

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

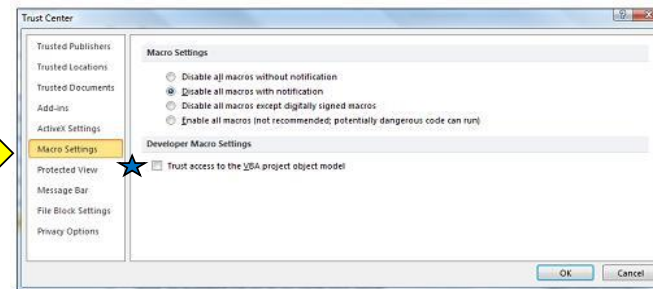
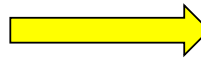
These directions are provided as a quick guide and complement the Support Sessions offered and the DCSD CSIP Screen Cast.

ALL SCHOOLS

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

Change macro settings in the Trust Center.

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



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

All schools will complete the following worksheets/tabs:

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

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

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

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

Cover Sheet

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

Data Analysis/ Comprehensive Needs Assessment

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

Priority Area Worksheets

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

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

Structure/Processes:

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

Monitoring for Fidelity:

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

Resources:

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

Professional Learning:

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

Family Engagement:

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

Personnel:

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

For Title I Schools:

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

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

ALL TITLE I SCHOOLS

Title I Worksheets

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

Priority Area, Improvement Strategies, and Action Steps

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

Title I Components

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

Budget Category

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

Budget Code

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

Amount

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

Total Federal Funding for Action Step

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

Professional Learning

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

Parent and Family Engagement

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

Tutor Worksheet

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

Person's Name or Vacant

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

Daytime or After school Tutoring

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

Regular DCSD Employee

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

Title I Paid Hours per Week

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

Total Number of Weeks

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

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

Title I Position Salary Worksheet (1-8)

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

Person's Employee Number, if known

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

Last name of the Title I Paid Position

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

First name of the Title I Paid Position

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

Position name

- From the drop down menu, select the position.

Position/Job number

- Enter the position/job number, if known.

Grade Level and/or Subject

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

Subject(s) Licensed

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

Certified or Non-Certified

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

Years of experience

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

Certificate Type/Pay Grade

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

Months

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

Regular DCSD Employee

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

% Title I paid

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

% Paid by other

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

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

Title I Schoolwide Budget Sheet

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

Signature Page

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

CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP)

School Name	Columbia Middle School	School Number: 526
School Address	3001 Columbia Drive, Decatur, GA 30034	
Principal	Dr. Keith A. Jones	
District Name/State Local Education Agency (LEA) Number	DeKalb County School District (644)	
Date of Initial Local School Council Vote of Approval	9-Jul-18	
Date of Last Review/Update	9/3/2018	
Principal Signature	_____ (Signature On File)	
Director of Title I Signature	_____ (Signature On File)	

School Vision and Mission Statement
Vision Statement
The mission of Columbia Middle School is to promote student growth and content mastery by preparing all students for college and career readiness.
Mission Statement
The vision of Columbia Middle School is to become a school of distinction that empowers and inspires all students to achieve excellence in pursuit of their interests and passions.

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

School Improvement Team Membership	Name
Principal	Dr. Keith A. Jones
Parent Representative	Troya Sampson
Math Dept Chair	Angela Taylor
Certified Staff Member	Yolanda Brown-Bloodworth
Certified Staff Member	Kimberly Newman
Certified Staff Member	Ursula Ross
Assistant Principal	Dr. Joel Boyce
Assistant Principal	Jairus Malcome
Assistant Principal	Kerby Bullard
Certified Staff Member	Tosha Deacon
Certified Staff Member	Dr. Deria Whatley

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).

Student Learning Data Sources Include - NWEA MAP Data, Study Island data, Coach Digital Data, USA Test Prep, PSAT Data, NAEP Data, Common Assessment Data, ACCESS Data, GA Milestones EOG and EOC Data, 2017 CCRPI Data. Demographic and Process Data includes - ISS/OSS Data, Student Attendance, Demographic Data. Perception Data Includes - 2017 CCRPI Climate Survey Data, Parent Surveys, Data from Online Polls through Remind Application and Survey Instrument, Feedback at Title I and Academic Parent Meetings, Parent Emails Through School Email Address, PTSA and School Council Meeting Minutes, Title I Meeting Minutes, Emails to Teachers and Administrators.

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).

Data from the GA Milestones EOG Assessment indicates that Columbia Middle School students are making marginal gains in the areas of mathematics and reading. In 2015-2016, 6th grade ELA proficiency was 19%, 7th grade ELA proficiency was 16%, and 8th grade ELA proficiency was 20%. In 2016-2017, 6th grade ELA proficiency was 17%, 7th grade ELA proficiency was 16%, and 8th grade ELA proficiency was 16%. In 2017-2018, 6th grade ELA proficiency was 16.6%, 7th grade ELA proficiency was 18%, and 8th grade ELA proficiency was 23.8%. The data indicates that CMS students' content mastery growth has remained relatively stagnant over the past 3 school years. Although students have shown growth in their SGPs, their achievement levels have remained largely unchanged with the exception of growth in proficiency in 8th grade language arts in 2017-2018.

In 2015-2016, 6th grade Math proficiency was 9%, 7th grade Math proficiency was 15%, and 8th grade Math proficiency was 10%. In 2016-2017, 6th grade Math proficiency was 11%, 7th grade Math proficiency was 15%, and 8th grade Math proficiency was 4%. In 2017-2018, 6th grade Math proficiency was 7%, 7th grade Math proficiency was 17.5%, and 8th grade Math proficiency was 4.2%. Although students have shown growth in their SGPs, their achievement levels have remained largely unchanged. The data for 8th grade mathematics does not highlight the students who are taking Coordinate Algebra and whose scores are not factored into the 8th grade content mastery calculations.

The growth target for the 2018-2019 school year must be at least 45 points for Columbia Middle School to earn growth points for students. The overall trend data in reading and mathematics indicate that the percentage of students who score at the proficient or advanced levels has improved each year but falls short of the needed growth goals. While the data also show that there is significant room for growth and improvement in this area, the performance data is trending upwards over a 3-year span. For the past 2 school years, Columbia Middle School students have taken the NWEA MAP assessment in reading, ELA, mathematics, and science to show growth between the Fall and Spring tests. The 2-year trend data indicates that students are showing growth between test administrations each year overall. In 2017-2018, all grade levels either showed no declines between the fall and spring NWEA MAP administrations or 1-2 point growth in students' RIT scores. The 3-year trend data from the CCRPI report indicates some notable areas of growth including increases in the percentage of students who are scoring at the proficient level, increases in the Achieving the Bar category, and improvements in the percentage of students who are passing their core classes. Suspension data for the 2018-2019 school year show that the number of students who are receiving ISS or OSS as a disciplinary consequence increased from 395 in 2016-2017 to 403 in 2017-2018. Discipline trend data in 2017-2018 indicate that the number of Out-of-School suspension days issued to students increased in 2017-2018 from the previous year from 2766 to 3561. This increase in out-of-school suspension days negatively impacted the school's attendance rate.

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).

Columbia Middle School needs to create opportunities for students and parents to give ongoing feedback through 2-way communication with the school. This could include surveys and questionnaires in paper and online formats to gauge their feedback about the instructional programs at Columbia Middle School and the school's overall climate. Parents have requested that the school create additional opportunities for them to meet with the school administration including stakeholder meetings with opportunities for them to share their commentary about the instructional program of the school. The climate rating for Columbia Middle School for the 2017-2018 school year remained a 1 star from the previous school year. Providing parents with increased access to share their concerns with the school and communicate more regularly with the teachers and staff will improve their overall rating of the school. Columbia Middle School is instituting new procedures for administering disciplinary consequences in conjunction with the weighted suspension rate information to improve its rate. The school is also instituting attendance committee protocols to reduce the number of students with 6 or more absences and 10 or more unexcused absences. The academic data from the 2017-2018 school year indicates gaps in reading and mathematics for grades 6-8 as evidenced by the GA Milestones EOG, PSAT, NWEA MAP Assessments, and other formative online databases. Columbia Middle School reduced our failure rate between the 2016-2017 and 2017-2018 school year. The number of students failing 1 or more classes decreased from 124 students to 118 students over the 2-year period. The percentage of students who earned a proficient learner or distinguished learner decreased in Coordinate Algebra from 39% in 2016-2017 to 21.8% in 2017-2018 and increased in Physical Science from 19% in 2016-2017 to 27.3% in 2017-2018. Students demonstrated steady growth on their RIT scores between the Fall 2017 and Spring 2018 administrations of the NWEA MAP. Between test administrations, mathematics students showed the following RIT score growth: 6th grade - no growth in RIT score, 7th grade - 6.0 growth in RIT score, and 8th grade - 6.0 growth in RIT score. Between reading test administrations, students showed the following RIT score growth: 6th grade - 2.0 growth in RIT score, 7th grade - 3.0 growth in RIT score, 8th grade - 2.0 growth in RIT score. Social studies including the tested area of GA Studies is a concern area for Columbia Middle School. Students exhibited academic difficulties in social studies because they were missing basic literacy skills such as reading with comprehension and writing to communicate information from primary and secondary sources which are critical skills in social studies. In 2017-2018, 47.7% of 8th grade students were Level 1 learners, and 33.5% were Level 2 learners. The overall proficiency level for 2017-2018 was 18.8% which represented a 7.8% increase in proficiency from 2016-2017. On a domain level, 8th grade GA Studies test takers posted increases in remediate learning ratings in the History, Geography, and Economics domains. The data from our formative item data sources for GA Studies also reflected a significant learning deficit areas. The Study Island formative GA Studies data show that 8th grade students scored an average of 43.9% on the GA Studies pretest. On practice on individual domain activities in GA Studies, students averaged a 54% which was significantly below the required 70% rating to indicate proficiency.

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

Columbia Middle School will address our climate rating by administering the TKES student surveys to gauge students' opinion of the quality of instruction that they are receiving in the classroom. This data will help the administrative staff make determinations about additional professional development that teachers may need. The school will also address climate survey needs by increasing the number of parent meetings that will enable the school to engage in ongoing meetings with parents. These parents meetings include stakeholder meetings in July 2018 as well as data meetings throughout the school year that will focus on using Infinite Campus and SLDS to help parents understand their children's attendance and discipline information, NWEA MAP benchmark scores, and GA Milestones EOG scores. Parents will be able to share their feedback through surveys and other written documentation about growth areas for the school. Columbia Middle School currently has survey data from stakeholders to help it determine what services students need to improve the overall climate of the school and the rigor of the instructional program. Columbia Middle School will continue to use Study Island and USA Test Prep to provide teachers with formative data to help them improve students' deficits.

