			\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00
<p><b>Review and Reflect: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make based upon the outcomes of the strategy implementation (ACT).</b></p>			
<p><b>How will you determine whether the strategies led to reaching the SMART Goal? (Include formative, benchmark, and summative data as appropriate.)</b></p> <p>CSIP Team will disaggregate the data and review the findings to determine if, as a school, whether the strategies selected actually led to achieving our SMART Goal. The Team will then meet to determine what next steps are necessary to complete SMART goals. The team will use data from formative, sumative, surveys, and benchmarks to aid in tracking the process.</p>			
<p><b>What data will be used to determine whether the improvement strategies were deployed with fidelity?</b></p> <p>Walkthrough forms created through Google Docs will be used weekly during classroom walkthroughs and evaluations to monitor teacher implementation. Moreover the electronic Google Form will compile data to accurately assess if improvement strategies are deployed. In addition, these strategies should be evidenced with unit and lesson plans. Moreover, faculty, staff and students will receive a survey quarterly with questions regarding the implementation of strategies and action plans. The CSIP Data Team will disaggregate the date to present to the CSIP Review Team. The Review team will look at the findings to determine whether the improvement strategies were deployed with fidelity. Then the entire CSIP team, along school leadership will meet to determine how to monitor implementation more efficiently and/or how to continue successful deployment of strategies.</p>			
<p><b>What does the data/evidence show regarding the results of the implemented strategies?</b></p> <p><i>Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?</i></p> <p>Our Culture &amp; Climate priority area entails decreasing all behavior incidents by 5 percent; and increasing students' attendance by 5 percent. In reviewing monthly data on the attendance rate, we noticed that we have areas for improvement in terms of getting students to come to school regularly. We have two month trends, showing that attendance increases for two months, and decreases for two months consistently. Behavior data mimics the attendance as well. Due to Covid-19, we were unable to complete and receive all data sources to properly review. Due to Covid-19, the data for the 2019-2021 is limited and does not provide an accurate representation of our school environment to allow myself or team members to make data assessments that are needed to assess improvement. I will be using the 2018-19 and 2021-2022 SY Diagnostic</p> <p><i>Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?</i></p> <p>We have teachers to participate in Professional Learning Wednesdays and Summer Professional Development by Administrative Team, Academic Coach, and Instructional Support Specialist in effectively implementing PBIS and Restorative Practices. They also participate in Collaborative Planning and book study two days per week to discuss and develop strategies to increase positive student behavior. Faculty, and Staff received an in-service on Positive Student Behavior (behavior matrix, school vision, mission, and motto) and student and teacher handbook at the beginning of each semester. Our new Teachers were provided with an intense Professional Learning to assist with the implementation of Restorative Practices, as well as participating in New Kings on the Block, a new teacher cohort that allows them to focus more on these practices. Due to Covid-19, the data for the 2019-2021 is limited and does not provide an accurate representation of our school environment to allow myself or team members to make data assessments that are</p> <p><i>Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?</i></p> <p>Moving forward, we plan to focus more heavily on the implementation of PBIS, including more incentives for positive student behavior and daily attendance. We also want to continue to Professional Development to focus attention on restorative practices. Due to Covid-19, we were unable to complete summer professional development, however, we plan to work these sessions in once the school year begins and continue throughout the year with check points being performed by Administration, Academic Coaches, &amp; other support personnel. Due to Covid-19, the data for the 2019-2021 is limited and does not provide an accurate representation of our school environment to allow myself or team members to make data assessments that are needed to assess improvement. I will be using the 2018-19 and 2021-2022 SY Diagnostic and MAP</p>			

## TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

School Name: **Martin Luther King Jr High Sch** School Number: **574**  
 Principal: Mr. Michael Alexander  
 LEA Name/Number: DeKalb County School District (644)

**Priority Area 3**

**Culture and Climate**

**Improvement Strategy #1**

**Positive Behavior Intervention Support Certified School and MBK and MSK Implementation**

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) Teachers will provide students incentives and awards for good attendance and demonstrating positive behavior and interactions in order to	Select from drop down menu - you may select more than one Schoolwide Reform Strategies (TA & SWP)	Instructional Computer Software	204-38-53-05-400204-574-1750	\$6,941.67						
2) The school will partner with community stakeholders to offer additional incentives to support with the PBIS Implementation and King	Schoolwide Reform Strategies (TA & SWP)									
3) The Principal and Administration will select 12th grade students (Senior Senate) who will meet monthly to discuss student issues, school	Schoolwide Reform Strategies (TA & SWP)									
4) Teachers will Post the names of students who met attendance and behavioral requirements each 9 weeks and we will	Schoolwide Reform Strategies (TA & SWP)									
5) Teachers will use electronic tracking systems to track all behavior infractions and to monitor attendance to reduce behavioral related	Schoolwide Reform Strategies (TA & SWP)									
6) School Climate and Culture Administrator will create a PBIS committee to support in the creation of a monthly PBIS calendar of events	Schoolwide Reform Strategies (TA & SWP)									
7) The PBIS Committee will inform students about PBIS and ensure that we have students buy-in by providing opportunities for consistent	Schoolwide Reform Strategies (TA & SWP) Transition Activities (PreK-K; 5th-6th; 8th-9th)									
8)The PBIS Team, led by the School Culture and Climate AP, will ensure that we meet King HS's target of decreasing ISS/OSS suspensions	Schoolwide Reform Strategies (TA & SWP)									
9) The PBIS Committee will host "Career Day: Attendance Matters" to have various careers represented to discuss the impact of	Schoolwide Reform Strategies (TA & SWP)									
10)	Schoolwide Reform Strategies (TA & SWP)									
11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12) The PBIS Team will train Staff on how to use Classroom Dojo to support the implementation of our PBIS initiative in order to reduce King HS's behavioral related incidents and to assist with improving overall attendance rating, which could positively impact the school's Climate Rating.										
13) The PBIS Team and Culture and Climate Administrator will train staff on the implementation of PBIS as a whole school to ensure that our implementation is strong in order to reduce King HS's behavioral related incidents and to assist with improving overall attendance rating, which could										
14) The PBIS Team and the Administrative Team will train staff on how to conduct quarterly PBIS walk-through using a tool to ensure that we are implementing all aspects with fidelity in order to reduce King HS's behavioral related incidents and to assist with improving overall attendance rating.										
15) The PBIS committee will host a series of Professional Learning opportunities with a focus on restorative practices and social emotional learning by facilitator Mr. Yazid Jackson with Guerilla Link, LLC, in order to reduce King HS's behavioral related incidents and to assist with improving overall		PL Contracted Services	204-44-95-00-400204-574-1750	\$26,000.00						
16)										



