

**DEKALB COUNTY SCHOOL DISTRICT  
2017 CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP) TEMPLATE DIRECTIONS**

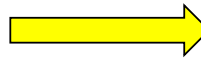
**These directions are provided as a quick guide and complement the Support Sessions offered and the DCSD CSIP Screen Cast.**

**ALL SCHOOLS**

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

Change macro settings in the Trust Center.

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



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

All schools will complete the following worksheets/tabs:

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

To save your template always use File, "Save As" : DCSD\_ CSIP\_ 17-18.xlsm. You must save your template as a macro-enabled template to retain the functionality of all the macro enabled features.

It is imperative for you these steps to be 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 "DCSD CSIP 2017-18" and select a location for your workbook. It is best to save in the p:drive to maintain functionality.
3. Click the "Save as Type" drop-down arrow. A list of file types appears.
4. Select Excel Macro-Enabled Workbook. Excel adds the .xlsm extension to the filename.
5. Click Save.

**Cover Sheet**

- From the dropdown menu, select your school's name. Your school name, school number and address will auto populate on this page and all other places throughout the document where needed.
- Type
  - Principal's Name
  - School's Vision and Mission Statements (you can also paste into the formula bar).
- List:
  - School Improvement Team Members' positions and names
- Enter the date when the school council approves the CSIP
- Enter the dates(s) when modifications are made once your plan is approved. You can either keep a list of dates to demonstrate your school is following the continuous improvement process or each time you made a change and save the file, you can enter the dates of the revision.

## Data Analysis/ Comprehensive Needs Assessment

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

## Priority Area Worksheets

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

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

### Structure/Processes:

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

### Monitoring for Fidelity:

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

### Resources:

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

Professional Learning:

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

Family Engagement:

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

Personnel:

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

**For Title I Schools:**

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

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

## ALL TITLE I SCHOOLS

### Title I Worksheets

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

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

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

#### Title I Components

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

#### Budget Category

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

#### Budget Code

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

#### Amount

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

#### Total Federal Funding for Action Step

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

#### Professional Learning

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

#### Parent and Family Engagement

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

## Tutor Worksheet

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

### Person's Name or Vacant

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

### Daytime or After school Tutoring

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

### Regular DCSD Employee

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

### Title I Paid Hours per Week

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

### Total Number of Weeks

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

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

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

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

### Person's Employee Number, if known

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

### Last name of the Title I Paid Position

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

### First name of the Title I Paid Position

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

### Position name

- From the drop down menu, select the position.

### Position/Job number

- Enter the position/job number, if known.

### Grade Level and/or Subject

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

### Subject(s) Licensed

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

### Certified or Non-Certified

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

Years of experience

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

Certificate Type/Pay Grade

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

Months

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

Regular DCSD Employee

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

% Title I paid

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

% Paid by other

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

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

**Title I Schoolwide Budget Sheet**

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

**Signature Page**

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

# CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP)

<b>School Name</b>	<b>Elizabeth Andrews High School</b>	<b>School Number</b> <b>625</b>
<b>School Address</b>	1701 Mountain Industrial Blvd, Stone Mountain, GA 30083	
<b>Principal</b>	Merlon B. Jones	
<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>	16-May-17	
<b>Date of Last Review/Update</b>		
<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>
To provide a rigorous educational vehicle by which each student will reach his or her academic potential in order to become a productive citizen.
<b>Mission Statement</b>
To raise standards and increase academic achievement for all students through a rigorous educational curriculum supported by collaborative stakeholders' efforts.

District Strategic Plan Goal Alignment
<b>DCSD Goal Area I: Student Success with Equity and Access</b>
<b>DCSD Goal Area II: Stakeholder Engagement</b>
<b>DCSD Goal Area III: Staff Efficacy and Excellence</b>
<b>DCSD Goal Area IV: Internal and External Communications</b>
<b>DCSD Goal Area V: Organizational Effectiveness and Efficiency</b>

School Improvement Team Membership	Name
Principal	Merlon B. Jones
Parent Representative	Betty Cooke
Math Dept Chair	Djameela Sabree
Classified Staff Member	Lisa Lee
Social Studies Dept	Margretha King
Science Dept Chair	Teresa Massey
English Dept Chair	LaDonna Morrow
Counselor	Mary Whitmore
Parent Liason	Melody Moton
Media Specialist	Juanita Curry
Special Education	Mercede Broadwater
World Language	David Goode
CTAE	NaTosha McCrary
Administration	Karen Gordon
Instructional Support Specialist	Sharon Edwards
Student	Diamond Yorker

# 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).

GA Milestones  
CCRPI Reports with its various tabs (Achievement, Growth, etc.)  
Grade Distribution (Infinite Campus)  
Attendance, Discipline, Graduation Rates  
Infinite Campus and VIZIT/Tableau (for demographic data)

## 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).

It is our goal at Elizabeth Andrews High School for all students to graduate and be college and career ready. We have had a continuous increase on the graduation rate of our 5-year Cohort. We strive for a 70% graduation rate. We improved from 24.6%, 31.1% and 35.1% for our 5-year Cohort. Giving the nature of our school and the nature in which we receive our students, this growth is insurmountable.

The overall College and Career Readiness Performance Index (CCPRI) scores have also shown a continuous. The CCRPI scores from 2014 to 2016 are 41.8, 54.3, and 56.5 respectively. EAHS applauds the level of growth accomplished by our teachers holistically with 70% of the student population meeting typical/high growth on CCRPI.

Academic success has improved in several areas over the past three years. Notably, our EOC (End of Course) scores for Ninth Grade Literature and Composition, American Literature, U.S. History, and Economics have increased. The students scoring on the proficient level of Ninth Grade Literature and Composition grew from 6% (2014) to 7% (2015) to 17% (2016). The students scoring on the proficient level of American Literature grew from 5% (2014) to 9% (2015) to 18% (2016). Student Lexile levels at or above 1275 has also increased significantly from 2014-2016 from 8 to 30.

The students scoring on the beginning level of US History decreased from 75% (2014) to 66% (2015) to 56% (2016). The students scoring on the beginning level of Economics decreased from 54% (2014) to 53% (2015) to 38% (2016).

The implementation of the Collaborative Planning Initiative has supported the disaggregation of data and ability to use data to impact instruction.



## 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).**

Data analysis clearly shows that there is an achievement gap among our subgroups; as a result, we have been working in earnest to close that gap and have shown improvement in several areas. Through various initiatives and deliberate fiscal and personnel resources, EAHS has identified targeted interventions and programs to support our SWD and ELL.

EAHS has identified multiple areas where improvement is needed based on three year trend data. Notably, our EOC (End of Course) scores from Coordinate Algebra, Analytic Geometry, Biology, and Physical Science.

