

## CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP)

<b>School Name</b>	<b>Columbia Middle School</b>	<b>School Number</b> <b>526</b>
<b>School Address</b>	3001 Columbia Drive, Decatur, GA 30034	
<b>Principal</b>	Dr. Keith A. Jones	
<b>District Name/State Local Education Agency (LEA) Number</b>	DeKalb County School District (644)	
<b>Date of Initial Local School Council Vote of Approval</b>		
<b>Date of Last Review/Update</b>	8/10/2017	
<b>Principal Signature</b>	_____ (Signature On File)	
<b>Director of Title I Signature</b>	_____ (Signature On File)	

School Vision and Mission Statement
<b>Vision Statement</b>
The vision of Columbia Middle School is for all stakeholders to work collaboratively to create an optimal 21st century educational blueprint to ensure academic excellence for every student.
<b>Mission Statement</b>
The mission of Columbia Middle School is to provide a rigorous first class education while developing globally competitive citizens.

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

School Improvement Team Membership	Name
Principal	Dr. Keith Jones
Parent Representative	Burette Shealey
Math Dept Chair	Saleta Lessane
Classified Staff Member	Yvette McManus
Instructional Support Specialist	Dr. Deria Whatley
Science Dept Chair	Malakia Wright
Gifted/Magnet Chair	Willita Frehiwet
Instructional Support Specialist	Kimberly Newman
Plant Manager	David Durden
Cafeteria Manager	Deborah Love
Assistant Principal	Jairus Malcome
Assistant Principal	Kerby Bullard
Assistant Principal	Dr. Joel Boyce
PTSA President	Dr. Janetta Cureton
Instructional Support Specialist	Angela Taylor

# 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 - 2016 CCRPI Climate Survey Data, Parent Surveys, Data from Online Polls through Remind Application, 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 gains in the areas of mathematics and reading. 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. 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. 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 2016-2017 school year show that the number of students who are receiving ISS or OSS as a disciplinary consequence decreased from the 2015-2016 school year. Discipline trend data in 2016-2017 indicate that the number of Out-of-School suspension days issued to students declined in 2016-2017 from the previous year from 3461 to 2766. This reduction in out-of-school suspension days positively 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 2016-2017 school year declined from 2 stars to 1 star. 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. The academic data from the 2016-2017 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 2015-2016 and 2016-2017 school year. The number of students failing 1 or more classes decreased from 159 students to 124 students over the 2-year period. The percentage of students who earned a proficient learner or distinguished learner increased in Coordinate Algebra from 33% in 2015-2016 to 39% in 2016-2017 and in Physical Science from 14% in 2015-2016 to 19% in 2016-2017. Students demonstrated significant growth on their RIT scores between the Fall 2016 and Spring 2017 administrations of the NWEA MAP. Between test administrations, mathematics students showed the following RIT score growth and growth in the percentage of students who met their growth projections: 6th grade - 3.1 growth in RIT score and 24% of students met their projection, 7th grade - 2.7 growth in RIT score and 36% of students met their projection, 8th grade - 0.8 growth in RIT score and 31% of students met their projection. Between test administrations, students students showed the following RIT score growth and growth in the percentage of students who met their growth projections: 6th grade - 3.9 growth in RIT score and 42% of students met their projection, 7th grade - 2.8 growth in RIT score and 41% of students met their projection, 8th grade - 0.7 growth in RIT score and 34% of students met their projection. 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 2016-2017, 56% of 8th grade students were Level 1 learners, and 33% were Level 2 learners. The overall proficiency level for 2016-2017 was 11% which represented a 5% decline in proficiency from 2015-2016. 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 44% on the GA Studies pretest. On practice on individual domain activites 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. 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 no survey data from students 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).