## TITLE I PROGRAM WORKSHEET 3 (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 Attendance Committee will host attendance celebrations for parents and students who have met the attendance requirements for each nine weeks in order to reduce King HS's behavioral related incidents and to assist with improving overall attendance rating, which could positively impact the school's Climate Rating.	You may select more than one component from the following components - Components 1-13 are required 1) Convene a Title I Annual public meeting 2) Offer a flexible number of meetings 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide program plans 4) Provide timely information to parents through various methods 5) Provide regular opportunities for parents to meet with school staff									
18) Bi-weekly, the PBIS Committee will provide PBIS activities that support the implementation of this school culture transformation initiative in order to reduce King HS's behavioral related incidents and to assist with improving overall attendance rating, which could positively impact the school's Climate Rating.	1) Convene a Title I Annual public meeting 2) Offer a flexible number of meetings 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide program plans									
19)										
				0						
				0						

### Improvement Strategy #2

#### Attendance Intervention Plan in Conjunction with Kid Talk Meetings

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) Teachers, Counselors and the Academic Leadership Team will identify students that have chronically missed school and monitor	Select from drop down menu - you may select more than one Schoolwide Reform Strategies (TA & SWP)									
2) Teachers will meet with the grade level SLC's via Kid Talk to discuss student attendance and provide support for students	Schoolwide Reform Strategies (TA & SWP)									
3) Teachers, Counselors and the Academic Leadership Team will schedule day and evening meetings with parents/guardians and	Schoolwide Reform Strategies (TA & SWP)									
4) Teachers, Counselors and the Academic Leadership Team will increase student feedback/ communication as it relates to										
5) Teachers, Counselors and the Academic Leadership Team will implement an incentive Flowchart for Teachers and students										
6)										
7)										
8)										
9)										
10)										

## TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

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)	The Academic Leadership Team will observe and monitor the implementation of Kid Talks Meeting in order to decrease student absences and behavior infractions and, in turn, increase student performance on the Georgia Milestone End of Course Assessment.									
14)	The Academic Leadership Team will provide training to parents on the importance of Kid Talk Meetings and how they can play a vital role with Kid Talk Meetings in order to decrease student absences and behavior infractions and, in turn, increase student performance on the Georgia									
0										
16)	Members of the PBIS team will train teachers on how to use the Live School platform to support PBIS strategies and restorative practices.									
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)	Attendance Administrator, Counselor, Social worker, and other support personnel will host on-going assemblies and meetings for parents/guardians and students who are chronically absent from school beginning in August 2021 - May 2022 in order to improve parent awareness and overall attendance rating.	You may select more than one component from the following components - Components 1-13 are required 1) Convene a Title I Annual public meeting 2) Offer a flexible number of meetings 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide								
18)	Attendance Administrator, Counselors, Social Worker and members of the Attendance Committee will conduct parent engagement	1) Convene a Title I Annual public meeting 2) Offer a flexible number of meetings 3) Involve parents in an organized, ongoing, and								
19)										
20)										
21)										

**Improvement Strategy #3**

0

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
0	Select from drop down menu - you may select more than one									
0										
0										
0										
5)										
6)										

## TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

7)										
8)										
9)										
10)										
11)										
<b>Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</b>		<b>Budget Category 1 (May select up to six Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 2 (May select up to six Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 3 (May select up to six Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>
12)										
13)										
14)										
15)										
16)										
<b>Parent/Family Engagement Action Steps</b>	<b>Title I Parent/Family Engagement Component</b>	<b>Budget Category 1 (May select up to six Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 2 (May select up to six Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 3 (May select up to six Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>
19)	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)

School Name: **Martin Luther King Jr High Sch**

School Number: **574**

Priority Area 3

Culture and Climate

Improvement Strategy #1

Positive Behavior Intervention Support Certified School and MBK and MSK Implementation

#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	
									\$6,941.67
									\$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
									\$26,000.00
									\$0.00