The students scoring on the beginning level of Coordinate Algebra has remained constant from 63% (2015) to 63% (2016). The students scoring on the beginning level of Analytic Geometry increased from 58% (2015) to 75% (2016). There were not enough students tested in 2014 to provide comparable data.

The Science specific data increase then decreased. The students scoring on the beginning level of Biology decreased from 50% (2014) to 23% (2015), then increased to 55% (2016). The students scoring on the beginning level of Physical Science decreased from 53% (2014) to 44% (2015), then increased to 55% (2016). More students fell in the Beginning achievement level in 2014 and 2016.

Also, we must continue to focus on our graduation rate with an emphasis on providing support to our English Language Learners and our Students With Disabilities.

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

None

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

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

**Priority Area 1:**

Improving Proficiency in Science: Biology and Physical Science

**Priority Area 2:**

Improving Mathematical Efficiency

**Priority Area 3:**

Improving Literacy

**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>	Improving Proficiency in Science: Biology and Physical Science
<b>*SMART Goal with Performance Measures</b> <i>* Student-Focused, Monitored, Aligned/Actionable, Results-Oriented, Time bound</i>	By the end of the school year, we will improve student mastery of academically rigorous learning standards in Biology and Physical Science as measured by 1) An increase of 5% of students scoring at the developing level or greater on the Georgia Milestones Assessment 2) An increase of 5% of ELL and SWD students scoring at the developing level or greater on the Georgia Milestones Assessment 3) A decrease of 5% of students who are not mastering 75% of the standards as measured by the departmental common assessments.
<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>Three Dimensional Learning</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>
	Person/Position Responsible	Other (Optional, for school use)	Title I
1) Teachers will use the Collaborative Planning Initiative (CPI) to develop 5E lessons that require students to form a claim, research for	Science Teachers		\$0.00
2) Teachers will use CPI to create rubrics and assessments that are based on Three Dimensional Learning to monitor student	Science Teachers		\$0.00
3) Teachers will incorporate Three Dimensional Learning that requires students to use disciplinary core ideas, cross cutting concepts, and	Science Teachers		\$0.00
4) Students will participate in inquiry based learning activities to process, to develop and demonstrate problem based skills in science.	Science Teachers		\$2,475.00
5) School leaders will monitor teacher's implementation of the Three Dimensional Learning process through classroom learning walks,	Teresa Massey,		\$0.00
6) Teachers will facilitate after-school tutorials to support students understanding of Three Demesional Learning.	Science Teachers		\$0.00
7)			\$0.00
8)			\$0.00
9)			\$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>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
10) Science Department Chair will provide professional development for teachers on incorporating the dimensions of the Three Dimensional Learning process during Semester 1 and throughout the school year.	Teresa Massey, Science Dept. Chair		\$0.00

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

11) Science Department Chair will provide Instructional planning (lesson plans) professional development for teachers during Semester 1 and throughout the school year.	Teresa Massey, Science Dept. Chair		\$0.00
12) Science Department Chair will provide professional development for teachers to develop the skills to analyze student work; Provide professional development for teachers to develop the skills to help students understand how to claim, reason, cite and justify their responses..	Teresa Massey, Science Dept. Chair		\$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 Budgeted to Support Action Step</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>
13) Our Parent Liaison will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting the Three Dimensional Learning process and to help with their child's transition to the next grade. Translations will be made available based on need/requests(stakeholder input meetings, annual meeting, Curriculum Night, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences, email, website).	Melody Moton, Parent Liaison		\$850.00
14) During faculty meetings our Parent Liaison will provide science strategies/resources to teachers to reinforce inquiry-based skills at home with their children.	Melody Moton, Parent Liaison		\$0.00
15) Attend conferences that focus on parental engagement strategies and support for parents.	Melody Moton, Parent Liaison		\$664.54

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

## IMPROVEMENT STRATEGY #2

<i>Full Implementation of 5E Lesson Delivery</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>
	Person/Position Responsible	Other (Optional, for school use)	Title I
1) Teachers will use the Collaborative Planning Initiative (CPI) develop 5E lessons that require students to Engage, Explore, Explain, Elaborate (Extend), and Evaluate.	Science Teachers		\$0.00
2) Teachers will instruct science phenomena through 5E lesson flow guides.	Science Teachers		\$0.00
3) Students will participate in activities that require them to obtain, evaluate, communicate, and demonstrate their level of understanding of	Science Teachers		\$0.00
4) School leaders will monitor the use of the 5E instructional process through classroom learning walks and lesson plan evaluations.	Teresa Massey, Science Dept. Chair		\$0.00
5) Teachers will use technology to support the implementation of the 5E Lesson Delivery	Teresa Massey, Science Dept. Chair		\$350.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$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>Supplemental Title I Funding Budgeted to Support Action Step</b>
<i>Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.</i>	Person/Position Responsible	Other (Optional, for school use)	Title I
10) Science Department Chair will provide professional development for teachers on planning and implementing the 5E instructional process during Semester 1.	Teresa Massey, Science Dept. Chair		\$0.00
11) Sciece Department Chair will provide professional development for teachers on the use of technology to support the 5E instructional process during Semeser 1 and throughout the year..	Teresa Massey, Science Dept. Chair		\$2,140.00
12) Teachers, instructional support staff, and administrators will attend local, State, Region, and National conferences to support the 5E instructional process throughout the year.	Science Teachers, Administrators	Dr. Sharon Edwards, ISS	\$6,044.56
<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>
<i>Identify parent/family engagement activities, providers, and the dates activities will begin and end.</i>	Person/Position Responsible	Other (Optional, for school use)	Title I

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

13) The Parent Liaison will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting the 5E instructional process and to help with their child's transition to the next grade. Translations will be made available based on need/requests(stakeholder input meetings, annual meeting, Curriculum Night, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences, email, website).	Melody Moton, Parent Liaison		\$0.00
14)			\$0.00
15)			\$0.00

# PRIORITY AREA 1, 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		
<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>
	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
<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>
	Person/Position Responsible	Other (Optional, for school use)	Title I
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.			
10)			\$0.00
11)			\$0.00
12)			\$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>
	Person/Position Responsible	Other (Optional, for school use)	Title I
Identify parent/family engagement activities, providers, and the dates activities will begin and end.			
13)			\$0.00
14)			\$0.00
15)			\$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.)**

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

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

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

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

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



# TITLE I PROGRAM WORKSHEET (SWP and TA)

School Name: **Elizabeth Andrews High School** School Number: **625**  
 Principal: Merlon B. Jones  
 LEA Name/Number: DeKalb County School District (644)