<b>Priority Area 1</b>	Mathematics
<b>*SMART Goal with Performance Measures</b> * <u>S</u> Student-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	Improve the percentage of students who score at the proficient level on the 2018 GA Milestones End-of-Grade and End-of-Course Assessments by 10% in mathematics. Increase the percentage of students who meet their RIT growth projections between the August 2017 and May 2018 NWEA MAP Assessments in Mathematics by 10%. Increase the percentage of students proficiency growth on the DCSD benchmarks in mathematics between the pretest and posttest by 10%.
<b>DCSD Strategic Plan Goal</b>	DCSD Goal Area 1: Student Success with Equity and Access

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

### IMPROVEMENT STRATEGY #1

<i>Authentic Purpose for Reading and Writing</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) Develop common assessments using online and paper-based test resources aligned to the instructional units.	Teachers, ISS, API	Aug-17	\$0.00
2) Purchase digital programs such as Explore Learning, USA Test Prep, and Study Island to reinforce core content.	Teachers, ISS, API	Aug-17	\$11,003.00
3) Administer 3 mock writing prompts from GA Center for Assessment to measure students' writing proficiency in math.	Teachers, ISS, API	Aug-17	\$8,540.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$2,000.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
10) Provide training for teachers from the GA Center for Assessment on the GMAS writing rubric for mathematics.	Teachers, ISS, API	17-Aug	\$7,800.00

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

			\$0.00
			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
13)			\$0.00
14)			\$0.00
15)			\$0.00

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

## IMPROVEMENT STRATEGY #2

<i>Explicit Math Vocabulary and Language Instruction</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
<b>Action Steps/Tasks to Implement Improvement Strategy</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
	Person/Position Responsible	Other (Optional, for school use)	Title I
1) Increase the forms of communication used to communicate with parents about instructional emphases including Remind, Instagram, and the school email and website.	Admin, Teachers, ISS	Aug-17	\$0.00
2) Create Title I newsletters and handouts that provide parents with strategies to help their children on the GA Milestones EOG.	Admin, Teachers, ISS	Aug-17	\$0.00
3) Make copies of the GA Milestones Study Guide for Parents and Students to enable parents to help their children prepare for the assessment at home.	Admin, Teachers, ISS	Aug-17	\$0.00
4) Purchase supplemental workbooks and instructional supplies to supplement classroom instruction.	Admin, Teachers, ISS	Aug-17	\$14,447.77
5) Ensure that teachers have protected weekly planning time to share instructional resources, examine student work, and find	Admin, Teachers, ISS	Aug-17	\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
<b>Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
<i>Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.</i>	Person/Position Responsible	Other (Optional, for school use)	Title I
10) Create monthly common assessments to monitor student achievement.	Admin, Teachers, ISS	Aug-17	\$0.00
11) Provide instructional support including professional development and growth plans for staff members to improve pedagogy.	Admin, Teachers, ISS	Aug-17	\$0.00
12) Create opportunities during the school day during which teachers can plan instructional units collaboratively and receive coaching and support from the Instructional Support Specialists	Admin, Teachers, ISS	Aug-17	\$0.00
<b>Action Steps/Tasks to Implement Associated with Parent/Family Engagement</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Allocated to Support Action Step</b>
<i>Identify parent/family engagement activities, providers, and the dates activities will begin and end.</i>	Person/Position Responsible	Other (Optional, for school use)	Title I
13) Provide parents with supplemental Georgia Standards of Excellence materials they can use to reinforce concepts at home.	Administration, Teachers, Parents	Aug-17	\$500.00
14) Host 3 instructional summits utilizing an outside consultant that focus on GMAS math strategies.	Administration, Teachers, Parents	Aug-17	\$1,500.00

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

<p>15) Convene an Annual Title I meeting and a Title I bootcamp to provide parents with additional resources and practice with online and paper-based resources. Purchase materials for parent trainings and academic workshops to provide instructional strategies at home: pencils, markers, paper, post it notes, poster board to assure PI events success for parents.</p>	<p>Administration, Teachers, Parents</p>	<p>Aug-17</p>	<p>\$0.00</p>
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# PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