**TITLE I PROGRAM WORKSHEET 3 (SWP and TA)**

									\$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
									\$0.00
								Subtotal #2:	\$0.00

**Improvement Strategy #3**

0

#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



## 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).

<b>Priority Area 4</b>	0
<b>*SMART Goal with Performance Measures</b>	
<small>* <u>S</u>tudent-Focused, <u>M</u>onitored, <u>A</u>ligned/Actionable, <u>R</u>esults-Oriented, <u>T</u>ime bound</small>	
<b>DCSD Strategic Plan Goal</b>	Click here and select the area of the DCSD Strategic Plan from the dropdown menu

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



## 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 &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person Responsible	Other (Optional, for school use)	Title I
12)			\$0.00
13)			\$0.00
14)			\$0.00
15)			\$0.00
16)			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I or Magnet Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17)			\$0.00
18)			\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00
IMPROVEMENT STRATEGY #2			
<i>Type Improvement Strategy Here</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1)			\$0.00
2)			\$0.00
3)			\$0.00
4)			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00

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

8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00
<b>Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i></b>		<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>	<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use) Title I
12)			\$0.00
13)			\$0.00
14)			\$0.00
15)			\$0.00
16)			\$0.00
<b>Action Steps/Tasks to Implement Associated with Parent/Family Engagement</b>		<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>	<b>Supplemental Title I Funding Allocated to Support Action Step</b>
Identify parent/family engagement activities, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use) Title I
17)			\$0.00
18)			\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00

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

## IMPROVEMENT STRATEGY #3

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

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

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

# TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

School Name: **Martin Luther King Jr High Sch**

School Number: **574**

Principal: Mr. Michael Alexander

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

Priority Area 4

0

Improvement Strategy #1

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)										
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)										

# 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)	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)

									\$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
								<b>Subtotal #1:</b>	<b>\$0.00</b>

### 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
								<b>Subtotal #2:</b>	<b>\$0.00</b>
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
<b>Budget Category 4 (May select up to six Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 5 (May select up to six Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 6 (May select up to six Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
<b>Budget Category 4 (May select up to six Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 5 (May select up to six Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 6 (May select up to six Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
								<b>Subtotal #3:</b>	<b>\$0.00</b>

## TITLE I POSITION SALARY WORKSHEET (1-6)

<b>School Name/Number:</b>	<b>Martin Luther King Jr High Sch</b>	<b>574</b>
<b>Principal:</b>	Mr. Michael Alexander	
<b>LEA Name/Number:</b>	DeKalb County School District (644)	

Position #	#1	#2	#3	#4	#5	#6
Employee Number:						19990116
Last Name of Title I Paid Person		Request to Post	Request to Post	Request to Post	Request to Post	Thornton
First Name of Title I Paid Person						Kedral
Position		Academic Coach	Academic Coach	Academic Coach	Para, Title I	Academic Coach
Position Number:						
Budget Account Code	#N/A	204-44-19-10-400204-574-1750	204-44-19-10-400204-574-1750	204-44-19-10-400204-574-1750	204-38-07-00-400204-574-1750	204-44-19-10-400204-574-1750
Grade Level	9th - 12th	9th - 12th	9th - 12th	9th-12th	9th-12th	9th-12th
Subject Licensed	All Core	Math	Science	Social Studies	All Core	English
Certified or Non-Certified	Non-Certified	Certified	Certified	Certified	Non-Certified	Certified
Regular DCSD Employee	Yes	Yes	Yes	Yes	Yes	Yes
% Title I Paid		100%	100%	100%		100%
% Paid by Other Sources		0%	0%	0%	0%	0%
Base Salary for Year		\$72,710.00	\$69,987.00	\$57,790.00	\$22,315.46	\$77,560.00
Salary Adjustment %	0.00%	2.50%	2.50%	2.50%	2.50%	2.50%
Salary Adjustment Annual Amt.	\$0.00	\$1,817.75	\$1,749.68	\$1,444.75	\$557.89	\$1,939.00
Annual Salary	\$0.00	\$74,527.75	\$71,736.68	\$59,234.75	\$22,873.35	\$79,499.00
Alternative Benefits	\$0.00	\$1,974.99	\$1,901.02	\$1,569.72	\$1,749.81	\$2,106.72
Retirement	\$0.00	\$15,576.30	\$14,992.97	\$12,380.06	\$0.00	\$16,615.29
Health Insurance		\$11,340.00	\$11,340.00	\$11,340.00	\$0.00	\$11,340.00
Total Benefits		\$28,891.29	\$28,233.99	\$25,289.78	\$1,749.81	\$30,062.01
Total Cost of Position	\$0.00	\$103,419.04	\$99,970.66	\$84,524.53	\$24,623.16	\$109,561.01
FTEs	0.00	1.00	1.00	1.00	0.00	1.00

## TITLE I POSITION SALARY WORKSHEET (7-12)

<b>Martin Luther King Jr High Sch</b>	<b>574</b>
Mr. Michael Alexander	
DeKalb County School District (644)	

#7	#8	#9	#10	#11	#12
<b>Request to Post</b>					
Para, Title I					
204-38-07-00-400204-574-1750	#N/A	#N/A	#N/A	#N/A	#N/A
9th-12th					
All Core					
Non-Certified					
Yes					
100%					
0%					
\$22,315.46					
2.50%	0.00%	0.00%	0.00%	0.00%	0.00%
\$557.89	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$22,873.35	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$606.14	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$4,780.53	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$5,386.67	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$28,260.02	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1.00	0.00	0.00	0.00	0.00	0.00