**Priority Area 1**

**Improving Proficiency in Science: Biology and Physical Science**

**Improvement Strategy #1**

**Three Dimensional Learning**

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
1) Teachers will use the Collaborative Planning Initiative (CPI) to develop 5E lessons that require students to form a claim, research for evidence, and use reasoning skills.	Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP)										\$0.00
2) Teachers will use CPI to create rubrics and assessments that are based on Three Dimensional Learning to monitor student performance and content mastery.	Schoolwide Reform Strategies (TA & SWP) Including teachers in decisions regarding the use of assessments										\$0.00
3) Teachers will incorporate Three Dimensional Learning that requires students to use disciplinary core ideas, cross cutting concepts, and science and engineering practices to explain phenomena.	Schoolwide Reform Strategies (TA & SWP) Coordination & Integration of Federal, State, and Local Services - (TA & SWP)										\$0.00
4) Students will participate in inquiry based learning activities to process, to develop and demonstrate problem based skills in science.	Activities for children experiencing difficulty	Instructional Supplies	203-38-53-00-400203-625-1750	\$2,475.00							\$2,475.00
5) School leaders will monitor teacher's implementation of the Three Dimensional Learning process through classroom learning walks, lesson plan evaluations, and performance data.	Schoolwide Reform Strategies (TA & SWP)										\$0.00
6) Teachers will facilitate after-school tutorials to support students understanding of Three Dimensional Learning.	Activities for children experiencing difficulty Transition Activities (PreK-K; 5th-6th; 8th-9th)										\$0.00
7)											\$0.00
8)											\$0.00
9)											\$0.00

## TITLE I PROGRAM WORKSHEET (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 three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Science Department Chair will provide professional development for teachers on incorporating the dimensions of the Three Dimensional Learning process during Semester 1 and throughout the school year.											\$0.00
11) Science Department Chair will provide Instructional planning (lesson plans) professional development for teachers during Semester 1 and throughout the school year.											\$0.00
12) Science Department Chair will provide professional development for teachers to develop the skills to analyze student work; Provide professional development for teachers to develop the skills to help students understand how to claim, reason, cite and justify their responses..											\$0.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Our Parent Liaison will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting the Three Dimensional Learning process and to help with their child's transition to the next grade. Translations will be made available based on need/requests(stakeholder input	2) Offer a flexible number of meetings 4) Provide timely information to parents through various methods 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide program plans	PFE Supplies	203-42-53-00-301203-625-1750	\$850.00							\$850.00
14) During faculty meetings our Parent Liaison will provide science strategies/resources to teachers to reinforce inquiry-based skills at home with their children.	10) Educate school personnel in the value and utility of contributions of parents										\$0.00
15) Attend conferences that focus on parental engagement strategies and support for parents.	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide program plans	PFE Registration Fees	203-42-36-00-301203-625-1750	\$300.00	PFE Travel of Employees	203-42-33-00-301203-625-1750	\$364.54				\$664.54
										<b>Subtotal #1:</b>	<b>\$3,989.54</b>

# TITLE I PROGRAM WORKSHEET (SWP and TA)

Improvement Strategy #2

## Full Implementation of 5E Lesson Delivery

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
1) Teachers will use the Collaborative Planning Initiative (CPI) develop 5E lessons that require students to Engage, Explore, Explain,	Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP)										\$0.00
2) Teachers will instruct science phenomena through 5E lesson flow guides.	Schoolwide Reform Strategies (TA & SWP)										\$0.00
3) Students will participate in activities that require them to obtain, evaluate, communicate, and demonstrate their level of understanding of	Activities for children experiencing difficulty										\$0.00
4) School leaders will monitor the use of the 5E instructional process through classroom learning walks and lesson plan evaluations.	Schoolwide Reform Strategies (TA & SWP)										\$0.00
5) Teachers will use technology to support the implementation of the 5E Lesson Delivery	Activities for children experiencing difficulty	Instructional Equipment	203-61-92-00-400203-625-1750	\$350.00							\$350.00
6)											\$0.00
7)											\$0.00
8)											\$0.00
9)											\$0.00
Professional Development Action Steps <i>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</i>		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
10) Science Department Chair will provide professional development for teachers on planning and implementing the 5E instructional process during Semester 1.											\$0.00
11) Sciece Department Chair will provide professional development for teachers on the use of technology to support the 5E instructional process during Semeser 1 and throughout the year..		PL Stipends	203-46-12-00-400203-625-1750	\$2,140.00							\$2,140.00
12) Teachers, instructional support staff, and administrators will attend local, State, Region, and National conferences to support the 5E instructional process throughout the year.		PL Registration Fees	203-46-36-00-400203-625-1750	\$1,000.00	PL Travel of Employees	203-46-33-00-400203-625-1750	\$4,000.00	PL Substitutes for Certified Teacher	203-46-16-00-400203-625-1750	\$1,044.56	\$6,044.56
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
13) The Parent Liaison will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting the 5E instructional process and to help with their child's transition to the next grade. Translations will be made available based on need/requests(stakeholder input meetings, annual meeting, Curriculum Night, Core Content Nights, CSIP, compact and policy	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 6) Provide for parent comments and feedback on the content of the Schoolwide program plan 4) Provide timely information to parents through various methods 5) Provide regular communication opportunities to										\$0.00
14)											\$0.00

## TITLE I PROGRAM WORKSHEET (SWP and TA)

15)											\$0.00
										<b>Subtotal #2:</b>	<b>\$8,534.56</b>

# TITLE I PROGRAM WORKSHEET (SWP and TA)

Improvement Strategy #3

Type Improvement Strategy Here

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
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
Professional Development Action Steps <i>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</i>		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
10)											\$0.00
11)											\$0.00
12)											\$0.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
13)											\$0.00
14)											\$0.00
15)											\$0.00
										<b>Subtotal #3:</b>	<b>\$0.00</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>	Improving Mathematical Efficiency
<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 school year, we will improve student mastery of academically rigorous learning standards in Coordinate Algebra and Analytic Geometry as measured by 1) An increase of 5% of students scoring at the developing level or greater on the Georgia Milestones Assessment 2) An increase of 5% of ELL and SWD students scoring at the developing level or greater on the Georgia Milestones Assessment 3) A decrease of 5% of students who are not mastering 75% of the standards as measured by the departmental common assessments.
<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>Incorporate Math Numeracy</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 Collaborative Planning Initiative (CPI) to develop engaging lessons that support math numeracy acquisition.	Math Teachers		\$0.00
2) Teachers will incorporate the use of technology in the classroom to support math numeracy.	Math Teachers		\$0.00
3) Students will work collaboratively or independently on increasing math numeracy.	Math Teachers		\$0.00
4) Students will use Imagine Math Facts (web based program) to support math numeracy acquisition.	Math Teachers		\$9,000.00
5) Teachers will collect weekly data from IXL to disaggregate and discuss during CPI.	Math Teachers		\$0.00
6) Teachers will conference with each student and create a remediation plan, based on IXL data analysis.	Math Teachers		\$0.00
7) Teachers will monitor student growth through a continuous formative assessment cycle.	Math Teachers		\$0.00
8) School leaders will monitor teacher's implementation of math numeracy through classroom learning walks and lesson plan evaluations.	Djameela Sabree, Math Dept Chair	Dr. Sharon Edwards, ISS	\$0.00
9) Teachers will facilitate after-school tutorials to support Math Numeracy.	Math Teachers	Dr. Sharon Edwards, ISS	\$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 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
10) The Math Department Chair will provide professional development for teachers on instructional planning (lesson plans) incorporating learning stations and centers focused on math numeracy acquisition during Semester 1.	Djameela Sabree, Math Dept Chair	Dr. Sharon Edwards, ISS	\$0.00