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

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

Priority Area 1:

Mathematics

Priority Area 2:

English Language Arts

Priority Area 3:

School Climate

Priority Area 4:

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

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

Priority Area 1	Mathematics
*SMART Goal with Performance Measures * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	<p>Improve the percentage of students by 10% who achieve content mastery by scoring at the proficient level on the 2019 GA Milestones End-of-Grade and End-of-Course Assessments in mathematics.</p> <p>Increase the percentage of students by 10% who meet their RIT growth projections between the August 2018 and May 2019 NWEA MAP Assessments in Mathematics and Science.</p> <p>Increase by 10% the percentage of students who score 45 points of growth or higher from the May 2018 to the May 2019 on the GA Milestones EOG test administration.</p> <p>By May 2019, 100% of mathematics classrooms will incorporate 2-3 AVID instructional strategies into their instructional practices each class week.</p> <p>By May 2019, 100% of Math Tools students will show 10% growth in content mastery and 45 or more growth points on the iReady benchmark tests and on the 2019 GA Milestones EOG Assessment from the previous school year.</p>
DCSD Strategic Plan Goal	DCSD Goal Area I: Student Success with Equity and Access

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

IMPROVEMENT STRATEGY #1

<i>Problem-Based Learning</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	Supplemental Title I Funding Budgeted to Support Action Step	
	Person/Position Responsible	Other (Optional, for school use)	Title I
1) Core content teachers will develop common assessments using online and paper-based test resources aligned to the instructional units (September 2018).	Admin, Teachers		\$0.00
2) Core content teachers will utilize digital programs such as Explore Learning, USA Test Prep, and Study Island to reinforce core content (September 2018).	Admin, Teachers		\$6,000.00
3) Core content teachers will facilitate the ongoing strategic planning opportunity for teachers to design assessments and curriculum units (September 2018).	Admin, Teachers		\$0.00
4) Math teachers will use Scantron item analysis forms for common assessments and data disaggregation including problem-based learning activities (September 2018).	Admin, Teachers		\$0.00
5) Math teachers will administer 3 mock writing prompts centered around problem based learning in real-world situations from Write Score to measure students' writing proficiency in mathematics (October 2018).	Admin, Teachers		\$0.00
6) Math teachers will identify the learning targets and success criteria for the lesson and create problems that will be a real-world situation that will have students exhibiting their mathematical competencies and behaviors for mastery of learning (August 2018-May 2019).	Admin, Teachers		\$0.00

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

7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12) Administrators will provide professional development opportunities for 2 math teachers to attend the GCTM and NCTE conferences (November 2018).	Admin, Teachers		\$0.00
13) Administrators will provide MRESA professional development for math department for math manipulatives and problem solving strategies (September 2018).	Admin, Teachers		\$0.00
14) Administrators will train teachers to create problems with real-world situations that will enable them to exhibit their mathematical competencies (November 2018).	Admin, Teachers		\$0.00
15) Administrators and teachers will plan together to determine how student work will be evaluated and assessed using formative and summative assignments (August 2018-May 2019).	Admin, Teachers		\$0.00
16) Administrators and lead teachers will model and practice solving problems with colleagues before implementing in the classroom (August 2018-May 2019).	Admin, Teachers		\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17) Administrators and core content teachers will host a Title I parent summit focused on digital technology to help train parents use Study Island and USA Test Prep at home with their children (November 2018).	Admin, Region 6 Parent Engagement		\$0.00
18) Core content teachers will host 2 Title I parent summits focused on Infinite Campus for parents and children to train parents to check students' grades, examine MAP and GMAS data, and other resources available for student learning (October 2018, February 2019).	Admin, Region 6 Parent Engagement Facilitator		\$0.00
19) Math teachers will simulate Fishbowl of a Number and fluency talks at Math Night and Curriculum Nights (September 2018, February 2019).	Admin, Region 6 Parent Engagement Facilitator		\$0.00
20) Provide translator and supplemental academic opportunities for ELL parents and students at all academic nights. Ensure that all documents are available in other languages including Spanish for parents.	Admin, Translator		\$0.00
21)			\$0.00

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

IMPROVEMENT STRATEGY #2

<i>Number Talks</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) Math teachers will use mathematics manipulatives and workbooks to focus on number talks and problem solving in all math classrooms and ELT (September 2018).	Admin, Teachers		\$0.00
2) Math teachers will train students to share their number talks with their peers and provide coaching and feedback to one another as they use the strategy (August 2018-May 2019).	Admin, Teachers		\$0.00
3) Math teachers will use and provide graphing, scientific, and basic calculators for classroom use and GMAS testing (April 2019).	Admin, Teachers		\$0.00
4) Administrators will provide keyboards, Promethean board remotes, mice, and digital projectors for computer lab usage and student test practice including a focus on numeracy in the mathematics classroom (September 2018).	Admin, Teachers		\$0.00
5) Math teachers will provide students with instruction to help them use videos related to number talks and develop rituals and routines surrounding their implementation (August 2018-May 2019).	Admin, Teacher		\$0.00
6) Math teachers will model number talks with students and use chart paper and other resources to display their work on the walls and throughout the classroom (August 2018-May 2019).	Admin, Teacher		\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12) Administrators will provide planning time for teachers to plan instructional activities including modeling and practicing number talks with colleagues before implementing them in the classroom. (October 2018).	Admin, Teachers		\$5,000.00
13) Administrators will provide instructional support including professional development that align the number talks to address fluency standards from the GSE in mathematics (October 2018).	Admin, Teachers		\$0.00

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

14) Administrators will create non-contractual times during which teachers can plan instructional units collaborative and receive coaching and support from content leaders and district support personnel on number talks (September 2018, November 2018, February 2019).	Admin, Teachers		\$0.00
15) Administrators will provide training and on-going professional development from Study Island to help teachers understand how to connect NWEA MAP data with Study Island resources (October 2018) to support teacher retention and advocacy.	Admin, Teachers		\$0.00
16) Administrators will provide science and mathematics teachers with Explore Learning (Gizmos) professional development to help them understand how to use the program and modules and improve teacher advocacy (October 2018).	Admin, Teachers		\$0.00

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

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17) Administrators will increase the the forms of communication used to communicate with parents and instructional emphasis including Remind, school email, Facebook, website, and Instagram (September 2018).	Admin, Teachers		\$0.00
18) Administrators and teacher leaders will host 2 Math Night and Curriculum Nights that explain the purpose of number talks and allow students to share their experiences with number talks with their parents (September 2018, February 2019).	Admin, Teachers		\$0.00
19) Administrators will convene an annual Title I meeting and a Title I boot camp to provide parents with paper-based resources. Provide materials for the parent meetings (postage, markers, Post-it notes, posterboards, pencils) (December 2018).	Admin, Teachers		\$1,000.00
20) Administrators will provide parents with supplemental GMAS materials that they can use at home (September 2018).	Admin, Teachers		\$1,000.00
21) Administrators will host 3 instructional summits utilizing an outside consultant that focuses on the GMAS, number talks, and formative and summative data (October 2018, December 2018, February 2019).	Admin, Teachers		\$1,500.00
IMPROVEMENT STRATEGY #3			
<i>Concrete-Representational-Abstract (CRA) Sequence of Instruction</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) Administrators and Math Tools teacher will create a Math Tools class and use an instructional program and materials from iReady program by Curriculum Associates to support the needs of Tier 1 students (August 2018).	Admin, Teachers		\$3,054.06
2) Core content teachers will provide supplemental instructional support for Tier 1 students by teaching a math concept/skill by describing and modeling it using concrete objects such as manipulatives in after-school remediation program (November 2018).	Admin, Teachers		\$0.00
3) Core content teachers will provide students with opportunities to practice drawing or using pictures to solve word problems (November 2018).	Admin, Teachers		\$0.00
4) Core content teachers will describe and model how to perform a mathematical skill by drawing pictures a representation of concrete objects (December 2018).	Admin, Teachers		\$0.00
5)			\$0.00
6)			\$0.00

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

7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12) Core content teachers will provide training and on-going professional development from Curriculum Associates for the Math Tools class teacher (November 2018 and February 2019) to support teacher retention and advocacy.	Admin, Teachers		\$500.00
13) Core content teachers will facilitate small group discussions with colleagues about the importance of the sequence of instruction strategy (December 2018).	Admin, Teachers		\$0.00
14) Core content teachers will model and practice the CRA with colleagues before implementing in the classroom (December 2018).	Admin, Teachers		\$0.00
15)			\$0.00
16)			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17) Administrators will facilitate 2 parent workshops facilitated by the Math Tools teacher that will provide parents with strategies that they can use to help their students at home with core math skills (October 2018, December 2018).	Math Teachers, Admin		\$0.00
18) Administrators will host 2 Math Night and Curriculum Nights in which students share their experiences with CRA and teachers model lesson segments with students so that parents can see the CRA approach to learning (September 2018, February 2019).	Math Teachers, Admin		\$0.00
19)			\$0.00
20)			\$0.00
21)			\$3,554.06

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.)

Columbia Middle School will be able to measure its attainment of the SMART Goal on an ongoing basis through the use of bi-weekly common assessments, formative data through online test prep sites such as Study Island, USA Test Prep, iReady, district benchmarks, NWEA MAP data, and summative data sources such as the GMAS EOG and EOC. Students in the supplemental mathematics courses such as Coordinate Algebra and Foundations of Algebra will take a variety of common assessments that will measure their knowledge acquisition and skill deficits. Students in the Mathematics Tools class will utilize online assessments aligned to their remediation program to measure their standards mastery.

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

As teachers meet weekly with their grade level peers and the administrative team, they will review their data from their common assessments, online test prep vendors such as Study Island, USA Test Prep, and Carnegie online, and the NWEA MAP assessments to determine which standards students have mastered. During their common planning time, they will adjust their instructional focus accordingly including the use of alternate instructional approaches or outside supplemental resources.

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: **Columbia Middle School**
 Principal: Dr. Keith A. Jones
 LEA Name/Number: DeKalb County School District (644)

School Number: **526**

Priority Area 1

Mathematics

Improvement Strategy #1

Problem-Based Learning

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1) Core content teachers will develop common assessments using online and paper-based test resources aligned to the instructional units	Select from drop down menu - you may select more than one Schoolwide Reform Strategies (TA & SWP)									
2) Core content teachers will utilize digital programs such as Explore Learning, USA Test Prep, and Study Island to reinforce core	Schoolwide Reform Strategies (TA & SWP)	Instructional Computer Software	204-38-53-05-400204-526-1750	\$6,000.00						
3) Core content teachers will facilitate the ongoing strategic planning opportunity for teachers to design assessments and	Including teachers in decisions regarding the use of assessments									
4) Math teachers will use Scantron item analysis forms for common assessments and data disaggregation including problem-based	Including teachers in decisions regarding the use of assessments									
5) Math teachers will administer 3 mock writing prompts centered around problem based learning in real-world situations from Write	Including teachers in decisions regarding the use of assessments									
6) Math teachers will Identify the learning targets and success criteria for the lesson and create problems that will be a real-world	Schoolwide Reform Strategies (TA & SWP)									
7)										
8)										
9)										
10)										
11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12) Administrators will provide professional development opportunities for 2 math teachers to attend the GCTM and NCTE conferences (November 2018).										
13) Administrators will provide MRESA professional development for math department for math manipulatives and problem solving strategies (September 2018).										
14) Administrators will train teachers to create problems with real-world situations that will enable them to exhibit their mathematical competencies (November 2018).										