# TUTOR WORKSHEET

School Name/Number:

Martin Luther King Jr High Sch

School Number: 574

Principal:

Mr. Michael Alexander

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	
Vacant	1	Select from drop down menu	Select from drop down menu			0	0.00	0.00	0.00			
Vacant	1	Daytime	Yes	28.5	4	114	35.00	3,990.00	105.74	4,095.74		
Vacant	1	Daytime	Yes	28.5	4	114	35.00	3,990.00	105.74	4,095.74		
Vacant	1	Daytime	Yes	28.5	4	114	35.00	3,990.00	105.74	4,095.74	Salary - Daytime	50,750.00
Vacant	1	Daytime	Yes	28.5	4	114	35.00	3,990.00	105.74	4,095.74	Salary - AfterSchool	0.00
Vacant	1	Daytime	Yes	28.5	4	114	35.00	3,990.00	105.74	4,095.74	FICA - Daytime	
Vacant	1	Daytime	Yes	28.5	4	114	35.00	3,990.00	105.74	4,095.74	FICA - AfterSchool	
Vacant	0	Daytime	Yes	28.5	4	0	35.00	0.00	0.00	0.00	FICA - Total	1344.88
Vacant	0	Daytime	Yes	28.5	4	0	35.00	0.00	0.00	0.00	Cost - Daytime	
Vacant	0	Daytime	Yes	28.5	4	0	35.00	0.00	0.00	0.00	Cost - AfterSchool	0.00
Vacant	0	Daytime	Yes	28.5	4	0	35.00	0.00	0.00	0.00	Total Cost - All	52,094.88
	1							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	



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	

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	

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	

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	
<b>Totals</b>					44	798					

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

**TITLE I BUDGET SHEET**

**TITLE I BUDGET SHEET**

School Name: **Martin Luther King Jr High Sch**  
 Principal: **Mr. Michael Alexander**  
 LEA: **DeKalb County School District (644)**

School Number: **574**

<b>Title I Allocation</b>
\$671,580.00

BudgetCode	Budget Category	Total	Description	Evidence Level
204-38-05-00-400204-574-1750	Teacher Salary	\$0.00		
204-38-87-00-400204-574-1750	Teacher and Paraprofessional Group Health	\$0.00		
204-38-74-00-400204-574-1750	Teacher and Paraprofessional Retirement	\$4,780.53	Retirement for Two (2) full-time push-in instructional para professionals to support 9-12 instruction to support GSE standards with General Education teachers.	Strong
204-38-07-00-400204-574-1750	Paraprofessional Salary	\$45,746.69	Two (2) full-time push-in instructional para professionals to support 9-12 instruction to support GSE standards with General Education teachers daily.	Strong
204-38-16-00-400204-574-1750	Substitutes for Certified Teacher Salaries	\$0.00		
204-38-17-00-400204-574-1750	Afterschool/Daytime Tutorial	\$50,750.00	Extra Activity pay for Teachers in grades 9-12 for Afterschool Tutorial, Summer Bridge, and Credit Recovery to remediate and reinforce core instruction. Afterschool Tutorial (\$35 per hour x 12 Teachers x 2 hours x 20 days = 16,800) Summer Bridge (\$35 per hour x 6 Teachers x 4 hours x 5 days = \$4,200) Summer Credit Recovery (\$35 per hour x 5 Teachers x 7 hours x 18 days = 23,030) XLT Credit Recovery (\$35 per hour x 2 teachers x 2 hours x 48 days = 6,720)	Strong
204-38-89-00-400204-574-1750	Instructional Alternative Benefits (Teacher,Para,Subs,Tutor)	\$3,700.83	Alternative benefits for after school tutorial staff and Paras	
204-38-95-00-400204-574-1750	Instructional Contracted Services	\$0.00		
204-38-95-10-400204-574-1750	Instructional Contracted Services Teacher Salary (Charter Schools Only)	\$0.00		