## IMPROVEMENT STRATEGY #3

<i>Math Tools</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) Create a Mathematics Tools class and purchase a mathematics instructional program and materials to support Tier 1 students.	Teachers, ISS, API	Aug-17	\$5,400.00
2) Provide supplemental instructional support for Tier I students in mathematics after school remediation program.	Teachers, ISS, API	Aug-17	\$0.00
3) Provide funding for after school tutorials to pair Tier I students with veteran teachers to close their achievement gaps.	Teachers, ISS, API	Aug-17	\$0.00
4)			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
10) Provide training and ongoing professional development from Curriculum Associates for Mathematics Tools class.	ISS, API, Math Tools	Aug-17	\$1,000.00
11)			\$0.00
12)			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
13)			\$0.00
14)			\$0.00
15)			\$0.00

## PRIORITY AREA 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, and Carnegie online, 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 instructional support specialists, 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** School Number: **526**  
 Principal: Dr. Keith A. Jones  
 LEA Name/Number: DeKalb County School District (644)

**Priority Area 1**

**Mathematics**

**Improvement Strategy #1**

**Authentic Purpose for Reading and Writing**

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
1) Create a Mathematics Tools class and purchase a mathematics instructional program and materials to support Tier 1 students.	High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP)										\$0.00
2) Purchase digital programs such as Explore Learning, USA Test Prep, and Study Island to reinforce core content.	Schoolwide Reform Strategies (TA & SWP)	Instructional Computer Software	203-38-53-05-400203-526-1750	\$11,003.00							\$11,003.00
#REF!	Schoolwide Reform Strategies (TA & SWP)	Instructional Computer Software	203-38-53-05-400203-526-1750	\$8,540.00							\$8,540.00
0	Schoolwide Reform Strategies (TA & SWP)										\$0.00
0	Schoolwide Reform Strategies (TA & SWP)										\$0.00
1) Develop common assessments using online and paper-based test resources aligned to the instructional units.	Schoolwide Reform Strategies (TA & SWP)										\$0.00
2) Provide supplemental instructional support for Tier I students in mathematics after school remediation program.	Schoolwide Reform Strategies (TA & SWP)										\$0.00
0	Schoolwide Reform Strategies (TA & SWP)										\$0.00
0	Schoolwide Reform Strategies (TA & SWP)	Instructional Technology Supplies	203-38-53-10-400203-526-1750	\$2,000.00							\$2,000.00

## TITLE I PROGRAM WORKSHEET (SWP and TA)

Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)											
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
#REF!		PL Stipends	203-46-12-00-400203-526-1750	\$2,500.00	PL Contracted Services	203-46-95-00-400203-526-1750	\$5,300.00				\$7,800.00
0											\$0.00
10) Provide training for teachers from the GA Center for Assessment on the GMAS writing rubric for mathematics.											\$0.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
13)	You may select more than one component from the following components - Components 1-13 are required										\$0.00
14)											\$0.00
15)											\$0.00
										<b>Subtotal #1:</b>	<b>\$29,343.00</b>