TITLE I PROGRAM WORKSHEET (SWP and TA)

15) Administrators and teachers will plan together to determine how student work will be evaluated and assessed using formative and summative assignments (August 2018-May 2019).										
16) Administrators and lead teachers will model and practice solving problems with colleagues before implementing in the classroom (August 2018-May 2019).										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17) Administrators and core content teachers will host a Title I parent summit focused on digital technology to help train parents use	You may select more than one component from the following components - Components 1-13 are required									
18) Core content teachers will host 2 Title I parent summits focused on Infinite Campus for parents and children to train parents to check	1) Convene a Title I Annual public meeting 2) Offer a flexible number of meetings									
19) Math teachers will simulate Fishbowl of a Number and fluency talks at Math Night and Curriculum Nights (September 2018, February)	2) Offer a flexible number of meetings 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and									
20) Provide translator and supplemental academic opportunities for ELL parents and students at all academic nights. Ensure that all	1) Convene a Title I Annual public meeting									
21)										

Improvement Strategy #2

Number Talks

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1) Math teachers will use mathematics manipulatives and workbooks to focus on number talks and problem solving in all math	Select from drop down menu - you may select more than one Schoolwide Reform Strategies (TA & SWP)									
2) Math teachers will train students to share their number talks with their peers and provide coaching and feedback to one another as they	Schoolwide Reform Strategies (TA & SWP)									
3) Math teachers will use and provide graphing, scientific, and basic calculators for classroom use and GMAS testing (April 2019).	Schoolwide Reform Strategies (TA & SWP)									
4) Administrators will provide keyboards, Promethean board remotes, mice, and digital projectors for computer lab usage and student	Schoolwide Reform Strategies (TA & SWP)									
5) Math teachers will provide students with instruction to help them use videos related to number talks and develop rituals and routines	Schoolwide Reform Strategies (TA & SWP)									
6) Math teachers will model number talks with students and use chart paper and other resources to display their work on the walls and	Schoolwide Reform Strategies (TA & SWP)									
7)										
8)										
9)										
10)										

TITLE I PROGRAM WORKSHEET (SWP and TA)

11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12) Administrators will provide planning time for teachers to plan instructional activities including modeling and practicing number talks with colleagues before implementing them in the classroom. (October 2018).		PL Stipends	204-44-12-00-400204-526-1750	\$5,000.00						
13) Administrators will provide instructional support including professional development that align the number talks to address fluency standards from the GSE in mathematics (October 2018).										
14) Administrators will create non-contractual times during which teachers can plan instructional units collaborative and receive coaching and support from content leaders and district support personnel on number talks (September 2018, November 2018, February 2019).										
15) Administrators will provide training and on-going professional development from Study Island to help teachers understand how to connect NWEA MAP data with Study Island resources (October 2018) to support teacher retention and advocacy.										
16) Administrators will provide science and mathematics teachers with Explore Learning (Gizmos) professional development to help them understand how to use the program and modules and improve teacher advocacy (October 2018).										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17) Administrators will increase the the forms of communication used to communicate with parents and instructional emphasis including Remind, school email, Facebook, website, and Instagram (September 2018).	You may select more than one component from the following components - Components 1-13 are required 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide									
18) Administrators and teacher leaders will host 2 Math Night and Curriculum Nights that explain the purpose of number talks and allow students to share their experiences with number talks with their parents. (September 2018)	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide program plans									
19) Administrators will convene an annual Title I meeting and a Title I boot camp to provide parents with paper-based resources. Provide materials for the parent meetings (postage, etc.)	5) Provide regular opportunities for parents to meet with school staff 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	204-42-53-00-301204-526-1750	\$1,000.00						
20) Administrators will provide parents with supplemental GMAS materials that they can use at home (September 2018).	9) Provide materials and training to help parents work with their children to improve achievement.	PFE Supplies	204-42-53-00-301204-526-1750	\$1,000.00						
21) Administrators will host 3 instructional summits utilizing an outside consultant that focuses on the GMAS, number talks, and formative and summative data (October 2018, November 2018, February 2019)	2) Offer a flexible number of meetings 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and improvement of Title I programs and Schoolwide program plans	PFE Contracted Services	204-42-95-00-301204-526-1750	\$1,500.00						

Improvement Strategy #3

Concrete-Representational-Abstract (CRA) Sequence of Instruction

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1) Administrators and Math Tools teacher will create a Math Tools class and use an instructional program and materials from	Select from drop down menu - you may select more than one Activities for children experiencing difficulty	Instructional Computer Software	204-38-53-05-400204-526-1750	\$3,054.06						
2) Core content teachers will provide supplemental instructional support for Tier 1 students by teaching a math concept/skill by	Activities for children experiencing difficulty									

TITLE I PROGRAM WORKSHEET (SWP and TA)

3) Core content teachers will provide students with opportunities to practice drawing or using pictures to solve word problems (November)	Activities for children experiencing difficulty										
4) Core content teachers will describe and model how to perform a mathematical skill by drawing pictures a representation of concrete	Schoolwide Reform Strategies (TA & SWP)										
5)											
6)											
7)											
8)											
9)											
10)											
11)											
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	
12) Core content teachers will provide training and on-going professional development from Curriculum Associates for the Math Tools class teacher (November 2018 and February 2019) to support teacher retention and advocacy.		PL Contracted Services	204-44-95-00-400204-526-1750	\$500.00							
13) Core content teachers will facilitate small group discussions with colleagues about the importance of the sequence of instruction strategy (December 2018).											
14) Core content teachers will model and practice the CRA with colleagues before implementing in the classroom (December 2018).											
15)											
16)											
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	
17) Administrators will facilitate 2 parent workshops facilitated by the Math Tools teacher that will provide parents with strategies	You may select more than one component from the following components - Components 1-13 are required										
18) Administrators will host 2 Math Night and Curriculum Nights in which students share their experiences with CRA and teachers model	1) Convene a Title I Annual public meeting 2) Offer a flexible number of meetings										
19)											
20)											
21)											

TITLE I PROGRAM WORKSHEET (SWP and TA)

School Name: **Columbia Middle School**

School Number: **526**

Priority Area 1

Mathematics

Improvement Strategy #1

Problem-Based Learning

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

TITLE I PROGRAM WORKSHEET (SWP and TA)

									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
								Subtotal #1:	\$6,000.00

Improvement Strategy #2

Number Talks

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

TITLE I PROGRAM WORKSHEET (SWP and TA)

									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$5,000.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$1,000.00
									\$1,000.00
									\$1,500.00
								Subtotal #2:	\$8,500.00

Improvement Strategy #3

Concrete-Representational-Abstract (CRA) Sequence of Instruction

#4			#5			#6			
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$3,054.06
									\$0.00

TITLE I PROGRAM WORKSHEET (SWP and TA)

									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$500.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
Subtotal #3:									\$3,554.06

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

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

Priority Area 2	English Language Arts
*SMART Goal with Performance Measures * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	<p>Improve the percentage of students by 10% who achieve content mastery by scoring at the proficient level on the 2019 GA Milestones End-of-Grade and End-of-Course Assessments in English-Language Arts.</p> <p>Increase the percentage of students by 10% who meet their RIT growth projections between the August 2018 and May 2019 NWEA MAP Assessments in English-Language Arts.</p> <p>Increase by 10% the percentage of students who score 45 points of growth or higher from the May 2018 to the May 2019 on the GA Milestones EOG test administration.</p> <p>By May 2019, 100% of Reading Tools students will show 10% growth in content mastery and 45 or more growth points on the 2019 GA Milestones EOG Assessment from the previous school year.</p> <p>By May 2019, 100% of English-Language Arts classrooms will incorporate 2-3 AVID instructional strategies into their instructional practices each class week.</p> <p>By May 2019, students in the AVID elective class will demonstrate 10% growth in content mastery and 45 points in growth on the GA Milestones EOG Assessment in English-Language Arts from the previous school year.</p>
DCSD Strategic Plan Goal	DCSD Goal Area I: Student Success with Equity and Access

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

IMPROVEMENT STRATEGY #1

<i>Direct and Explicit Comprehension</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) Administrators and core content teacher will Implement reading initiatives including online resources from NEWSELA and other online sources to develop students' reading comprehension in all core content areas (September 2018).	Admin, Teachers		\$0.00
2) Administrators and core content teachers will administer 3 mock writing prompts from Write Score to measure students' writing proficiency in ELA (October 2018).	Admin, Teachers		\$13,841.00
3) Utilize digital programs such as Explore Learning, USA Test Prep, and Study Island to reinforce core content (September 2018).	Admin, Teachers		\$7,600.00
4) Language Arts teachers will develop common assessments using online and paper-based test resources aligned to the instructional units (October 2018, December 2018).	Admin, Teachers		\$0.00
5) Language Arts teachers will utilize Reading Counts to measure students' comprehension of books within the school wide reading initiative (October 2018).	Admin, Teachers		\$4,750.00
6) Administrators will provide ELA, social studies, and science instructional workbooks that focus on direct and explicit comprehension strategies in each content area (October 2018, December 2018, January 2019).	Admin, Teachers		\$0.00
7) Language Arts teachers will teach students a variety of strategies that will help them understand and retain what they have read.	Admin, Teachers		\$0.00

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

8) Language Arts teachers will use ELT time each morning to focus on reading comprehension and independent reading to improve students' Lexile measures (August 2018-December 2018).	Admin, Teachers		\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12) Administrators will provide planning time for teachers to create activities that promote direct and explicit reading strategies to improve comprehension (September 2018).	Admin, Teachers		\$5,000.00
13) Administrators will provide instructional support including professional development and growth plans for staff members on active reading strategies such as activating prior knowledge, questioning, visualizing, monitoring, inferencing, and retelling (September 2018-May 2019).	Admin, Teachers		\$0.00
14) Administrators will create opportunities during the school day during which teachers can plan instructional units collaborative and receive coaching and support from content leaders (September 2018, November 2018, February 2019).	Admin, Teachers		\$0.00
15) Administrators will provide training and on-going professional development from Study Island to help teachers understand how to connect NWEA MAP data with Study Island resources (October 2018) to support teacher retention and advocacy.	Admin, Teachers		\$0.00
16) Administrators will provide professional development for teachers to help them use reciprocal teaching, Socratic seminars, think-alouds, and concept-reading in their classrooms (September 2018-May 2019).	Admin, Teachers		\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify parental engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17) Administrators and teacher leaders will increase the forms of communication used to communicate with parents and instructional emphasis including Remind, school email, Facebook, website, and Instagram (October 2018, November 2018, December 2018).	Admin, Teachers		\$0.00
18) Administrators and teacher leaders will create Title I newsletter and GMAS study guide handouts that provide parenting strategies to help their children (October 2018, November 2018, December 2018).	Admin, Teachers		\$0.00
19) Administrators and teacher leaders will convene an annual Title I meeting (October 16, 2018) and a Title I boot camp (February 19, 2019) to provide parents with paper-based resources. Provide materials for the parent meetings (postage, markers, Post-it notes,	Admin, Teachers		\$0.00
20) Administrators and teacher leaders will provide parents with supplemental GMAS materials that they can use at home at the annual Title I meeting (October 16, 2018) and a Title I boot camp (February 19, 2019).	Admin, Teachers		\$945.84
21) Administrators and teacher leaders will host 3 instructional summits utilizing an outside consultant that focuses on the GMAS, math strategies, and formative and summative data. (January 22, 2019, February 26, 2019, March 12, 2019)	Admin, Teachers		\$0.00
IMPROVEMENT STRATEGY #2			
<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
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
1) Language Arts teachers will create monthly common assessments to monitor student achievement (October 2018, November 2018, December 2018)	Admin, Teachers		\$0.00