			Supplemental supplies for teachers in grades 9-12 to supplement core instruction during the day, engaging activities for example; station teaching, interactive word walls, anchor charts, etc. 30 packs \$28.20/per pack= \$846 + 30 packs of Elmers Glue sticks packs \$18.90 per pack \$567+ 30 pack \$6.00/per pack = \$180 + Expo Magnetic 30 packs \$7.79 per pack = \$233.70 + 30 packs \$11.49 per pack Accent Highlighters = \$344.70 + BIC Mechanical pencils 15 packs \$14/per pack = \$210 + 15 packs/\$23.65 per pack Wooden Pencils = \$354.75 + Pilot Retractable Pens Blue 30 packs \$59.09 per pack = \$1,772.70 + Pilot Retractable Pens Black 30 \$57.99 per pack = \$1,739.70 + Swingline Standard Staples 30 \$5.29 per pack = \$158.70 + Swingline Stapler 30 packs/\$14.73 = \$441.90 + Crayola Classpack Colored Pencils 10 packs/\$31.91 per pack = \$319.10 + Crayola Markers Carton 10 packs/\$76.70 per pack = \$767 + Crayola Markers 12/box 30 packs at \$4.49 per pack= \$134.70 +Crayola Colored Pencils 24/Box 30 packs \$4.06 per pack = \$121.80 + BIC Wite-out Correction Pen 30 packs/\$7.22 per pack = \$216.60 + Multipurpose paper 40 Cartons/Pallet 1= \$1,887.20; Black High Yield Standard Yield	
204-38-53-00-400204-574-1750	Instructional Supplies	\$12,892.45		Strong
204-38-53-10-400204-574-1750	Instructional Technology Supplies	\$0.00		
			Computer Software in grades 9-12 to supplement core instruction during the day for Teachers. Edgenuity (1 license *all students =\$20,295 , USA Testprep (1 license *all students = \$11,871)Live Schools Technology program for grades 9-12 to improve/provide incentives for positive behavior. (125 users x 1 site x 12 months October to September= \$5,950;August to September = \$991.67)	
204-38-53-05-400204-574-1750	Instructional Computer Software	\$39,107.67		Strong
204-61-92-00-400204-574-1750	Instructional Equipment	\$0.00		
			To support 9-12 instruction, mobile charging computer cart with 36 computers when 1-1 student devices not available and to support differentiated instruction for . 36 computers x \$209.47 per computer + \$3,211.94 charging chart + 681.88 shipping = \$11,434.74	
204-61-92-05-400204-574-1750	Instructional Computers	\$11,434.74		Strong
204-38-62-00-400204-574-1750	Instructional Books and Periodicals	\$0.00		
204-42-17-00-400204-574-1750	ADD PFE Facilitator Extra Activity	\$0.00		
204-42-89-00-400204-574-1750	ADD PFE Facilitator Alternative Benefits	\$0.00		
204-42-95-00-400204-574-1750	ADD PFE Contracted Services	\$0.00		
204-42-97-00-400204-574-1750	ADD PFE Communications	\$0.00		
204-42-33-00-400204-574-1750	ADD PFE Travel of Employees	\$0.00		
204-42-36-00-400204-574-1750	ADD PFE Registration Fees	\$0.00		
204-42-95-05-400204-574-1750	ADD PFE Other Purchased Services	\$0.00		
204-42-53-00-400204-574-1750	ADD PFE Supplies	\$0.00		

204-42-53-05-400204-574-1750	ADD PFE Computer Software		\$0.00	
204-42-53-10-400204-574-1750	ADD PFE Technology Supplies		\$0.00	
204-42-92-00-400204-574-1750	ADD PFE Expendible Equipment		\$0.00	
204-42-92-05-400204-574-1750	ADD PFE Expendible Computer Equipment		\$0.00	
204-42-62-00-400204-574-1750	ADD PFE Books and Periodicals		\$0.00	
204-42-07-00-400204-574-1750	Parent Liaison Salary		\$0.00	
204-42-87-00-400204-574-1750	Parent Liaisons Group Health		\$0.00	
204-42-74-00-400204-574-1750	Parent Liaisons Teacher Retirement		\$0.00	
204-42-89-00-400204-574-1750	Parent Liaisons Alternative Benefits		\$0.00	
204-44-16-00-400204-574-1750	PL Substitutes for Certified Teacher		\$0.00	
204-44-89-00-400204-574-1750	PL Alternative Benefits (Subs, Stips, Academic Coach)		\$7,946.20	Alternative Benefits for 4 Full Time Academic Coaches to supplement core instruction in grades 9-12.
204-44-12-00-400204-574-1750	PL Stipends			
204-44-19-10-400204-574-1750	Academic Coach Salaries		\$284,998.18	4 Full Time Academic Coaches (Math/ELA/Social Studies/Science) to supplement core instruction in grades 9-12 for job embedded professional learning in all content, modeling pedagogy, and providing supplemental content strategies to improve content mastery.
204-44-87-00-400204-574-1750	Academic Coach Group Health		\$45,360.00	Group Health for 4 Full Time Academic Coaches (1 - ELA, 1 - Math, 1- Social Studies, 1-Science) to supplement core instruction in grades 9-12 for job embedded professional learning in all content, modeling pedagogy, and providing supplemental content strategies
204-44-74-00-400204-574-1750	Academic Coach Teacher Retirement		\$59,564.62	Teacher Retirement for 4 Full Time Academic Coaches (1 - ELA, 1 - Math, 1- Social Studies, 1-Science) to supplement core instruction in grades 9-12 for job embedded professional learning in all content, modeling pedagogy, and providing supplemental content strategies
204-44-95-00-400204-574-1750	PL Contracted Services		\$64,000.00	Consultant for job embedded professional learning for school leaders and teachers Roane Education consulting firm "Restoring King: Using Restorative Circles to improve Instruction" (Ten professional learning wednesday sessions x 6 hour each x \$300 each session= \$18,000; Guerilla Arts Ink, LLC "Using Resortative Practices to support post pandemic students"(Eight(8) full day professional learning sessions for staff x \$2500 per session = 20,000; Eight (8)x two hour professional learning sessions for selected staff at \$1000 per session= \$16,000 Total= \$26,000. Apogee Executive coaching "Now what? How to engage students after (5 full days of professional learning for teachers (8 hours) x \$4000 a day = Total \$20,000