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

11) The Math Department Chair will provide professional development for teachers on incorporating technology to support math numeracy in the classroom during semester 1 and throughout the year.	Djameela Sabree, Math Dept Chair	Dr. Sharon Edwards, ISS	\$2,740.00
12) Teachers, instructional support staff, and administrators will attend local, State, Region, and National conferences to support Math Numeracy.	Teachers and Administrators	Dr. Sharon Edwards, ISS	\$6,044.56
<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 Budgeted to Support Action Step</b>
<b>Identify parental 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>
13) Provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting numeracy and to help with their child's transition to the next grade. Translations will be made available based on need/requests(stakeholder input meetings, annual meeting, Curriculum Night, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences, email, website).	Melody Moton, Parent Liaison		\$0.00
14) During faculty meetings, discuss and provide math numeracy strategies/resources to teachers to reinforce numeracy skills at home	Melody Moton, Parent Liaison		\$0.00
15)			\$0.00

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

## IMPROVEMENT STRATEGY #2

<i>Increase Math Vocabulary and Language Acquisition</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>
	Person/Position Responsible	Other (Optional, for school use)	Title I
1) Teachers will use the Collaborative Planning Initiative (CPI) to develop engaging lessons that support math vocabulary and language acquisition for English Language Learners (ELL) students and Students With Disabilities (SWD).	Math Teachers		\$0.00
2) Teachers will group students accordingly and provide ability-level tasks.	Math Teachers		\$0.00
3) Students will work collaboratively on increasing math vocabulary and language acquisition.	Math Teachers		\$2,475.00
4) Students will use IXL bi-weekly to provide data for teachers to monitor student growth.	Math Teachers		\$0.00
5) Teachers will collect bi-weekly data from IXL to disaggregate and discuss during CPI.	Math Teachers		\$0.00
6) Teachers will conference with each student and create a remediation plan, based on IXL data analysis.	Math Teachers		\$0.00
7) School leaders will conduct learning walks and lesson plan evaluations to monitor teacher's support of ELL and SWD through	Djameela Sabree,		\$0.00
8) Teachers will facilitate after-school tutorials to support Math Vocabulary and Language Acquisition	Math Teachers	Dr. Sharon Edwards,	\$0.00
9) Teachers and students will utilize technology to support Math Vocabulary and Language Acquisition.	Math Teachers	Dr. Sharon Edwards,	\$350.00
<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>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
10) Our Math Department Chair will provide professional development for teachers on planning and implementing math vocabulary and language acquisition during Semester 1 and throughout the year.	Djameela Sabree, Math Dept Chair	Dr. Sharon Edwards, ISS	\$0.00
11) Our Math Department Chair will provide Instructional planning (lesson plans) professional development for teachers during Semester 1.	Djameela Sabree, Math Dept Chair	Dr. Sharon Edwards, ISS	\$0.00
12) Our Math Department Chair will provide Data Analysis professional development for teachers during Semester 1.	Djameela Sabree, Math Dept Chair	Dr. Sharon Edwards, ISS	\$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
13) The Parent Liaison will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting math vocabulary and language acquisition and to help with their child's transition to the next grade. Translations will be made available based on need/requests(stakeholder input meetings, annual meeting, Curriculum Night, Core Content Nights, CSIP concept and policy development, parent/teacher conferences, email, website).	Melody Moton, Parent Liaison		\$0.00



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

14) During faculty meetings the Parent Liaison will discuss and provide language acquisition strategies/resources to teachers to reinforce vocabulary acquisition skills at home with their children.	Melody Moton, Parent Liaison		\$0.00
15)			\$0.00

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

## IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1)			\$0.00
2)			\$0.00
3)			\$0.00
4)			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
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
10)			\$0.00
11)			\$0.00
12)			\$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
13)			\$0.00
14)			\$0.00
15)			\$0.00

## PRIORITY AREA 2, 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 based upon the outcomes of the strategy implementation (ACT).*

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

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

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

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

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

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

# TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

School Name: **Elizabeth Andrews High School** School Number: **625**  
 Principal: Merlon B. Jones  
 LEA Name/Number: DeKalb County School District (644)

**Priority Area 2**

**Improving Mathematical Efficiency**

**Improvement Strategy #1**

**Incorporate Math Numeracy**

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
1) Teachers will use the Collaborative Planning Initiative (CPI) to develop engaging lessons that support math numeracy acquisition.	Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP)										\$0.00
2) Teachers will incorporate the use of technology in the classroom to support math numeracy.	Schoolwide Reform Strategies (TA & SWP)										\$0.00
3) Students will work collaboratively or independently on increasing math numeracy.	Activities for children experiencing difficulty										\$0.00
4) Students will use Imagine Math Facts (web based program) to support math numeracy acquisition.	Activities for children experiencing difficulty	Instructional Computer Software	203-38-53-05-400203-625-1750	\$9,000.00							\$9,000.00
5) Teachers will collect weekly data from IXL to disaggregate and discuss during CPI.	Including teachers in decisions regarding the use of assessments										\$0.00
6) Teachers will conference with each student and create a remediation plan, based on IXL data analysis.	High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP)										\$0.00
7) Teachers will monitor student growth through a continuous formative assessment cycle.	Including teachers in decisions regarding the use of assessments										\$0.00
8) School leaders will monitor teacher's implementation of math numeracy through classroom learning walks and lesson plan.	Schoolwide Reform Strategies (TA & SWP)										\$0.00
9) Teachers will facilitate after-school tutorials to support Math Numeracy.	Activities for children experiencing difficulty										\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
10) The Math Department Chair will provide professional development for teachers on instructional planning (lesson plans) incorporating learning stations and centers focused on math numeracy acquisition during Semester 1.											\$0.00
11) The Math Department Chair will provide professional development for teachers on incorporating technology to support math numeracy in the classroom during semester 1 and throughout the year.	PL Stipends		203-46-12-00-400203-625-1750	\$2,740.00							\$2,740.00
12) Teachers, instructional support staff, and administrators will attend local, State, Region, and National conferences to support Math Numeracy.	PL Registration Fees		203-46-36-00-400203-625-1750	\$1,000.00	PL Travel of Employees	203-46-33-00-400203-625-1750	\$4,000.00	PL Substitutes for Certified Teacher	203-46-16-00-400203-625-1750	\$1,044.56	\$6,044.56
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step



# TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

Improvement Strategy #2

## Increase Math Vocabulary and Language Acquisition

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Teachers will use the Collaborative Planning Initiative (CPI) to develop engaging lessons that support math vocabulary and language	Schoolwide Reform Strategies (TA & SWP) Transition Activities (PreK-K; 5th-6th; 8th-9th)										\$0.00
2) Teachers will group students accordingly and provide ability-level tasks.	Including teachers in decisions regarding the use of assessments										\$0.00
3) Students will work collaboratively on increasing math vocabulary and language acquisition.	Activities for children experiencing difficulty	Instructional Supplies	203-38-53-00-400203-625-1750	\$2,475.00							\$2,475.00
4) Students will use IXL bi-weekly to provide data for teachers to monitor student growth.	Including teachers in decisions regarding the use of assessments										\$0.00
5) Teachers will collect bi-weekly data from IXL to disaggregate and discuss during CPI.	Including teachers in decisions regarding the use of assessments										\$0.00
6) Teachers will conference with each student and create a remediation plan, based on IXL data analysis.	Including teachers in decisions regarding the use of assessments										\$0.00
7) School leaders will conduct learning walks and lesson plan evaluations to monitor teacher's support of ELL and SWD through	Schoolwide Reform Strategies (TA & SWP)										\$0.00
8) Teachers will facilitate after-school tutorials to support Math Vocabulary and Language Acquisition	Activities for children experiencing difficulty										\$0.00
9) Teachers and students will utilize technology to support Math Vocabulary and Language Acquisition.	Activities for children experiencing difficulty	Instructional Equipment	203-61-92-00-400203-625-1750	\$350.00							\$350.00
<b>Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</b>		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Our Math Department Chair will provide professional development for teachers on planning and implementing math vocabulary and language acquisition during Semester 1 and throughout the year.											\$0.00
11) Our Math Department Chair will provide Instructional planning (lesson plans) professional development for teachers during Semester 1.											\$0.00
12) Our Math Department Chair will provide Data Analysis professional development for teachers during Semester 1.											\$0.00
<b>Parent/Family Engagement Action Steps</b>	<b>Title I Parent/Family Engagement Component</b>	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) The Parent Liaison will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting math vocabulary and language acquisition and to help with their child's transition to the next grade. Translations will be made available based on need/requests(stakeholder input meetings, annual meeting, Curriculum Night, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences.	2) Offer a flexible number of meetings 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress 5) Provide regular opportunities for parents to meet with school staff 6) Provide for parent comments and feedback on the content of the Schoolwide program plan 9) Provide materials and training to help parents work with their children to improve achievement.										\$0.00
14) During faculty meetings the Parent Liaison will discuss and provide language acquisition strategies/resources to teachers to reinforce vocabulary acquisition skills at home with their children.	10) Educate school personnel in the value and utility of contributions of parents										\$0.00

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

15)											\$0.00
										Subtotal #2:	\$2,825.00

# TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

Improvement Strategy #3

Type Improvement Strategy Here

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
1)	Select from drop down menu										\$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
<b>Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</b>		<b>Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i></b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i></b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i></b>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
10)											\$0.00
11)											\$0.00
12)											\$0.00
<b>Parent/Family Engagement Action Steps</b>		<b>Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i></b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i></b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i></b>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
13)	You may select more than one component from the following components - Components 1-13 are required										\$0.00
14)											\$0.00
15)											\$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>	Improving 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 school year, we will improve student mastery of academically rigorous learning standards in English Language Arts and Social Studies as measured by 1) An increase of 5% of students scoring at the developing level or greater on the Georgia Milestones Assessment (9th Grade Literature and Composition, American Literature, US History, and Economics) 2) An increase of 5% of ELL and SWD students scoring at the developing level or greater on the Georgia Milestones Assessment (9th Grade Literature and Composition, American Literature, US History, and Economics) 3) A decrease of 5% of students who are not mastering 75% of the standards as measured by the departmental common assessments.
<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>Disciplinary Literacy</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 Collaborative Planning Initiative (CPI) to determine content-specific literacy strategies and practices specific to	ELA and Social Studies Teachers		\$0.00
2) Teachers will use CPI to determine appropriate discipline-based texts.	ELA and Social Studies Teachers		\$0.00
3) Teachers will teach students the process of reading and comprehending discipline-based texts.	ELA and Social Studies Teachers		\$5,100.00
4) Teachers and students will use technology to support Disciplinary Literacy.	ELA and Social Studies Teachers		\$700.00
5) Teachers will use CPI to develop an instructional plan of implementation for disciplinary literacy and document-based	ELA and Social Studies Teachers		\$0.00
6) Teachers will teach students to interpret and analyze visuals (pictures, info-graphics, charts, graphs, political cartoons)	ELA and Social Studies Teachers		\$5,000.00
7) Teachers will monitor student growth through a continuous formative assessment cycle.	ELA and Social Studies Teachers		\$0.00
8) School leaders will monitor teacher's implementation of disciplinary literacy through classroom learning walks and lesson plan	LaDonna Morrow, ELA and Social Studies Teachers		\$0.00
9) Teachers will facilitate after-school tutorials to support Disciplinary Literacy.	ELA and Social Studies Teachers		\$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 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

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

10) The ELA/Social Studies Chairs will provide Disciplinary Literacy professional development for teachers during Semester 1 and throughout the school year.	LaDonna Morrow, ELA Dept Chair; Margretha King, Social Studies Dept Chair		\$0.00
11) The ELA/Social Studies Chairs will provide professional development for teachers on use technology to support Disciplinary Literacy	LaDonna Morrow,		\$4,680.00
12) Teachers instructional support staff, and administrators will attend local, State, Region, and National conferences to support Disiplinary Literacy.	Teachers and Administrators	Dr. Sharon Edwards, TSS	\$12,089.12
<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 or Magnet Funding Budgeted to Support Action Step</b>
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>	<b>Title I</b>
13) The Parent Liaison will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting literacy and to help with their child's transition to the next grade. Translations will be made available based on need/requests(stakeholder inpute meetings, annual meeting, Curriculum Night, Core Content Nights, CSIP, compact and policy	Melody Moton, Parent Liaison		\$0.00
14) During faculty meetings the Parent Liaison will discuss and provide literacy strategies/resources to teachers to reinforce literacy skills at home with their children.	Melody Moton, Parent Liaison		\$0.00
15)			\$0.00