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

2) Language Arts teachers will use supplemental reading books and periodicals to support reading comprehension of nonfiction texts and ELT (October 2018, December 2018).	Admin, Teachers		\$0.00
3) Language Arts teachers will use instructional workbooks, maps, and supplies for social studies to improve the reading of nonfiction texts (October 2018, November 2018, December 2018).	Admin, Teachers		\$0.00
4) Language Arts teachers will train student and teachers to use literacy to engage in reading best practices that are unique in ELA, science, social studies, and mathematics (October 2018, November 2018, December 2018).	Admin, Teachers		\$0.00
5) Language Arts teachers will provide students with instruction on the different approaches and strategies that are effective in reading and writing in all core content areas (October 2018, November 2018, December 2018).	Admin, Teachers		\$0.00
6) Language Arts teachers will expose students to a variety of non-fiction texts and train them to use during reading strategies to process them (October 2018, November 2018, December 2018).	Admin, Teachers		\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12) Administrators will host summer content planning sessions for teachers in all content areas in July 2019 to strategically plan lesson, assessments, and activities for the 2019-2020 school year (30 teachers x 3 days x 7 hours per day).	Admin, Teachers		\$14,700.00
13) Administrators and leadership team will partner with Columbia High School to host an 9th Grade Academy and partner with Columbia ES, Snapfinger ES, Toney ES to host a Rising 6th Grade Academy for 1 week in July 2019 including transportation, meals, and salaries to acclimate students with the academic expectations for the following school year. (8 teachers x 2 days x 7 hours per day).	Admin, Teachers, Feeder High School, and Feeder Elementary Schools		\$6,610.00
14) Administrators will host the Strategic Planning and Leadership and Data summit in July 2019 to analyze data and make instructional plans for the following school year. (12 teachers x 3 days x 7 hours per day)	Admin, Teachers		\$8,820.00
15) Administrators will utilize print resources and other instructional videos from the Teaching Channel to provide teachers with strategies on using disciplinary literacy (August 2018-May 2019).	Admin, Teachers		\$0.00
16) Administrators will provide monthly professional development during core content common planning sessions to utilize during-reading strategies such as text annotations and Cornell Notes (AVID) to create consistency among how students read and write about informational texts (August 2018-May 2019).	Admin, Teachers		\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17) Administrators and teacher leaders will host a Title I parent summit focused on digital technology to help train parents use Study Island and USA Test Prep at home with their children (November 2018).	Admin, Teachers		\$0.00

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

18) Administrators and teacher leaders will host 2 Title I parent summits focused on Infinite Campus for parents and children to train parents to check students' grades, examine MAP and GMAS data, and other resources available for student learning (October 2018, February 2019).	Admin, Teachers		\$0.00
19) Administrators and teacher leaders will host a literacy night and curriculum night that helps parents engage with core content texts and strategies to write constructed responses (December 2019)	Admin, Teachers		\$0.00
20)			\$0.00
21)			\$0.00

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

IMPROVEMENT STRATEGY #3

<i>Guided Reading - as Tier 1 Core Instruction</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) Administrators and Reading Tools teacher will create a Reading Tools class and utilize an instructional program and materials from iReady program by Curriculum Associates that focuses on guided reading strategies and vocabulary development to support the needs of Tier 1 students (August 2018).	Admin, Teachers		\$4,167.35
2) Language Arts teachers will provide supplemental instructional support for Tier 1 students in after-school remediation program (November 2018).	Admin, Teachers		\$0.00
3) Language Arts teachers will provide funding for after-school or before-school tutorials to pair Tier 1 students with veteran teachers to close the achievement gaps (October 2018, November, January 2019, February 2019).	Admin, Teachers		\$0.00
4) Language Arts teachers will use NWEA Map data and data from the iReady diagnostic tests to create differentiated groups (October 2018, January 2019).	Admin, Teachers		\$0.00
5) Language Arts teachers will use meaningful centers and stations for students who are not in the guided reading groups (September 2018-May 2019).	Admin, Teachers		\$0.00
6) Language Arts teachers will use leveled texts to match students to instructional levels (September 2018-May 2019).	Admin, Teachers		\$0.00
7) Language Arts teachers will use running records for progress monitoring (September 2018-May 2019).	Admin, Teachers		\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12) Administrators will provide training and on-going professional development from Curriculum Associates for the Reading Tools class teacher on guided reading strategies from the iReady trainer (September 2018) to support teacher retention and advocacy.	Admin, Teachers		\$500.00
13) Administrators will provide Reading Tools and core content teachers with training on the basics of guided reading including during reading strategies and opportunities for students to interact with the text (September 2018).	Admin, Teachers		\$0.00
14) Administrators will use district trainers as well as print resources to help teachers formulate guided reading centers to promote differentiated instruction (September 2018).	Admin, Teachers		\$0.00
15)			\$0.00
16)			\$0.00

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

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17) Administrators will provide 2 parent workshops facilitated by the Reading Tools teacher that will provide parents with guided reading strategies that they can use to help their students at home with provided informational reading resources (November 2018, January 2019).	Reading Tools Teacher, Admin		\$0.00
18) During curriculum and literacy nights, administrators will provide opportunities for students in the Reading Tools classes to read aloud to their parents and share with them their improvements in fluency, word recognition, prosody, etc. (October 2018, February 2019)	Reading Tools Teacher, Students, Admin		\$0.00
19) Provide translator and supplemental academic opportunities for ELL parents and students at all academic nights. Ensure that all documents are available in other languages including Spanish for parents.	Admin, Translator		\$0.00
20)			\$0.00
21)			\$0.00
Review and Reflect: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make based upon the outcomes of the strategy implementation (ACT).			
How will you determine whether the strategies led to reaching the SMART Goal? (Include formative, benchmark, and summative data as appropriate.)			
Columbia Middle School will be able to measure its attainment of the SMART Goal on an ongoing basis through the use of bi-weekly common assessments, formative data through online test prep sites such as Study Island, USA Test Prep, iReady, district benchmarks, NWEA MAP data, and summative data sources such as the GMAS EOG and EOC. Students in the Reading Tools class will utilize online assessments aligned to their remediation program to measure their standards mastery.			
What data will be used to determine whether the improvement strategies were deployed with fidelity?			
As teachers meet weekly with their grade level peers and the administrative team, they will review their data from their common assessments, online test prep vendors such as Study Island, USA Test Prep, and the NWEA MAP assessments to determine which standards students have mastered. During their common planning time, they will adjust their instructional focus accordingly including the use of alternate instructional approaches or outside supplemental resources.			
What does the data/evidence show regarding the results of the implemented strategies?			
<i>Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?</i>			
<i>Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?</i>			
<i>Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?</i>			

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

School Name: **Columbia Middle School**
 Principal: Dr. Keith A. Jones
 LEA Name/Number: DeKalb County School District (644)

School Number: **526**

Priority Area 2

English Language Arts

Improvement Strategy #1

Direct and Explicit Comprehension

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1) Administrators and core content teacher will Implement reading initiatives including online resources from NEWSELA and other online sources to develop students' reading comprehension in all core content areas (September 2018).	Schoolwide Reform Strategies (TA & SWP)									
2) Administrators and core content teachers will administer 3 mock writing prompts from Write Score to measure students' writing	Schoolwide Reform Strategies (TA & SWP) Activities for children experiencing difficulty	Instructional Computer Software	204-38-53-05-400204-526-1750	\$13,841.00						
3) Utilize digital programs such as Explore Learning, USA Test Prep, and Study Island to reinforce core content (September 2018).	Including teachers in decisions regarding the use of assessments	Instructional Computer Software	204-38-53-05-400204-526-1750	\$7,600.00						
4) Language Arts teachers will develop common assessments using online and paper-based test resources aligned to the	Including teachers in decisions regarding the use of assessments									
5) Language Arts teachers will utilize Reading Counts to measure students' comprehension of books within the school wide reading initiative	Schoolwide Reform Strategies (TA & SWP)	Instructional Computer Software	204-38-53-05-400204-526-1750	\$4,750.00						
6) Administrators will provide ELA, social studies, and science instructional workbooks that focus on direct and explicit comprehension	Schoolwide Reform Strategies (TA & SWP)									
7) Language Arts teachers will teach students a variety of strategies that will help them understand and retain what they have read.	Schoolwide Reform Strategies (TA & SWP)									
8) Language Arts teachers will use ELT time each morning to focus on reading comprehension and independent reading to	Schoolwide Reform Strategies (TA & SWP)									
9)										
10)										
11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12) Administrators will provide planning time for teachers to create activities that promote direct and explicit reading strategies to improve comprehension (September 2018).		PL Stipends	204-44-12-00-400204-526-1750	\$5,000.00						
13) Administrators will provide instructional support including professional development and growth plans for staff members on active reading strategies such as activating prior knowledge, questioning, visualizing, monitoring, inferencing, and retelling (September 2018-May 2019).										
14) Administrators will create opportunities during the school day during which teachers can plan instructional units collaborative and receive coaching and support from content leaders (September 2018, November 2018, February 2019).										

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

15) Administrators will provide training and on-going professional development from Study Island to help teachers understand how to connect NWEA MAP data with Study Island resources (October 2018) to support teacher retention and advocacy.										
16) Administrators will provide professional development for teachers to help them use reciprocal teaching, Socratic seminars, think-alouds, and concept-reading in their classrooms (September 2018-May 2019).										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17) Administrators and teacher leaders will increase the forms of communication used to communicate with parents and instructional	You may select more than one component from the following components - Components 1-13 are required									
18) Administrators and teacher leaders will create Title I newsletter and GMAS study guide handouts that provide parenting strategies to	4) Provide timely information to parents through various methods 12) Ensure that information is clear and									
19) Administrators and teacher leaders will convene an annual Title I meeting (October 16, 2018) and a Title I boot camp (February 19, 2018)	1) Convene a Title I Annual public meeting 2) Offer a flexible number of meetings 3) Involve parents in an organized, ongoing, and									
20) Administrators and teacher leaders will provide parents with supplemental GMAS materials that they can use at home at the	9) Provide materials and training to help parents work with their children to improve achievement.	PFE Supplies	204-42-53-00-301204-526-1750	\$945.84						
21) Administrators and teacher leaders will host 3 instructional summits utilizing an outside consultant that focuses on the GMAS, math	2) Offer a flexible number of meetings 12) Ensure that information is clear and understandable for parents, translate as needed									

Improvement Strategy #2

Disciplinary Literacy

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1) Language Arts teachers will create monthly common assessments to monitor student achievement (October 2018, November 2018,	Select from drop down menu Schoolwide Reform Strategies (TA & SWP)									
2) Language Arts teachers will use supplemental reading books and periodicals to support reading comprehension of nonfiction	Schoolwide Reform Strategies (TA & SWP)									
3) Language Arts teachers will use instructional workbooks, maps, and supplies for social studies to improve the reading of nonfiction	Schoolwide Reform Strategies (TA & SWP)									
4) Language Arts teachers will train student and teachers to use literacy to engage in reading best practices that are unique in ELA,	Schoolwide Reform Strategies (TA & SWP)									
5) Language Arts teachers will provide students with instruction on the different approaches and strategies that are effective in	Schoolwide Reform Strategies (TA & SWP)									
6) Language Arts teachers will expose students to a variety of non-fiction texts and train them to use during reading strategies to process	Schoolwide Reform Strategies (TA & SWP)									
7)										
8)										
9)										
10)										
11)										