204-44-33-00-400204-574-1750	PL Travel of Employees	\$15,800.00	Professional Learning for teacher leaders and administration in the building to improve/support 21st century instructional strategies for rigor and engagement in the classroom. ASCD Conference (4 teachers x (\$500 Airlines + \$300 Meals + \$600 hotel + \$600 parking = \$6,200)- Model Schools Conference (6 Leaders x (\$2,400 airlines + \$1,800 meals + \$900 parking + \$4,500 hotel= \$9,600)	Strong
204-44-36-00-400204-574-1750	PL Registration Fees	\$6,750.00	Professional Learning for teacher leaders and administration in the building to improve/support 21st century instructional strategies for rigor and engagement in the classroom. ASCD Conference (4 teachers x (\$500 Airlines + \$300 Meals + \$600 hotel= \$5,600)-ASCD empowers educators to achieve excellence in learning, teaching, and leading so that every child is healthy, safe, engaged, supported, and challenged. Model Schools Conference (6 Leaders x \$825= \$4,950)	Strong
204-44-53-00-400204-574-1750	PL Supplies	\$0.00		
204-44-53-05-400204-574-1750	PL Computer Software	\$0.00		
204-44-62-00-400204-574-1750	PL Books and Periodicals	\$0.00		
204-44-62-05-400204-574-1750	Educational Media Books and Periodicals	\$0.00		
204-57-17-00-400204-574-1750	Custodian Extra Activity	\$0.00		
204-57-89-00-400204-574-1750	Custodian Alternative Benefits	\$0.00		
204-56-17-00-400204-574-1750	Transportation Bus Driver Extra Activity	\$10,897.54	Driver salary for Afterschool/Daytime tutorial programs used to assist students in core content areas in grades 9-12	Strong
204-56-89-00-400204-574-1750	Transportation Bus Driver Alternative Benefits	\$833.66	Alternative benefits for Afterschool/Daytime tutorial programs used to assist students in core content areas in grades 9-12	
204-56-95-00-400204-574-1750	Transportation Gas or Diesel Fuel	\$7,016.89	Fuel Cost for Afterschool/Daytime tutorial programs used to assist students in core content areas in grades 9-12	Strong
204-56-95-10-400204-574-1750	Transportation for Parents	\$0.00		
<b>TOTAL BUDGET</b>		\$671,580.00		
<b>DIFFERENCE</b>		<b>(\$0.00)</b>		
<b>(red)=overbudget</b>				
<b>black=underbudget/balanced</b>				



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

**TITLE I BUDGET SHEET**

**TITLE I BUDGET SHEET**

School Name: **Martin Luther King Jr High Sch**  
 Principal: **Mr. Michael Alexander**  
 LEA: **DeKalb County School District (644)**

School Number: 574

<b>Parent/Family Engagement Set-Aside</b>
\$8,381.84

BudgetCode	Budget Category	Total	Description	Evidence Level
204-42-17-00-301204-574-1750	PFE Facilitator Extra Activity	\$2,240.00	Extra Activity pay for Teachers in grades 9-12 for core content courses (Math, Science, Social Studies, and Science) to provide support to King's Get Ready Parent Night. (8 teachers x \$35 per hour x 2 days x 4 hours = \$2,240)	Strong
204-42-89-00-301204-574-1750	PFE Facilitator Alternative Benefits	\$59.36	Alternative benefits for teachers for extra activity pay (8 teachers)	
204-42-95-00-301204-574-1750	PFE Contracted Services	\$0.00		
204-42-97-00-301204-574-1750	PFE Communications	\$2,700.00	Postage for Title I parent communication for Title I parent meetings/flyers for four core content parent workshops for parents to help their children at home with core content (1500 number of stamps x .60 cost x 3 times per year = \$2,000)	Strong
204-42-33-00-301204-574-1750	PFE Travel of Employees	\$0.00		
204-42-36-00-301204-574-1750	PFE Registration Fees	\$0.00		
204-42-95-05-301204-574-1750	PFE Other Purchased Services	\$0.00		
204-42-53-00-301204-574-1750	PFE Supplies	\$3,382.48	Consumerable supplemental classroom supplies for administration, academic coaches, teachers, etc. to support Parent and Family Engagement to improve content mastery: Oxford twin portfolio folders burgundy 25/box 30 @\$19.17 = \$575.10; Astrobrights Eco Colored Paper 24lbs 500 sheets per pack 30 @16.99=\$509.70; Astrobright Primary Cardstock Paper 100/pack 30 packs @\$10.49 = \$314.70; Staples 2" binder clips large black 12/pack 30 packs @1.69 per pack = \$50.70; Staples MediumBinder Clips Medium Balck 144/pack 30 @\$7.08 = \$212.40; Staples 0.75"WBinder Clips 144/pack 30 packs @\$2.61 = \$78.30; Avery Ready Index Customizable Table of Contents A-Z Dividers Multicolor 30 @\$4.38 = \$131.40; Avery Big Tab Write and Erase Plastic Tab Dividers, Multicolor 8 Tabs 30 @\$3.99 = \$119.70; Staples Economy 1/2 3-Ring Binder, white 30 @ \$2.87 = \$86.10; Staples Economy 1/2 3-ring binder, black 30 @\$2.79 = \$83.70; Tru Red Composition Notebook 7.5 x 9.75 122@\$9.79 = \$1,194.38 = \$3,382.48	Strong
204-42-53-05-301204-574-1750	PFE Computer Software	\$0.00		
204-42-53-10-301204-574-1750	PFE Technology Supplies	\$0.00		
204-42-92-00-301204-574-1750	PFE Expendible Equipment	\$0.00		
204-42-92-05-301204-574-1750	PFE Expendible Computer Equipment	\$0.00		
204-42-62-00-301204-574-1750	PFE Books and Periodicals	\$0.00		
<b>TOTAL BUDGET</b>		<b>\$8,381.84</b>		
<b>DIFFERENCE</b>		<b>\$0.00</b>		
<b>(red)=overbudget</b>				
<b>black=underbudget/balanced</b>				