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

## IMPROVEMENT STRATEGY #2

<i>Building Reading Comprehension through SQ3R</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>
	Person/Position Responsible	Other (Optional, for school use)	Title I
1) Teachers will use the Collaborative Planning Initiative (CPI) to designate a specific progress monitoring timeline for the continuous use of ReadTheory.org.	ELA and Social Studies Teachers		\$0.00
2) Teachers will use CPI to develop engaging lessons that include content reading for comprehension and vocabulary (SQ3R).	ELA and Social Studies Teachers		\$0.00
3) Teachers will model and instruct the SQ3R strategy with English Language Learners (ELL) and Students With Disabilities (SWD) daily.	ELA and Social Studies Teachers		\$0.00
4) ELL and SWD students will use the SQ3R process when reading content-specific texts.	ELA and Social Studies Teachers		\$0.00
5) Teachers will collect weekly data from ReadTheory.org to disaggregate and discuss during CPI.	ELA and Social Studies Teachers		\$0.00
6) Teachers will conference with each student and create a remediation plan, based on ReadTheory.org data analysis.	ELA and Social Studies Teachers		\$0.00
7) Teachers will monitor student growth through a continuous formative assessment cycle.	ELA and Social Studies Teachers		\$0.00
8) School leaders will monitor teacher's implementation of SQ3R through classroom learning walks and lesson plan evaluations.	LaDonna Morrow, ELA Dept Chair		\$0.00
9)			\$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>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
10) The ELA/Social Studies chairs will provide professional development on the SQ3R (Survey, Question, Read, Recite, and Review) Reading Comprehension process for teachers during Semester 1, Term 1.	LaDonna Morrow, ELA Dept Chair; Margretha King, Social Studies Dept Chair		\$0.00
11) The ELA/Social Studies chairs will provide ReadTheory.org professional development for teachers during Semester 1.	LaDonna Morrow, ELA Dept Chair		\$0.00
12) Provide Data Analysis professional development for teachers during Semester 1.	LaDonna Morrow, ELA Dept Chair; Margretha King, Social Studies Dept Chair		\$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

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

13) The Parent Liaison will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with building reading comprehension and to help with their child's transition to the next grade. Translations will be	Melody Moton, Parent Liaison		\$0.00
14) During faculty meetings, discuss and provide reading comprehension strategies/resources to teachers to reinforce comprehension	Melody Moton, Parent Liaison		\$0.00
15)			\$0.00

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

## IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1)			\$0.00
2)			\$0.00
3)			\$0.00
4)			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
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
10)			\$0.00
11)			\$0.00
12)			\$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
13)			\$0.00
14)			\$0.00
15)			\$0.00

## PRIORITY AREA 3, 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 based upon the outcomes of the strategy implementation (ACT).*

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

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

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

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

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

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

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

School Name: **Elizabeth Andrews High School** School Number: **625**  
 Principal: Merlon B. Jones  
 LEA Name/Number: DeKalb County School District (644)

**Priority Area 3**

**Improving Literacy**

**Improvement Strategy #1**

**Disciplinary Literacy**

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Teachers will use the Collaborative Planning Initiative (CPI) to determine content-specific literacy strategies and practices specific to each discipline.	Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP)										\$0.00
2) Teachers will use CPI to determine appropriate discipline-based texts.	Including teachers in decisions regarding the use of assessments										\$0.00
3) Teachers will teach students the process of reading and comprehending discipline-based	Activities for children experiencing difficulty	Instructional Supplies	203-38-53-00-400203-625-1750	\$5,100.00							\$5,100.00
4) Teachers and students will use technology to support Disciplinary Literacy.	Activities for children experiencing difficulty	Instructional Equipment	203-61-92-00-400203-625-1750	\$700.00							\$700.00
5) Teachers will use CPI to develop an instructional plan of implementation for	Including teachers in decisions regarding the use of assessments										\$0.00
6) Teachers will teach students to interpret and analyze visuals (pictures, info-graphics, charts, graphs, political cartoons).	Activities for children experiencing difficulty	Instructional Equipment	203-61-92-00-400203-625-1750	\$5,000.00							\$5,000.00
7) Teachers will monitor student growth through a continuous formative assessment cycle.	Schoolwide Reform Strategies (TA & SWP)										\$0.00
8) School leaders will monitor teacher's implementation of disciplinary literacy through classroom learning walks and lesson plan.	Schoolwide Reform Strategies (TA & SWP)										\$0.00
9) Teachers will facilitate after-school tutorials to support Disciplinary Literacy.	Activities for children experiencing difficulty										\$0.00
<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 three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 2 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 3 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
10) The ELA/Social Studies Chairs will provide Disciplinary Literacy professional development for teachers during Semester 1 and throughout the school year.											\$0.00
11) The ELA/Social Studies Chairs will provide professional development for teachers on use technology to support Disciplinary Literacy Semester 1 and throughout the year.		PL Stipends	203-46-12-00-400203-625-1750	\$4,680.00							\$4,680.00
12) Teachers instructional support staff, and administrators will attend local, State, Region, and National conferences to support Disiplinary Literacy.		PL Registration Fees	203-46-36-00-400203-625-1750	\$2,000.00	PL Travel of Employees	203-46-33-00-400203-625-1750	\$8,000.00	PL Substitutes for Certified Teacher	203-46-16-00-400203-625-1750	\$2,089.12	\$12,089.12
<b>Parent/Family Engagement Action Steps</b>		<b>Budget Category 1 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 2 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 3 (May select up to three Budget Categories for each action step.)</b>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
13) The Parent Liaison will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting literacy and to help with their child's transition		1) Convene a Title I Annual public meeting 4) Provide timely information to parents through various methods 8) Provide parent assistance on understanding state academic content standards and student									\$0.00

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

14) During faculty meetings the Parent Liaison will discuss and provide literacy strategies/resources to teachers to reinforce literacy skills at home with their children.	10) Educate school personnel in the value and utility of contributions of parents										\$0.00
15)											\$0.00
										<b>Subtotal #1:</b>	<b>\$27,569.12</b>



# TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

Improvement Strategy #2

## Building Reading Comprehension through SQ3R

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1		#2		#3		Total Federal Funding for Action Step			
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount		Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount
1) Teachers will use the Collaborative Planning Initiative (CPI) to designate a specific progress monitoring timeline for the continuous use of	Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP)										\$0.00
2) Teachers will use CPI to develop engaging lessons that include content reading for <u>comprehension and vocabulary (SQ3R).</u>	Schoolwide Reform Strategies (TA & SWP)										\$0.00
3) Teachers will model and instruct the SQ3R strategy with English Language Learners (ELL) and Students With Disabilities (SWD) daily.	Schoolwide Reform Strategies (TA & SWP)										\$0.00
4) ELL and SWD students will use the SQ3R process when reading content-specific texts.	Activities for children experiencing difficulty Including teachers in decisions regarding the use of assessments										\$0.00
5) Teachers will collect weekly data from ReadTheory.org to disaggregate and discuss <u>data.</u>	Including teachers in decisions regarding the use of assessments										\$0.00
6) Teachers will conference with each student and create a remediation plan, based on <u>ReadTheory.org data analysis.</u>	Schoolwide Reform Strategies (TA & SWP) High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP)										\$0.00
7) Teachers will monitor student growth through a continuous formative assessment cycle.	Schoolwide Reform Strategies (TA & SWP) Including teachers in decisions regarding the use of assessments										\$0.00
8) School leaders will monitor teacher's implementation of SQ3R through classroom learning walks and lesson plan evaluations.	Schoolwide Reform Strategies (TA & SWP)										\$0.00
9)											\$0.00
Professional Development Action Steps <i>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</i>		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
10) The ELA/Social Studies chairs will provide professional development on the SQ3R (Survey, Question, Read, Recite, and Review) Reading Comprehension process for teachers during Semester 1, Term 1.											\$0.00
11) The ELA/Social Studies chairs will provide ReadTheory.org professional development for teachers during Semester 1.											\$0.00
12) Provide Data Analysis professional development for teachers during Semester 1.											\$0.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
13) The Parent Liaison will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with building	2) Offer a flexible number of meetings 6) Provide for parent comments and feedback on the content of the Schoolwide program plan 6) Provide for parent comments and feedback on										\$0.00
14) During faculty meetings, discuss and provide reading comprehension strategies/resources to teachers to reinforce comprehension skills at home with their children	10) Educate school personnel in the value and utility of contributions of parents										\$0.00
15)											\$0.00
<b>Subtotal #2:</b>										<b>\$0.00</b>	

# TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

Improvement Strategy #3

Type Improvement Strategy Here

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
1)	Select from drop down menu - you may select more than one										\$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
Professional Development Action Steps <i>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</i>		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
10)											\$0.00
11)											\$0.00
12)											\$0.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
13)	You may select more than one component from the following components - Components 1-13 are required										\$0.00
14)											\$0.00
15)											\$0.00
										Subtotal #3:	\$0.00

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

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

<b>Priority Area 4</b>	0
<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	
<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
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
10)			\$0.00
11)			\$0.00
12)			\$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 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
13)			\$0.00
14)			\$0.00
15)			\$0.00

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

## 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
8)			\$0.00
9)			\$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 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
10)			\$0.00
11)			\$0.00
12)			\$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
13)			\$0.00
14)			\$0.00
15)			\$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
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
10)			\$0.00
11)			\$0.00
12)			\$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
13)			\$0.00
14)			\$0.00
15)			\$0.00

## PRIORITY AREA 4, 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 based upon the outcomes of the strategy implementation (ACT).*

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

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

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

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

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

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

# TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

School Name: **Elizabeth Andrews High School**  
 Principal: Merlon B. Jones  
 LEA Name/Number: DeKalb County School District (644)

School Number: **625**

Priority Area 4

0

Improvement Strategy #1

Type Improvement Strategy Here

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1)	Select from drop down menu - you may select more than one										\$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
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10)											\$0.00
11)											\$0.00
12)											\$0.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step



### TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

13)	You may select more than one component from the following components - Components 1-13 are required										\$0.00
14)											\$0.00
15)											\$0.00
										<b>Subtotal #1:</b>	<b>\$0.00</b>

# TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

## Improvement Strategy #2

### Full Implementation of 5E Lesson Delivery

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
1)	Select from drop down menu										\$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
Professional Development Action Steps <i>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</i>		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
10)											\$0.00
11)											\$0.00
12)											\$0.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
13)	You may select more than one component from the following components - Components 1-13 are required										\$0.00
14)											\$0.00
15)											\$0.00
										<b>Subtotal #2:</b>	<b>\$0.00</b>

# TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

Improvement Strategy #3

Type Improvement Strategy Here

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1)	Select from drop down menu										\$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
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10)											\$0.00
11)											\$0.00
12)											\$0.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13)	You may select more than one component from the following components - Components 1-13 are required										\$0.00
14)											\$0.00
15)											\$0.00
										<b>Subtotal #3:</b>	<b>\$0.00</b>

## TITLE I POSITION SALARY WORKSHEET (1-8)

<b>School Name/Number:</b>	<b>Elizabeth Andrews High School</b>	<b>625</b>
<b>Principal:</b>	Merlon B. Jones	
<b>LEA Name/Number:</b>	DeKalb County School District (644)	

Position #	#1	#2	#3	#4	#5	#6	#7	#8
<b>Employee Number:</b>	20053313							
<b>Last Name of Title I Paid Person</b>	Moton							
<b>First Name of Title I Paid Person</b>	Melody							
<b>Position</b>	Parent Liasion, Title I							
<b>Position Number:</b>								
<b>Budget Account Code</b>	203-42-07-00-400203-625-1750	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
<b>Grade Level</b>	9th-12th							
<b>Subject Licensed</b>	None							
<b>Certified or Non-Certified</b>	Non-Certified							
<b>Years Experience</b>	12							
<b>Certificate Type/Pay Grade</b>	Parent Liais. - 186 days-PSL-T05							
<b>Months Employed</b>	10							
<b>Regular DCSD Employee</b>	No							
<b>% Title I Paid</b>	100%							
<b>% Paid by Other Sources</b>	0%							
<b>Annual Salary</b>	\$23,174.40	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Alternative Benefits</b>	\$614.12	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Retirement</b>	\$4,127.36	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Health Insurance</b>	\$10,747.20	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Benefits</b>	\$15,488.68	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Cost of Position</b>	\$38,663.08	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>FTEs</b>	1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

# TUTOR WORKSHEET

School Name/Number:

Elizabeth Andrews High School

School Number: 625

Principal:

Merlon B. Jones

LEA Name/Number:

DeKalb County School District (644)

Person's Name or Vacant	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 Position		
Vacant	After School	Yes	12	26	312	35.00	10,920.00	0.00	10,920.00	<b>TOTALS</b>	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00		
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00		
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00		
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00		
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	Salary - Daytime	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	Salary - AfterSchool	10,920.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	FICA - Daytime	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	FICA - AfterSchool	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	FICA - Total	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	Cost - Daytime	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	Cost - AfterSchool	10,920.00