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12) Administrators will host summer content planning sessions for teachers in all content areas in July 2019 to strategically plan lesson, assessments, and activities for the 2019-2020 school year (30 teachers x 3 days x 7 hours per day).		PL Stipends	204-44-12-00-400204-526-1750	\$14,700.00						
13) Administrators and leadership team will partner with Columbia High School to host an 9th Grade Academy and partner with Columbia ES, Snapfinger ES, Toney ES to host a Rising 6th Grade Academy for 1 week in July 2019 including transportation, meals, and salaries to acclimate		PL Stipends	204-44-12-00-400204-526-1750	\$4,410.00	Transportation Bus Driver Extra Activity	204-56-17-00-400204-526-1750	\$1,200.00	Transportation Gas or Diesel Fuel	204-56-95-00-400204-526-1750	\$1,000.00
14) Administrators will host the Strategic Planning and Leadership and Data summit in July 2019 to analyze data and make instructional plans for the following school year. (12 teachers x 3 days x 7 hours per day)		PL Stipends	204-44-12-00-400204-526-1750	\$8,820.00						
15) Administrators will utilize print resources and other instructional videos from the Teaching Channel to provide teachers with strategies on using disciplinary literacy (August 2018-May 2019).										
16) Administrators will provide monthly professional development during core content common planning sessions to utilize during-reading strategies such as text annotations and Cornell Notes (AVID) to create consistency among how students read and write about informational texts (August										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17) Administrators and teacher leaders will host a Title I parent summit focused on digital technology to help train parents use Study	You may select more than one component from the following components - Components 1-13 are required									
18) Administrators and teacher leaders will host 2 Title I parent summits focused on Infinite Campus for parents and children to train	1) Convene a Title I Annual public meeting 6) Provide for parent comments and feedback on the content of the Schoolwide program plan									
19) Administrators and teacher leaders will host a literacy night and curriculum night that helps parents engage with core content texts	1) Convene a Title I Annual public meeting 5) Provide regular opportunities for parents to meet with school staff									
20)										
21)										

Improvement Strategy #3

Guided Reading - as Tier 1 Core Instruction

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1) Administrators and Reading Tools teacher will create a Reading Tools class and utilize an instructional program and materials from	Select from drop down menu Including teachers in decisions regarding the use of assessments	Instructional Computer Software	204-38-53-05-400204-526-1750	\$3,000.00	Instructional Supplies	204-38-53-00-400204-526-1750	\$1,167.35			
2) Language Arts teachers will provide supplemental instructional support for Tier 1 students in after-school remediation program	Schoolwide Reform Strategies (TA & SWP)									
3) Language Arts teachers will provide funding for after-school or before-school tutorials to pair Tier 1 students with veteran teachers to close	Activities for children experiencing difficulty Including teachers in decisions regarding the use of assessments									
4) Language Arts teachers will use NWEA Map data and data from the iReady diagnostic tests to create differentiated groups (October 2018,	Schoolwide Reform Strategies (TA & SWP)									
5) Language Arts teachers will use meaningful centers and stations for students who are not in the guided reading groups (September 2018-	Schoolwide Reform Strategies (TA & SWP)									
6) Language Arts teachers will use leveled texts to match students to instructional levels (September 2018-May 2019).	Schoolwide Reform Strategies (TA & SWP)									

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

7) Language Arts teachers will use running records for progress monitoring (September 2018-May 2019).	Schoolwide Reform Strategies (TA & SWP)									
8)										
9)										
10)										
11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12) Administrators will provide training and on-going professional development from Curriculum Associates for the Reading Tools class teacher on guided reading strategies from the iReady trainer (September 2018) to support teacher retention and advocacy.	PL Contracted Services	204-44-95-00-400204-526-1750		\$500.00						
13) Administrators will provide Reading Tools and core content teachers with training on the basics of guided reading including during reading strategies and opportunities for students to interact with the text (September 2018).										
14) Administrators will use district trainers as well as print resources to help teachers formulate guided reading centers to promote differentiated instruction (September 2018).										
15)										
16)										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17) Administrators will provide 2 parent workshops facilitated by the Reading Tools teacher that will provide parents with guided	You may select more than one component from the following components - Components 1-13 are required									
18) During curriculum and literacy nights, administrators will provide opportunities for students in the Reading Tools classes to read	1) Convene a Title I Annual public meeting 5) Provide regular opportunities for parents to meet with school staff									
19) Provide translator and supplemental academic opportunities for ELL parents and students at all academic nights. Ensure that all	1) Convene a Title I Annual public meeting 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and									
20)										
21)										

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

School Name: **Columbia Middle School**

School Number: **526**

Priority Area 2

English Language Arts

Improvement Strategy #1

Direct and Explicit Comprehension

#4			#5			#6			Total Federal Funding for Action Step
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	
									\$0.00
									\$13,841.00
									\$7,600.00
									\$0.00
									\$4,750.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$5,000.00
									\$0.00
									\$0.00

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$945.84
									\$0.00
								Subtotal #1:	\$32,136.84

Improvement Strategy #2

Disciplinary Literacy

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

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$14,700.00
									\$6,610.00
									\$8,820.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
								Subtotal #2:	\$30,130.00

Improvement Strategy #3

Guided Reading - as Tier 1 Core Instruction

#4			#5			#6			Total Federal Funding for Action Step
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	
									\$4,167.35
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$500.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
								Subtotal #3:	\$4,667.35

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

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

Priority Area 3	School Climate
*SMART Goal with Performance Measures * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	<p>Reduce the percentage of students who miss 6 or more days of school by 15% by May 2019 due to chronic absenteeism or disciplinary consequences.</p> <p>Reduce the number of OSS days given in student consequences by 10% each month during the 2018-2019 school year from the data entered in the corresponding month from the 2017-2018 school year.</p> <p>Decrease the weighted suspension rate by 10% and improve the student attendance rate by 10% on the 2019 CCRPI report from the 2018 CCRPI report.</p> <p>By May 2019, reduce by 10% the number of students in grades 6-8 who are absent 18 or more days from school.</p> <p>By May 2019, 100% of classrooms will have an AVID college and career focus including a college corner, and 100% of AVID elective students will participate in 2-3 college visits.</p> <p>Improve climate rating from 1 star to 3 stars on the 2019 CCRPI report.</p> <p>Retain 80% of teaching staff by May 2019 and maintain a job satisfaction rate on quarterly staff surveys aligned to CCRPI teacher survey questions.</p>
DCSD Strategic Plan Goal	DCSD Goal Area I: Student Success with Equity and Access

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

IMPROVEMENT STRATEGY #1

<i>Improve Student Attendance and Weighted Suspension Rates</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) Administrative team and leadership team will monitor student discipline and align consequences with the weighted suspension rates in the 2018 climate rating calculation guide (August 2018-May 2019).	Admin, Teachers		\$0.00
2) Administrative team and leadership team will provide counseling services to students with significant discipline and attendance to reduce the number of days students miss from school (August 2018-May 2019).	Admin, Teachers		\$0.00
3) Administrative team and leadership team will facilitate weekly meetings of the attendance committee to identify and support students who miss multiple school days (August 2018-May 2019).	Admin, Teachers		\$0.00
4) Administrative team and leadership team will send written notifications to parents when students miss more than 3 days of school (August 2018-May 2019).	Admin, Teachers		\$0.00
5) Create attendance contract with parents and students who missed more than 10% of the school year during the 2017-2018 school year (August 2018).	Admin, Teachers		\$0.00
6) Administrative team and leadership team will provide students with significant attendance and discipline issues with wraparound services including counseling and social work referrals and Chris Kids (August 2018-May 2019).	Admin, Teachers		\$0.00
7) Administrative team and leadership team will place students on behavior contracts who have significant behavior incidents from the 2017-2018 school year (August 2018-May 2019).	Admin, Teachers		\$0.00

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

8) Administrative team and leadership team will implement the PBIS system to provide incentives for improved student attendance and discipline (August 2018-May 2019).	Admin, Teachers		\$0.00
9) Administrators will partner with the school social worker and counseling staff to provide school-based mental health to address behavioral and attendance issues.	Counseling Staff, Admin		\$0.00
10)			\$0.00
11)			\$0.00

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12) Administrative team and core content leaders will provide workshops for faculty and staff about proper attendance taking procedures and documenting student absences (August 2018, December 2018, March 2019).	Admin, Teachers		\$0.00
13) Administrative team and core content leaders will provide training for teachers and parents to help them understand and address the needs of students in an urban environment to impact the school's climate (August 2018).	Admin, Teachers		\$0.00
14) Administrative team and core content leaders will implement restorative practices training school wide to reduce suspensions and the number of days students are absent to class (August 2018-May 2019).	Admin, Teachers		\$0.00
15) Administrative team and core content leaders will provide teachers with training on the PBIS System school wide to improve student attendance and discipline (August 2018).	Admin, Teachers		\$0.00
16)			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I or Magnet Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17) Administrative team and core content leaders will provide workshops for parents of students who missed 10 or more days of school during the 2017-2018 school year (August 2018, December 2018, February 2019).	Admin, Teachers		\$0.00
18) Administrative team and core content leaders will create opportunities for parents to engage in 2-way communication with school administrators through the Remind application, school email, online surveys, and school website (September 2018, November 2018, March 2019).	Admin, Teachers		\$0.00
19) Administrative team and core content leaders will meet monthly with student and parent groups such as the student council to gauge students concerns about violence, bullying, drugs and alcohol, and teaching and learning to improve climate rating (September 2018-May 2019).	Admin, Teachers		\$0.00
20) Administrative team and core content leaders will provide paper supplies, postage, and envelopes to share information with parents about parent meetings and instructional trainings for parents (September 2018, November 2018).	Admin, Teachers		\$500.00
21)			\$0.00
IMPROVEMENT STRATEGY #2			
<i>Promote Teacher Retention and Improve Staff Efficacy</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I

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

1) Administrative team will administer the school climate personnel survey each quarter to improve teacher satisfaction and staff attrition rate (August 2018-May 2019).	Admin, Teachers		\$0.00
2) Administrators will provide additional opportunities for teacher leadership through the team and grade level leadership roles (August 2018-May 2019).	Admin, Teachers		\$0.00
3) Host monthly meetings with new teachers using veteran teachers and TSS to monitor their concerns and provide them with support (August 2018-May 2019).	Admin, Teachers		\$0.00
4) Administrators and TSS committee will pair new teachers with mentor teachers to provide additional support for staff (August 2018).	Admin, Teachers, TSS		\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12) Administrative team and core content leaders will provide teachers with training about the impact of their Staff Climate Survey responses (August 2018, January 2019).	Admin, Teachers		\$0.00
13) Administrative team and core content leaders will train the staff on the 2018 School Climate Rating guide so they understand how survey responses impact the Climate Rating (October 2018, March 2019).	Admin, Teachers		\$0.00
14)			\$0.00
15)			\$0.00
16)			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17) Administrative team and core content leaders will train parents on the questions that will be administered on the Parent Climate Survey and administer survey questions at each Title I meeting to gauge their perceptions of the school climate (September 2018, November 2018, February 2019).	Admin, Teachers		\$0.00
18)			\$0.00
19)			\$0.00

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

20)			\$0.00
21)			\$0.00

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

IMPROVEMENT STRATEGY #3

<i>AVID Instructional Strategies</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1) Site team and AVID teacher will create an AVID elective class and implement the program on all grade levels (September 2018).	AVID Site Team		\$0.00
2) AVID teacher and site team will implement AVID instructional strategies including WICOR throughout the building to unify instructional focus (September 2018).	AVID Site Team		\$0.00
3) Site team and AVID teacher will implement college and career readiness focus throughout the school building including college corners in all classrooms (September 2018).	AVID Site Team		\$0.00
4) AVID teacher and site team will take students in the electives class on college tours to promote college awareness (September 2018).	AVID Site Team		\$0.00
5) AVID teacher and site team will provide teachers with access to the AVID license and classroom library (September 2018).	AVID Site Team		\$8,250.00
6) Provide students with opportunities to prepare for and be aware of opportunities in postsecondary education and the workforce through educational trips to colleges and universities.	AVID Site Team		\$2,000.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12) AVID Teacher and site team will receive professional development opportunities for a team of 6 teachers to attend October 2018, December 2018, and June 2019 AVID conferences.	AVID Site Team		\$27,467.19
13) AVID Teacher and site team will provide ongoing professional development for staff and AVID teacher from the AVID representative assigned to the school (July 2018, August 2018, September 2018)	AVID Site Team		\$0.00
14)			\$0.00
15)			\$0.00