**TITLE I BUDGET SHEET**

**TITLE I BUDGET SHEET**

School Name: **Martin Luther King Jr High Sch**  
 Principal: **Mr. Michael Alexander**  
 LEA: **DeKalb County School District (644)**

SchoolNumber: 574

<b>Title I Allocation</b>
\$671,580.00

BudgetCode	Budget Category	Total	Encumbrances	Difference	Amendment	Description	Evidence Level	PA/IS/AS#
204-38-05-00-400204-574-1750	Teacher Salary	\$0.00		\$ -	\$ 151,096.11	1 Math	Strong	S1
204-38-87-00-400204-574-1750	Teacher and Paraprofessional Group Health	\$0.00		\$ -	\$ 34,020.00	qualified		S1
204-38-74-00-400204-574-1750	Teacher and Paraprofessional Retirement	\$4,780.53		\$ 4,780.53	\$ 31,579.09	Retirement		S1
204-38-07-00-400204-574-1750	Paraprofessional Salary	\$45,746.69		\$ 45,746.69				
204-38-16-00-400204-574-1750	Substitutes for Certified Teacher Salaries	\$0.00		\$ -				
204-38-17-00-400204-574-1750	Afterschool/Daytime Tutorial	\$50,750.00		\$ 50,750.00	\$ 18,550.00	pay for	Strong	S9
204-38-89-00-400204-574-1750	Instructional Alternative Benefits (Teacher, Para, Subs, Tutor)	\$3,700.83		\$ 3,700.83	\$ 4,495.63	Benefits for 3		S1;
204-38-95-00-400204-574-1750	Instructional Contracted Services	\$0.00		\$ -				
204-38-95-10-400204-574-1750	Instructional Contracted Services Teacher Salary (Charter Schools Only)	\$0.00		\$ -				
204-38-53-00-400204-574-1750	Instructional Supplies	\$12,892.45		\$ 12,892.45	\$ 22,144.26	I supplies for		S1
204-38-53-10-400204-574-1750	Instructional Technology Supplies	\$0.00		\$ -				
204-38-53-05-400204-574-1750	Instructional Computer Software	\$39,107.67	\$ 17,500.00	\$ 21,607.67	\$ 17,500.00	software for	Strong	S6
204-61-92-00-400204-574-1750	Instructional Equipment	\$0.00		\$ -				
204-61-92-05-400204-574-1750	Instructional Computers	\$11,434.74		\$ 11,434.74				
204-38-62-00-400204-574-1750	Instructional Books and Periodicals	\$0.00		\$ -				
204-42-17-00-400204-574-1750	ADD PFE Facilitator Extra Activity	\$0.00		\$ -				
204-42-89-00-400204-574-1750	ADD PFE Facilitator Alternative Benefits	\$0.00		\$ -				
204-42-95-00-400204-574-1750	ADD PFE Contracted Services	\$0.00		\$ -				
204-42-97-00-400204-574-1750	ADD PFE Communications	\$0.00		\$ -				
204-42-33-00-400204-574-1750	ADD PFE Travel of Employees	\$0.00		\$ -				
204-42-36-00-400204-574-1750	ADD PFE Registration Fees	\$0.00		\$ -				
204-42-95-05-400204-574-1750	ADD PFE Other Purchased Services	\$0.00		\$ -				
204-42-53-00-400204-574-1750	ADD PFE Supplies	\$0.00		\$ -				
204-42-53-05-400204-574-1750	ADD PFE Computer Software	\$0.00		\$ -				
204-42-53-10-400204-574-1750	ADD PFE Technology Supplies	\$0.00		\$ -				
204-42-92-00-400204-574-1750	ADD PFE Expendible Equipment	\$0.00		\$ -				
204-42-92-05-400204-574-1750	ADD PFE Expendible Computer Equipment	\$0.00		\$ -				
204-42-62-00-400204-574-1750	ADD PFE Books and Periodicals	\$0.00		\$ -				
204-42-07-00-400204-574-1750	Parent Liaison Salary	\$0.00		\$ -				
204-42-87-00-400204-574-1750	Parent Liaisons Group Health	\$0.00		\$ -				
204-42-74-00-400204-574-1750	Parent Liaisons Teacher Retirement	\$0.00		\$ -				
204-42-89-00-400204-574-1750	Parent Liaisons Alternative Benefits	\$0.00		\$ -				
204-44-16-00-400204-574-1750	PL Substitutes for Certified Teacher	\$0.00		\$ -				
204-44-89-00-400204-574-1750	PL Alternative Benefits (Subs, Stips, Academic Coach)	\$7,552.45		\$ 7,552.45	\$ 3,864.78	Benefits for 2		S12-15
204-44-12-00-400204-574-1750	PL Stipends	\$6,300.00		\$ 6,300.00	\$ 9,412.39	off contract		S18
204-44-19-10-400204-574-1750	Academic Coach Salaries	\$284,998.18		\$ 284,998.18	\$ 123,641.92	Academic	Strong	S12-15
204-44-87-00-400204-574-1750	Academic Coach Group Health	\$45,360.00		\$ 45,360.00	\$ 22,680.00	Health for 2		S12-15
204-44-74-00-400204-574-1750	Academic Coach Teacher Retirement	\$59,564.62		\$ 59,564.62	\$ 25,841.16	Retirement		S12-15
204-44-95-00-400204-574-1750	PL Contracted Services	\$64,000.00		\$ 64,000.00	\$ 25,000.00	consultant -	Rationale	S12,13;
204-44-33-00-400204-574-1750	PL Travel of Employees	\$15,800.00		\$ 15,800.00				
204-44-36-00-400204-574-1750	PL Registration Fees	\$6,750.00		\$ 6,750.00				
204-44-53-00-400204-574-1750	PL Supplies	\$0.00		\$ -				
204-44-53-05-400204-574-1750	PL Computer Software	\$0.00		\$ -				
204-44-62-00-400204-574-1750	PL Books and Periodicals	\$0.00		\$ -				
204-44-62-05-400204-574-1750	Educational Media Books and Periodicals	\$0.00		\$ -				
204-57-17-00-400204-574-1750	Custodian Extra Activity	\$0.00		\$ -				
204-57-89-00-400204-574-1750	Custodian Alternative Benefits	\$0.00		\$ -				
204-56-17-00-400204-574-1750	Transportation Bus Driver Extra Activity	\$10,897.54		\$ 10,897.54				
204-56-89-00-400204-574-1750	Transportation Bus Driver Alternative Benefits	\$833.66		\$ 833.66				
204-56-95-00-400204-574-1750	Transportation Gas or Diesel Fuel	\$7,016.89		\$ 7,016.89				
204-56-95-10-400204-574-1750	Transportation for Parents	\$0.00		\$ -				
<b>TOTAL BUDGET</b>		\$677,486.25			\$ 489,825.34			
<b>DIFFERENCE</b>		<b>(\$5,906.25)</b>			<b>\$ 187,660.91</b>			
<b>(red)=overbudget</b>								
<b>black=underbudget/balanced</b>								