Person's Name or Vacant	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 Position	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	Total Cost - All
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	10,920.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	

Person's Name or Vacant	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 Position
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00

Person's Name or Vacant	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 Position
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00



Person's Name or Vacant	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 Position
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00
<b>Totals</b>			26	312			10,920.00	0.00	10,920.00

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

**TITLE I BUDGET SHEET**

School Name:  
Principal:  
LEA:

Elizabeth Andrews High School  
Merlon B. Jones  
DeKalb County School District (644)

School Number: 625

<b>Title I Allocation</b>
\$108,694.31
<b>Parent/Family Engagement Set-Aside</b>
\$1,514.54
<b>Budgeted Parent/Family Engagement</b>
\$1,514.54
<b>You must budget your Parent/Family Engagement Set-Aside!</b>

BudgetCode	Budget Category	Total
203-38-05-00-400203-625-1750	Teacher Salary	\$0.00
203-38-87-00-400203-625-1750	Teacher and Paraprofessional Group Health	\$0.00
203-38-74-00-400203-625-1750	Teacher and Paraprofessional Retirement	\$0.00
203-38-07-00-400203-625-1750	Paraprofessional Salary	\$0.00
203-38-16-00-400203-625-1750	Substitutes for Certified Teacher Salaries	\$0.00
203-38-17-00-400203-625-1750	Afterschool/Daytime Tutorial	\$10,920.00
203-38-89-00-400203-625-1750	Instructional Alternative Benefits (Teacher,Para,Subs,Tutor)	\$0.00
203-38-95-00-400203-625-1750	Instructional Contracted Services	\$0.00
203-38-95-10-400203-625-1750	Instructional Contracted Services Teacher Salary (Charter Schools Only)	\$0.00
203-38-53-00-400203-625-1750	Instructional Supplies	\$10,050.00
203-38-53-10-400203-625-1750	Instructional Technology Supplies	\$0.00
203-38-53-05-400203-625-1750	Instructional Computer Software	\$9,000.00
203-61-92-00-400203-625-1750	Instructional Equipment	\$6,400.00
203-61-92-05-400203-625-1750	Instructional Computers	\$0.00
203-38-62-00-400203-625-1750	Instructional Books and Periodicals	\$0.00
203-42-17-00-301203-625-1750	PFE Facilitator Extra Activity	\$0.00
203-42-89-00-301203-625-1750	PFE Facilitator & Liasion Alternative Benefits	\$0.00
203-42-07-00-301203-625-1750	Parent Liaison Salary	\$23,174.40
203-42-87-00-301203-625-1750	Parent Liaisons Group Health	\$10,747.20
203-42-74-00-301203-625-1750	Parent Liaisons Teacher Retirement	\$4,127.36
203-42-89-00-400203-625-1750	Parent Liaisons Alternative Benefits	\$614.12
203-42-95-00-301203-625-1750	PFE Contracted Services (Charter Schools use for Parent Liasion)	\$0.00
203-42-97-00-301203-625-1750	PFE Communications	\$0.00
203-42-33-00-301203-625-1750	PFE Travel of Employees	\$364.54
203-42-36-00-301203-625-1750	PFE Registration Fees	\$300.00
203-42-95-05-301203-625-1750	PFE Other Purchased Services	\$0.00
203-42-53-00-301203-625-1750	PFE Supplies	\$850.00
203-42-53-05-301203-625-1750	PFE Computer Software	\$0.00
203-42-53-10-301203-625-1750	PFE Technology Supplies	\$0.00
203-61-92-00-301203-625-1750	PFE Expendible Equipment	\$0.00
203-61-92-05-301203-625-1750	PFE Expendible Computer Equipment	\$0.00
203-42-62-00-301203-625-1750	PFE Books and Periodicals	\$0.00
203-46-16-00-400203-625-1750	PL Substitutes for Certified Teacher	\$4,178.24
203-46-89-00-400203-625-1750	PL Alternative Benefits (Subs, Stips, Academic Coach, Data Clerk)	\$0.00
203-46-12-00-400203-625-1750	PL Stipends	\$9,560.00
203-46-19-10-400203-625-1750	Academic Coach Salaries	\$0.00
203-46-87-00-400203-625-1750	Academic Coach & Data Clerk Group Health	\$0.00
203-46-74-00-400203-625-1750	Academic Coach & Data Clerk Teacher Retirement	\$0.00
203-46-03-00-400203-625-1750	Data Clerk Salary	\$0.00
203-46-95-00-400203-625-1750	PL Contracted Services (Charter Schools use for Academic Coach)	\$0.00
203-46-33-00-400203-625-1750	PL Travel of Employees	\$16,000.00
203-46-36-00-400203-625-1750	PL Registration Fees	\$4,000.00
203-46-53-00-400203-625-1750	PL Supplies	\$0.00
203-46-53-05-400203-625-1750	PL Computer Software	\$0.00
203-46-62-00-400203-625-1750	PL Books and Periodicals	\$0.00
203-46-62-05-400203-625-1750	Educational Media Books and Periodicals	\$0.00
203-57-17-00-400203-625-1750	Custodian Extra Activity	\$0.00
203-57-89-00-400203-625-1750	Custodian Alternative Benefits	\$0.00
203-56-17-00-400203-625-1750	Transportation Bus Driver Extra Activity	\$0.00
203-56-89-00-400203-625-1750	Transportation Bus Driver Alternative Benefits	\$0.00
203-56-95-00-400203-625-1750	Transportation Gas or Diesel Fuel	\$0.00
203-56-95-10-400203-625-1750	Transportation for Parents	\$0.00
<b>TOTAL BUDGET</b>		\$110,285.86
<b>DIFFERENCE</b>		<b>(\$1,591.55)</b>
<b>(red)=overbudget</b>		
<b>black=underbudget/balanced</b>		

## Title I Planning Team Signature Page

**Elizabeth Andrews High School**      Enter Date:

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

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

<b>Reason for Revision of the Continuous School Improvement Plan:</b>

Name	Signature	Date	Position or Role
Merlon B. Jones			Principal
Betty Cooke			Parent
Djameela Sabree			Math Dept Chair
Lisa Lee			Classified Staff Member
Margretha King			Social Studies Dept
Teresa Massey			Science Dept Chair
LaDonna Morrow			English Dept Chair
Mary Whitmore			Counselor
Melody Moton			Parent Liason
Juanita Curry			Media Specialist
Mercede Broadwater			Special Education
David Goode			World Language
NaTosha McCrary			CTAE
Karen Gordon			Administration
Sharon Edwards			Instructional Support Specialist
Diamond Yorker			Student
Arnold Palmer			Student