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

16)				\$0.00
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PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
Identify parent/family engagement activities, providers, and the dates activities will begin and end.			
17) AVID Teacher and site team will host AVID recruitment meetings for parents to promote college and career readiness and the academic benefits of the AVID elective. Familiarize parents with the schoolwide AVID strategies that will be implemented in all classrooms (September 2018, October 2018, November 2018).	AVID Site Team		\$0.00
18)			\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00
Review and Reflect: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make based upon the outcomes of the strategy implementation (ACT).			
How will you determine whether the strategies led to reaching the SMART Goal? (Include formative, benchmark, and summative data as appropriate.)			
We will utilize the AVID CCI certification plan and phased implementation calendar to monitor our progress towards the AVID SMART goal. Our teacher retention rate at the end of the school year will help us determine if our strategies were effective in reducing our attrition rate.			
What data will be used to determine whether the improvement strategies were deployed with fidelity?			
We will use the data from the teacher surveys to determine if we are increasing staff efficacy throughout the school year. We can monitor our phase-in process of the AVID instructional strategies using the monthly implementation calendar. We will also have formative data from the questions that teachers and parents ask during the training as well as the data from the mock Climate Surveys that we will administer to parents and staff throughout the school year to help us know their perceptions of the school climate at different intervals of the year.			
What does the data/evidence show regarding the results of the implemented strategies?			
<i>Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?</i>			
<i>Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?</i>			
<i>Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?</i>			

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

School Name: **Columbia Middle School**
 Principal: Dr. Keith A. Jones
 LEA Name/Number: DeKalb County School District (644)

School Number: **526**

Priority Area 3

School Climate

Improvement Strategy #1

Improve Student Attendance and Weighted Suspension Rates

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1) Administrative team and leadership team will monitor student discipline and align consequences with the weighted suspension	Select from drop down menu - you may select more than one Schoolwide Reform Strategies (TA & SWP)									
2) Administrative team and leadership team will provide counseling services to students with significant discipline and attendance to reduce	Schoolwide Reform Strategies (TA & SWP) Activities for children experiencing difficulty									
3) Administrative team and leadership team will facilitate weekly meetings of the attendance committee to identify and support students who	Schoolwide Reform Strategies (TA & SWP) Activities for children experiencing difficulty									
4) Administrative team and leadership team will send written notifications to parents when students miss more than 3 days of school	Schoolwide Reform Strategies (TA & SWP) Activities for children experiencing difficulty									
5) Create attendance contract with parents and students who missed more than 10% of the school year during the 2017-2018 school year	Schoolwide Reform Strategies (TA & SWP) Activities for children experiencing difficulty									
6) Administrative team and leadership team will provide students with significant attendance and discipline issues with	Schoolwide Reform Strategies (TA & SWP) Activities for children experiencing difficulty									
7) Administrative team and leadership team will place students on behavior contracts who have significant behavior incidents from the 2017-	Activities for children experiencing difficulty									
8) Administrative team and leadership team will implement the PBIS system to provide incentives for improved student attendance and	Activities for children experiencing difficulty									
9) Administrators will partner with the school social worker and counseling staff to provide school-based mental health to address	Schoolwide Reform Strategies (TA & SWP)									
10)										
11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12) Administrative team and core content leaders will provide workshops for faculty and staff about proper attendance taking procedures and documenting student absences (August 2018, December 2018, March 2019).										
13) Administrative team and core content leaders will provide training for teachers and parents to help them understand and address the needs of students in an urban environment to impact the school's climate (August 2018).										
14) Administrative team and core content leaders will implement restorative practices training school wide to reduce suspensions and the number of days students are absent to class (August 2018-May 2019).										

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

15) Administrative team and core content leaders will provide teachers with training on the PBIS System school wide to improve student attendance and discipline (August 2018).										
16)										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17) Administrative team and core content leaders will provide workshops for parents of students who missed 10 or more days of	You may select more than one component from the following components - Components 1-13 are required									
18) Administrative team and core content leaders will create opportunities for parents to engage in 2-way communication with school	4) Provide timely information to parents through various methods									
19) Administrative team and core content leaders will meet monthly with student and parent groups such as the student council to	4) Provide timely information to parents through various methods									
20) Administrative team and core content leaders will provide paper supplies, postage, and envelopes to share information with	6) Provide for parent comments and feedback on the content of the Schoolwide program plan 8) Provide parent assistance on understanding	PFE Supplies	204-42-53-00-301204-526-1750	\$500.00						
21)										

Improvement Strategy #2

Promote Teacher Retention and Improve Staff Efficacy

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1) Administrative team will administer the school climate personnel survey each quarter to improve teacher satisfaction and staff	Select from drop down menu - you may select more than one Schoolwide Reform Strategies (TA & SWP)									
2) Administrators will provide additional opportunities for teacher leadership through the team and grade level leadership roles (August	Schoolwide Reform Strategies (TA & SWP)									
3) Host monthly meetings with new teachers using veteran teachers and TSS to monitor their concerns and provide them with support	Schoolwide Reform Strategies (TA & SWP)									
4) Administrators and TSS committee will pair new teachers with mentor teachers to provide additional support for staff (August 2018).	Schoolwide Reform Strategies (TA & SWP)									
5)										
6)										
7)										
8)										
9)										
10)										

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

11)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)										
12)	Administrative team and core content leaders will provide teachers with training about the impact of their Staff Climate Survey responses (August 2018, January 2019).									
13)	Administrative team and core content leaders will train the staff on the 2018 School Climate Rating guide so they understand how survey responses impact the Climate Rating (October 2018, March 2019).									
14)										
15)										
16)										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17)	Administrative team and core content leaders will train parents on the questions that will be administered on the Parent Climate	You may select more than one component from the following components - Components 1-13 are required								
18)										
19)										
20)										
21)										

Improvement Strategy #3

AVID Instructional Strategies

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1) Site team and AVID teacher will create an AVID elective class and implement the program on all grade levels (September 2018).	Select from drop down menu - you may select more than one									
2) AVID teacher and site team will implement AVID instructional strategies including WICOR throughout the building to unify instructional	Activities for children experiencing difficulty									
3) Site team and AVID teacher will implement college and career readiness focus throughout the school building including college corners in	Schoolwide Reform Strategies (TA & SWP)									
4) AVID teacher and site team will take students in the electives class on college tours to promote college awareness (September	Schoolwide Reform Strategies (TA & SWP)									
5) AVID teacher and site team will provide teachers with access to the AVID license and classroom library (September 2018).	Including teachers in decisions regarding the use of assessments Activities for children experiencing difficulty	Instructional Books and Periodicals	204-38-62-00-400204-526-1750	\$4,450.00	PL Registration Fees	204-44-36-00-400204-526-1750	\$3,800.00			

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

6) Provide students with opportunities to prepare for and be aware of opportunities in postsecondary education and the workforce	Schoolwide Reform Strategies (TA & SWP)	Transportation Bus Driver Extra Activity	204-56-17-00-400204-526-1750	\$1,500.00	Transportation Gas or Diesel Fuel	204-56-95-00-400204-526-1750	\$500.00			
7)										
8)										
9)										
10)										
11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12) AVID Teacher and site team will receive professional development opportunities for a team of 6 teachers to attend October 2018, December 2018, and June 2019 AVID conferences.		PL Travel of Employees	204-44-33-00-400204-526-1750	\$18,467.19	PL Registration Fees	204-44-36-00-400204-526-1750	\$9,000.00			
13) AVID Teacher and site team will provide ongoing professional development for staff and AVID teacher from the AVID representative assigned to the school (July 2018, August 2018, September 2018)										
14)										
15)										
16)										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17) AVID Teacher and site team will host AVID recruitment meetings for parents to promote college and career readiness and the academic	You may select more than one component from the following components - Components 1-13 are required									
18)										
19)										
20)										
21)										

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

										\$0.00
										\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step	
										\$0.00
										\$0.00
										\$0.00
										\$500.00
										\$0.00
									Subtotal #1:	\$500.00

Improvement Strategy #2

Promote Teacher Retention and Improve Staff Efficacy

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

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

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

Improvement Strategy #3

AVID Instructional Strategies

#4			#5			#6			
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$8,250.00

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

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

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

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

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person Responsible	Other (Optional, for school use)	Title I
12)			\$0.00
13)			\$0.00
14)			\$0.00
15)			\$0.00
16)			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I or Magnet Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17)			\$0.00
18)			\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00
IMPROVEMENT STRATEGY #2			
<i>Promote Teacher Retention</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
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
1)			\$0.00
2)			\$0.00
3)			\$0.00
4)			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00

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

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

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

IMPROVEMENT STRATEGY #3

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

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

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

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

School Name: **Columbia Middle School**

School Number: **526**

Principal: Dr. Keith A. Jones

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

Priority Area 4

0

Improvement Strategy #1

AVID Instructional Strategies

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
0										
0										
0										
0										
0										
6)										
7)										
8)										
9)										
10)										
11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12)										
13)										

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

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

Improvement Strategy #2

Promote Teacher Retention

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

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

9)										
10)										
11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12)										
13)										
14)										
15)										
16)										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17)										
18)										
19)										
20)										
21)										
Improvement Strategy #3										
Improve Staff Efficacy										
Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1)										

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

2)										
3)										
4)										
5)										
6)										
7)										
8)										
9)										
10)										
11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12)										
13)										
14)										
15)										
16)										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17)										
18)										
19)										
20)										
21)										

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

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

Improvement Strategy #2

Promote Teacher Retention

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

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
								Subtotal #2:	\$0.00
Improvement Strategy #3									
Improve Staff Efficacy									
#4			#5			#6			
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

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

TITLE I POSITION SALARY WORKSHEET (1-6)

School Name/Number:	Columbia Middle School	526
Principal:	Dr. Keith A. Jones	
LEA Name/Number:	DeKalb County School District (644)	

Position #	#1	#2	#3	#4	#5	#6
Employee Number:	20167888	20183452	20182022	20188358	20183493	
Last Name of Title I Paid Person	Johns	Bauer	Carter	Gardner	Thomas	
First Name of Title I Paid Person	Cheerene	Robert	Jalynn	Amber	Jessica	
Position	Teacher, Title I	Teacher, Title I	Teacher, Title I	Teacher, Title I	Teacher, Title I	
Position Number:						
Budget Account Code	204-38-05-00-400204-526-1750	204-38-05-00-400204-526-1750	204-38-05-00-400204-526-1750	204-38-05-00-400204-526-1750	204-38-05-00-400204-526-1750	#N/A
Grade Level	7	6	6	6	6	
Subject Licensed	Yes	Yes	Yes	Yes	Yes	
Certified or Non-Certified	Certified	Certified	Certified	Certified	Certified	
Regular DCSD Employee	Yes	Yes	Yes	Yes	Yes	
% Title I Paid	100%	100%	100%	100%	100%	
% Paid by Other Sources	0%	0%	0%	0%	0%	
Base Salary for Year	\$41,040.08	\$41,040.08	\$41,040.08	\$41,040.08	\$41,040.08	
Salary Adjustment %	2.50%	2.50%	2.50%	2.50%	2.50%	0.00%
Salary Adjustment Annual Amt.	\$1,026.00	\$1,026.00	\$1,026.00	\$1,026.00	\$1,026.00	\$0.00
Annual Salary	\$42,066.08	\$42,066.08	\$42,066.08	\$42,066.08	\$42,066.08	\$0.00
Alternative Benefits	\$1,114.75	\$1,114.75	\$1,114.75	\$1,114.75	\$1,114.75	\$0.00
Retirement	\$8,791.81	\$8,791.81	\$8,791.81	\$8,791.81	\$8,791.81	\$0.00
Health Insurance	\$11,340.00	\$11,340.00	\$11,340.00	\$11,340.00	\$11,340.00	\$0.00
Total Benefits	\$21,246.56	\$21,246.56	\$21,246.56	\$21,246.56	\$21,246.56	\$0.00
Total Cost of Position	\$63,312.64	\$63,312.64	\$63,312.64	\$63,312.64	\$63,312.64	\$0.00
FTEs	1.00	1.00	1.00	1.00	1.00	0.00