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

**TITLE I BUDGET SHEET**

**TITLE I BUDGET SHEET**

School Name: **Martin Luther King Jr High Sch**  
 Principal: **Mr. Michael Alexander**  
 LEA: **DeKalb County School District (644)**

SchoolNumber: 574

<b>Parent/Family Engagement Set-Aside</b>
\$8,381.84

BudgetCode	Budget Category	Total	Encumbrances	Difference	Amendment	Description	Evidence Level	PA/IS/AS#
204-42-17-00-301204-574-1750	PFE Facilitator Extra Activity	\$2,240.00		\$ 2,240.00				
204-42-89-00-301204-574-1750	PFE Facilitator Alternative Benefits	\$59.36		\$ 59.36				
204-42-95-00-301204-574-1750	PFE Contracted Services	\$0.00		\$ -				
204-42-97-00-301204-574-1750	PFE Communications	\$2,700.00		\$ 2,700.00	\$ 800.00	Postage for Title I parent communication for Title I parent meetings/flyers for four core content parent workshops for parents to help their children at home with core content		PA2/IS1/AS17; PA2/IS2/AS17
204-42-33-00-301204-574-1750	PFE Travel of Employees	\$0.00		\$ -	\$ 2,026.85	Travel for 1 Parent Liaison for Professional Learnings away from the school to support the Parent/Family Engagement innovative practices.	Strong	PA3/IS2/AS18
204-42-36-00-301204-574-1750	PFE Registration Fees	\$0.00		\$ -	\$ 700.00	Registration for 1 Parent Liaison for Professional Learnings away from the school to support the Parent/Family Engagement innovative practices		PA3/IS2/AS18
204-42-95-05-301204-574-1750	PFE Other Purchased Services	\$0.00		\$ -				

204-42-53-00-301204-574-1750	PFE Supplies	\$3,382.48		\$ 3,382.48	\$ 1,101.15	Consumerable supplemental classroom supplies to support Parent Engagement: consumable workbooks, ink, toner, chart paper, color paper, staples, highlighters, paper clips, pencils, pens, notebook paper,	PA2/IS1/AS18; PA3/IS2/AS17
204-42-53-05-301204-574-1750	PFE Computer Software	\$0.00		\$ -			
204-42-53-10-301204-574-1750	PFE Technology Supplies	\$0.00		\$ -			
204-42-92-00-301204-574-1750	PFE Expendible Equipment	\$0.00		\$ -			
204-42-92-05-301204-574-1750	PFE Expendible Computer Equipment	\$0.00		\$ -			
204-42-62-00-301204-574-1750	PFE Books and Periodicals	\$0.00		\$ -		Lending Library for parents to assist students with core content with workshops, books, and periodicals during Parent Center hours	PA3/IS1/AS17
<b>TOTAL BUDGET</b>		\$8,381.84			<b>\$ 4,628.00</b>		
<b>DIFFERENCE</b>		<b>\$0.00</b>			<b>\$ 3,753.84</b>		
<b>(red)=overbudget</b>							
<b>black=underbudget/balanced</b>							