TUTOR WORKSHEET

School Name/Number:

Columbia Middle School

School Number: **526**

Principal:

Dr. Keith A. Jones

LEA Name/Number:

DeKalb County School District (644)

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

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

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

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

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

TITLE I BUDGET SHEET **TITLE I BUDGET SHEET**

School Name: Columbia Middle School School Number: 528
 Principal: Dr. Keith A. Jones
 LEA: DeKalb County School District (644)

Title I Allocation
\$437,400.00

BudgetCode	Budget Category	Total	Description	Evidence Level
204-38-05-00-400204-526-1750	Teacher Salary	\$210,330.41	Salary for push-in teachers to close the achievement gap: 1 full-time - 7th Grade Science Teacher, (2) 6th Grade Science Teacher, (2) 6th Grade Science Teacher.	
204-38-87-00-400204-526-1750	Teacher and Paraprofessional Group Health	\$56,700.00	Group Health for full-time certified teachers and classified paraprofessionals at a rate of \$11,340 per teacher (5 full-time teachers X \$66,700.00)	
204-38-74-00-400204-526-1750	Teacher and Paraprofessional Retirement	\$43,959.09	Retirement for 5 full-time certified teachers at a rate of 20.90% per teacher (210,330.41 X 0.209 = Total Retirement)	
204-38-07-00-400204-526-1750	Paraprofessional Salary	\$0.00		
204-38-16-00-400204-526-1750	Substitutes for Certified Teacher Salaries	\$0.00		
204-38-17-00-400204-526-1750	AfterSchool/Charline Tutorial	\$0.00		
204-38-89-00-400204-526-1750	Instructional Alternative Benefits (Teacher Para Subs Tutor)	\$5,673.76	Alternative benefits for 5 full-time teachers (\$210,330.41 X 0.0266 = \$5,673.76)	
204-38-95-00-400204-526-1750	Instructional Contracted Services	\$0.00		
204-38-95-10-400204-526-1750	Instructional Contracted Services Teacher Salary (Charter Schools Only)	\$0.00		
204-38-53-00-400204-526-1750	Instructional Supplies	\$1,167.95	Supplemental consumable supplies for students in Grades 6-8 for student work samples, assessments, and responses during the day and tutorial: composition books, workbooks, paper, chart paper, pens/pencils, highlighters, notebooks, instructional workbooks for the Reading and Math Tools classroom.	
204-38-53-10-400204-526-1750	Instructional Technology Supplies	\$0.00		
204-38-53-05-400204-526-1750	Instructional Computer Software	\$38,245.06	Reading Counts, Curriculum Associates, Study Island, USA Test Prep, Write Score, and Explore Learning computer software to supplement instruction in ELA, math, science, and Social Studies for students in Grades 6-8 for remediation and reinforcement of standards. AVID school site license.	Strong
204-41-92-00-400204-526-1750	Instructional Equipment	\$0.00		
204-41-92-05-400204-526-1750	Instructional Computers	\$0.00		
204-38-60-00-400204-526-1750	Instructional Books and Periodicals	\$4,650.00	Instructional library for the AVID classroom.	Strong
204-42-17-00-400204-526-1750	ADD PFE Facilitator Extra Activity	\$0.00		
204-42-88-00-400204-526-1750	ADD PFE Facilitator Alternative Benefits	\$0.00		
204-42-88-00-400204-526-1750	ADD PFE Contracted Services	\$0.00		
204-42-97-00-400204-526-1750	ADD PFE Communications	\$0.00		
204-42-33-00-400204-526-1750	ADD PFE Travel of Employees	\$0.00		
204-42-38-00-400204-526-1750	ADD PFE Registration Fees	\$0.00		
204-42-95-05-400204-526-1750	ADD PFE Other Purchased Services	\$0.00		
204-42-53-05-400204-526-1750	ADD PFE Supplies	\$0.00		
204-42-53-05-400204-526-1750	ADD PFE Computer Software	\$0.00		
204-42-53-10-400204-526-1750	ADD PFE Technology Supplies	\$0.00		
204-42-92-05-400204-526-1750	ADD PFE Expendable Equipment	\$0.00		
204-42-92-05-400204-526-1750	ADD PFE Expendable Computer Equipment	\$0.00		
204-42-62-00-400204-526-1750	ADD PFE Books and Periodicals	\$0.00		
204-42-07-00-400204-526-1750	Parent Liaison Salary	\$0.00		
204-42-87-00-400204-526-1750	Parent Liaisons Group Health	\$0.00		
204-42-74-00-400204-526-1750	Parent Liaisons Teacher Retirement	\$0.00		
204-42-89-00-400204-526-1750	Parent Liaisons Alternative Benefits	\$0.00		
204-44-16-00-400204-526-1750	PL Substitutes for Certified Teacher	\$0.00		
204-44-89-00-400204-526-1750	PL Alternative Benefits (Subs, Slips, Academic Coach)	\$2,370.63	Alternative benefits for professional learning sessions for teachers.	
204-44-12-00-400204-526-1750	PL Stipends	\$37,230.00	Planning time for teachers to plan instructional activities including modeling and practicing number talks with colleagues before implementing them in the classroom. (October 2018). Administrators will host summer content planning sessions for teachers in all content areas in July 2019 to strategically plan lesson, assessments, and activities for the 2019-2020 school year (30 teachers x 3 days x 7 hours per day). Administrators and leadership team will partner with Columbus High School to host an 8th Grade Academy and partner with Columbia ES, Snagfonger ES, Toney ES to host a Rising 6th Grade Academy for 1 week in July 2019 including transportation, meals, and salaries to acclimate students with the academic expectations for the following school year. (8 teachers x 2 days x 7 hours per day). Administrators will provide monthly professional development during core content common planning sessions to utilize during-reading strategies such as text annotations and Cornell Notes (AVID) to create consistency among how students read and write about informational texts (August 2019-May 2019). AVID Teacher and site team will receive professional development opportunities for a team of 6 teachers to attend October 2018, December 2018, and June 2019 AVID conferences.	Strong
204-44-19-10-400204-526-1750	Academic Coach Salaries	\$0.00		
204-44-87-00-400204-526-1750	Academic Coach Group Health	\$0.00		
204-44-74-00-400204-526-1750	Academic Coach Teacher Retirement	\$0.00		
204-44-95-00-400204-526-1750	PL Contracted Services	\$1,000.00	On-going professional development from Curriculum Associates for the Reading and Math Tools classes from the iReady trainer (September 2018) to support teacher retention and advocacy.	Strong
204-44-33-00-400204-526-1750	PL Travel of Employees	\$18,467.19	Travel (airfare, mileage, meals, shuttle, baggage, hotel) for the AVID Teacher and site team to receive professional development opportunities for a team of 6 teachers to attend October 2018, December 2018, and June 2019 AVID conferences (\$18,467.19). Registration fees for the 6 member AVID site team to receive strategies and resources to supplement instruction in math, ELA, social studies, and science for students in Grades 6-8 October 2018, December 2018, and June 2019 AVID conferences (\$12,800.00).	Strong
204-44-36-00-400204-526-1750	PL Registration Fees	\$12,800.00		Strong
204-44-53-00-400204-526-1750	PL Supplies	\$0.00		
204-44-53-05-400204-526-1750	PL Computer Software	\$0.00		
204-44-62-00-400204-526-1750	PL Books and Periodicals	\$0.00		
204-44-62-05-400204-526-1750	Educational Media Books and Periodicals	\$0.00		
204-57-17-00-400204-526-1750	Custodian Extra Activity	\$0.00		
204-57-89-00-400204-526-1750	Custodian Alternative Benefits	\$0.00		
204-56-17-00-400204-526-1750	Transportation Bus Driver Extra Activity	\$2,700.00	Salaries for bus drivers to provide students with opportunities to prepare for and be aware of opportunities in postsecondary education and the workforce through educational trips to colleges and universities (\$1,700.00). Driver salaries for Rising 6th and 9th Grade Academies in June 2019 (\$1,000.00).	Strong
204-56-89-00-400204-526-1750	Transportation Bus Driver Alternative Benefits	\$206.55	Alternative benefits for bus driver extra activity pay.	
204-56-95-00-400204-526-1750	Transportation Gas or Diesel Fuel	\$1,500.00	Fuel for bus drivers to provide students with opportunities to prepare for and be aware of opportunities in postsecondary education and the workforce through educational trips to colleges and universities (\$500.00). Fuel for Rising 6th and 9th Grade Academies in June 2019 (\$1,000.00).	Strong
204-56-95-10-400204-526-1750	Transportation for Parents	\$0.00		
TOTAL BUDGET		\$437,400.00		
DIFFERENCE		\$0.00		
red=overbudget				
black=underbudget/balanced				

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

TITLE I BUDGET SHEET

TITLE I BUDGET SHEET

School Name: **Columbia Middle School**
 Principal: Dr. Keith A. Jones
 LEA: DeKalb County School District (644)

School Number: 526

Parent/Family Engagement Set-Aside
\$4,945.84

BudgetCode	Budget Category	Total	Description	Evidence Level
204-42-17-00-301204-526-1750	PFE Facilitator Extra Activity	\$0.00		
204-42-89-00-301204-526-1750	PFE Facilitator Alternative Benefits	\$0.00		
204-42-95-00-301204-526-1750	PFE Contracted Services	\$1,500.00	Consultant (George Dorton) outside of DeKalb County Schools for Title I parent workshops for strategies for parents to help their children at home with ELA, reading, math, science, and/or Social Studies.	
204-42-97-00-301204-526-1750	PFE Communications	\$0.00		
204-42-33-00-301204-526-1750	PFE Travel of Employees	\$0.00		
204-42-36-00-301204-526-1750	PFE Registration Fees	\$0.00		
204-42-95-05-301204-526-1750	PFE Other Purchased Services	\$0.00		
204-42-53-00-301204-526-1750	PFE Supplies	\$3,445.84	Supplemental consumable supplies for Title I parent communication (Title I parent meetings, workshops, core content nights) for resource for parents to help their child at home with core content: paper, toner/ink cartridges, markers, pens, pencils, legal pads, post its. GMAS workbooks for parents to use at home.	Strong
204-42-53-05-301204-526-1750	PFE Computer Software	\$0.00		
204-42-53-10-301204-526-1750	PFE Technology Supplies	\$0.00		
204-42-92-00-301204-526-1750	PFE Expendible Equipment	\$0.00		
204-42-92-05-301204-526-1750	PFE Expendible Computer Equipment	\$0.00		
204-42-62-00-301204-526-1750	PFE Books and Periodicals	\$0.00		
TOTAL BUDGET		\$4,945.84		
DIFFERENCE		\$0.00		
(red)=overbudget				
black=underbudget/balanced				

TITLE I BUDGET SHEET

TITLE I BUDGET SHEET

School Name: **Columbia Middle School**
 Principal: **Dr. Keith A. Jones**
 LEA: **DeKalb County School District (644)**

SchoolNumber: 526

Title I Allocation
\$437,400.00

BudgetCode	Budget Category	Total	Encumbrances	Difference	Amendment	Description	Evidence Level	PA/IS/AS#
204-38-05-00-400204-526-1750	Teacher Salary	\$210,330.41		\$ 210,330.41		Salary for push-in teachers to close the achievement gap: 1 full-time - 7th Grade Science Teacher, (2) 6th Grade Science Teacher, (2) 6th Grade Science Teacher.		
204-38-87-00-400204-526-1750	Teacher and Paraprofessional Group Health	\$56,700.00		\$ 56,700.00		Group Health for 5full-time certified teachers and classified paraprofessionals at a rate of \$11,340 per teacher (5 full-time teachers X \$56,700.00)		
204-38-74-00-400204-526-1750	Teacher and Paraprofessional Retirement	\$43,959.06		\$ 43,959.06		Retirement for 5 full-time certified teachers at a rate of 20.90% per teacher (210,330.41 X 0.209 = Total Retirement)		
204-38-07-00-400204-526-1750	Paraprofessional Salary	\$0.00		\$ -				
204-38-16-00-400204-526-1750	Substitutes for Certified Teacher Salaries	\$0.00		\$ -				
204-38-17-00-400204-526-1750	Afterschool/Daytime Tutorial	\$0.00		\$ -				
204-38-89-00-400204-526-1750	Instructional Alternative Benefits (Teacher,Para,Subs,Tutor)	\$5,573.76		\$ 5,573.76		Alternative benefits for 5 full-time teachers (\$210,330.41 X 0.0265 = \$5,573.76)		
204-38-95-00-400204-526-1750	Instructional Contracted Services	\$0.00		\$ -				
204-38-95-10-400204-526-1750	Instructional Contracted Services Teacher Salary (Charter Schools Only)	\$0.00		\$ -				
204-38-53-00-400204-526-1750	Instructional Supplies	\$1,167.35		\$ 1,167.35		Supplemental consumable supplies for students in Grades 6-8 for student work samples, assessments, and responses during the day and tutorial: composition books, workbooks, paper, chart paper, pens/pencils, highlighters, notebooks. Instructional workbooks for the Reading and Math Tools classroom.		
204-38-53-10-400204-526-1750	Instructional Technology Supplies	\$0.00		\$ -				
204-38-53-05-400204-526-1750	Instructional Computer Software	\$38,245.06		\$ 38,245.06		Reading Counts, Curriculum Associates, Study Island, USA Test Prep, Write Score, and Explore Learning computer software to supplement instruction in ELA, math, science, and Social Studies for students in Grades 6-8 for remediation and reinforcement of standards. AVID school site license.		
204-61-92-00-400204-526-1750	Instructional Equipment	\$0.00		\$ -				
204-61-92-05-400204-526-1750	Instructional Computers	\$0.00		\$ -				
204-38-62-00-400204-526-1750	Instructional Books and Periodicals	\$4,450.00		\$ 4,450.00		Instructional library for the AVID classroom.		
204-42-17-00-400204-526-1750	ADD PFE Facilitator Extra Activity	\$0.00		\$ -				
204-42-89-00-400204-526-1750	ADD PFE Facilitator Alternative Benefits	\$0.00		\$ -				
204-42-95-00-400204-526-1750	ADD PFE Contracted Services	\$0.00		\$ -				
204-42-97-00-400204-526-1750	ADD PFE Communications	\$0.00		\$ -				
204-42-33-00-400204-526-1750	ADD PFE Travel of Employees	\$0.00		\$ -				
204-42-36-00-400204-526-1750	ADD PFE Registration Fees	\$0.00		\$ -				
204-42-95-05-400204-526-1750	ADD PFE Other Purchased Services	\$0.00		\$ -				
204-42-53-00-400204-526-1750	ADD PFE Supplies	\$0.00		\$ -				
204-42-53-05-400204-526-1750	ADD PFE Computer Software	\$0.00		\$ -				
204-42-53-10-400204-526-1750	ADD PFE Technology Supplies	\$0.00		\$ -				
204-42-92-00-400204-526-1750	ADD PFE Expendible Equipment	\$0.00		\$ -				
204-42-92-05-400204-526-1750	ADD PFE Expendible Computer Equipment	\$0.00		\$ -				
204-42-62-00-400204-526-1750	ADD PFE Books and Periodicals	\$0.00		\$ -				
204-42-07-00-400204-526-1750	Parent Liaison Salary	\$0.00		\$ -				
204-42-87-00-400204-526-1750	Parent Liaisons Group Health	\$0.00		\$ -				
204-42-74-00-400204-526-1750	Parent Liaisons Teacher Retirement	\$0.00		\$ -				
204-42-89-00-400204-526-1750	Parent Liaisons Alternative Benefits	\$0.00		\$ -				

204-44-16-00-400204-526-1750	PL Substitutes for Certified Teacher	\$0.00		\$	-			
204-44-89-00-400204-526-1750	PL Alternative Benefits (Subs, Stips, Academic Coach)	\$0.00		\$	-			
							Planning time for teachers to plan instructional activities including modeling and practicing number talks with colleagues before implementing them in the classroom. (October 2018). Administrators will host summer content planning sessions for teachers in all content areas in July 2019 to strategically plan lesson, assessments, and activities for the 2019-2020 school year (30 teachers x 3 days x 7 hours per day). Administrators and leadership team will partner with Columbia High School to host an 9th Grade Academy and partner with Columbia ES, Snapfinger ES, Toney ES to host a Rising 6th Grade Academy for 1 week in July 2019 including transportation, meals, and salaries to acclimate students with the academic expectations for the following school year. (8 teachers x 2 days x 7 hours per day). Administrators will provide monthly professional development during core content common planning sessions to utilize during-reading strategies such as text annotations and Cornell Notes (AVID) to create consistency among how students read and write about informational texts (August 2018-May 2019). AVID Teacher and site team will receive professional development opportunities for a team of 6 teachers to attend October 2018, December 2018, and June 2019 AVID conferences.	
204-44-12-00-400204-526-1750	PL Stipends	\$37,930.00		\$	37,930.00			
204-44-19-10-400204-526-1750	Academic Coach Salaries	\$0.00		\$	-			
204-44-87-00-400204-526-1750	Academic Coach Group Health	\$0.00		\$	-			
204-44-74-00-400204-526-1750	Academic Coach Teacher Retirement	\$0.00		\$	-			
							On-going professional development from Curriculum Associates for the Reading and Math Tools classes from the iReady trainer (September 2018) to support teacher retention and advocacy.	
204-44-95-00-400204-526-1750	PL Contracted Services	\$1,000.00		\$	1,000.00			
							Travel (airfare, mileage, meals, shuttle, baggage, hotel) for the AVID Teacher and site team to receive professional development opportunities for a team of 6 teachers to attend October 2018, December 2018, and June 2019 AVID conferences (\$18,467.19).	
204-44-33-00-400204-526-1750	PL Travel of Employees	\$18,467.19		\$	18,467.19			
							Registration fees for the 6 member AVID site team to receive strategies and resources to supplement instruction in math, ELA, social studies, and science for students in Grades 6-8 October 2018, December 2018, and June 2019 AVID conferences (\$12,800.00).	
204-44-36-00-400204-526-1750	PL Registration Fees	\$12,800.00		\$	12,800.00			
204-44-53-00-400204-526-1750	PL Supplies	\$0.00		\$	-			
204-44-53-05-400204-526-1750	PL Computer Software	\$0.00		\$	-			
204-44-62-00-400204-526-1750	PL Books and Periodicals	\$0.00		\$	-			
204-44-62-05-400204-526-1750	Educational Media Books and Periodicals	\$0.00		\$	-			
204-57-17-00-400204-526-1750	Custodian Extra Activity	\$0.00		\$	-			
204-57-89-00-400204-526-1750	Custodian Alternative Benefits	\$0.00		\$	-			
							Salaries for bus drivers to provide students with opportunities to prepare for and be aware of opportunities in postsecondary education and the workforce through educational trips to colleges and universities (\$1,700.00). Driver salaries for Rising 6th and 9th Grade Academies in June 2019 (\$1,000.00).	
204-56-17-00-400204-526-1750	Transportation Bus Driver Extra Activity	\$2,700.00		\$	2,700.00			
204-56-89-00-400204-526-1750	Transportation Bus Driver Alternative Benefits	\$206.55		\$	206.55			Alternative benefits for bus driver extra activity pay

204-56-95-00-400204-526-1750	Transportation Gas or Diesel Fuel	\$1,500.00		\$	1,500.00		Fuel for bus drivers to provide students with opportunities to prepare for and be aware of opportunities in postsecondary education and the workforce through educational trips to colleges and universities (\$500.00). Fuel for Rising 6th and 9th Grade Academies in June 2019 (\$1,000.00).
204-56-95-10-400204-526-1750	Transportation for Parents	\$0.00		\$	-		
	TOTAL BUDGET	\$435,029.37				\$ -	
	DIFFERENCE	\$2,370.63				\$ 435,029.37	
	(red)=overbudget						
	black=underbudget/balanced						

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

TITLE I BUDGET SHEET

TITLE I BUDGET SHEET

School Name: **Columbia Middle School**
 Principal: Dr. Keith A. Jones
 LEA: DeKalb County School District (644)

SchoolNumber: 526

Parent/Family Engagement Set-Aside
\$4,945.84

BudgetCode	Budget Category	Total	Encumbrances	Difference	Amendment	Description	Evidence Level	PA/IS/AS#
204-42-17-00-301204-526-1750	PFE Facilitator Extra Activity	\$0.00		\$ -				
204-42-89-00-301204-526-1750	PFE Facilitator Alternative Benefits	\$0.00		\$ -				
204-42-95-00-301204-526-1750	PFE Contracted Services	\$1,500.00		\$ 1,500.00				
204-42-97-00-301204-526-1750	PFE Communications	\$0.00		\$ -				
204-42-33-00-301204-526-1750	PFE Travel of Employees	\$0.00		\$ -				
204-42-36-00-301204-526-1750	PFE Registration Fees	\$0.00		\$ -				
204-42-95-05-301204-526-1750	PFE Other Purchased Services	\$0.00		\$ -				
204-42-53-00-301204-526-1750	PFE Supplies	\$3,445.84		\$ 3,445.84				
204-42-53-05-301204-526-1750	PFE Computer Software	\$0.00		\$ -				
204-42-53-10-301204-526-1750	PFE Technology Supplies	\$0.00		\$ -				
204-42-92-00-301204-526-1750	PFE Expendible Equipment	\$0.00		\$ -				
204-42-92-05-301204-526-1750	PFE Expendible Computer Equipment	\$0.00		\$ -				
204-42-62-00-301204-526-1750	PFE Books and Periodicals	\$0.00		\$ -				
TOTAL BUDGET		\$4,945.84			\$ -			
DIFFERENCE		\$0.00			\$ 4,945.84			
(red)=overbudget								
black=underbudget/balanced								