# TITLE I PROGRAM WORKSHEET (SWP and TA)

Improvement Strategy #2

## Explicit Math Vocabulary and Language Instruction

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
1) Increase the forms of communication used to communicate with parents about instructional emphases including Remind, Instagram, and the school email and website.	Select from drop down menu - you may select more than one Transition Activities (PreK-K; 5th-6th; 8th-9th)										\$0.00
2) Create Title I newsletters and handouts that provide parents with strategies to help their children on the GA Milestones EOG.	Transition Activities (PreK-K; 5th-6th; 8th-9th)										\$0.00
3) Make copies of the GA Milestones Study Guide for Parents and Students to enable parents to help their children prepare for the	High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP) Activities for children experiencing difficulty										\$0.00
4) Purchase supplemental workbooks and instructional supplies to supplement classroom instruction.	Activities for children experiencing difficulty	Instructional Supplies	203-38-53-00-400203-526-1750	\$14,447.77							\$14,447.77
5) Ensure that teachers have protected weekly planning time to share instructional resources, examine student work, and find supplemental	High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP) Coordination & Integration of Federal, State, and										\$0.00
6)											\$0.00
7)											\$0.00
8)											\$0.00
9)											\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
10) Create monthly common assessments to monitor student achievement.											\$0.00
11) Provide instructional support including professional development and growth plans for staff members to improve pedagogy.											\$0.00
12) Create opportunities during the school day during which teachers can plan instructional units collaboratively and receive coaching and support from the Instructional Support Specialists											\$0.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
13) Provide parents with supplemental Georgia Standards of Excellence materials they can use to reinforce concepts at home.	You may select more than one component from the following components - Components 1-13 are required 4) Provide timely information to parents through various methods	PFE Supplies	203-42-53-00-301203-526-1750	\$500.00							\$500.00
14) Host 3 instructional summits utilizing an outside consultant that focus on GMAS math strategies.	4) Provide timely information to parents through various methods 9) Provide materials and training to help parents work with their children to improve achievement. 13) Provide opportunities for parents with limited	PFE Contracted Services	203-42-95-00-301203-526-1750	\$1,500.00							\$1,500.00



# TITLE I PROGRAM WORKSHEET (SWP and TA)

Improvement Strategy #3

Math Tools											
Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
#REF!	Select from drop down menu - you may select more than one	Instructional Computer Software	203-38-53-05-400203-526-1750	\$2,800.00	Instructional Books and Periodicals	203-38-62-00-400203-526-1750	\$2,600.00				\$5,400.00
#REF!											\$0.00
3) Provide funding for after school tutorials to pair Tier I students with veteran teachers to place their achievement gaps	Including teachers in decisions regarding the use of assessments										\$0.00
4)	Activities for children experiencing difficulty										\$0.00
5)											\$0.00
6)											\$0.00
7)											\$0.00
8)											\$0.00
9)											\$0.00
Professional Development Action Steps <i>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</i>		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
10) Provide training and ongoing professional development from Curriculum Associates for Mathematics Tools class.		PL Contracted Services	203-46-95-00-400203-526-1750	\$1,000.00							\$1,000.00
11)											\$0.00
12)											\$0.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
13)	You may select more than one component from the following components - Components 1-13 are required										\$0.00
14)											\$0.00
15)											\$0.00
										Subtotal #3:	\$6,400.00

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

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

<b>Priority Area 2</b>	English Language Arts
<b>*SMART Goal with Performance Measures</b> * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	Improve the percentage of students who score at the proficient level on the 2018 GA Milestones End-of-Grade and End-of-Course Assessments by 10% in reading and Georgia Studies. Increase the percentage of students who meet their RIT growth projections between the August 2017 and May 2018 NWEA MAP Assessments in Reading and Language Arts by 10%. Increase the percentage of students proficiency growth on the DCSD benchmarks in ELA between the pretest and posttest by 10%.
<b>DCSD Strategic Plan Goal</b>	DCSD Goal Area 1: Student Success with Equity and Access

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

### IMPROVEMENT STRATEGY #1

<i>Technological Communication</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) Implement reading initiative including online resources from NEWSELA and other online sources to develop students' reading comprehension in all core content areas.	Administrators, Reading Specialist	Aug-17	\$0.00
2) Administer 3 mock writing prompts from GA Center for Assessment to measure students' writing proficiency in ELA	Academic Coach	Aug-17	\$8,540.00
3) Purchase digital programs such as USA Test Prep and Study Island to reinforce core content.	Teachers, API, ISS	Aug-17	\$0.00
4) Develop common assessments using online and paper-based test resources aligned to the instructional units.	Teachers, API, ISS	Aug-17	\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
10) Provide teachers with non-contractual planning time to create common assessments, examine formative and summative data, and plan instructional units.	Teachers, ISS, API	Aug-17	\$2,500.00

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

11) Ensure that teachers have protected weekly planning time to share instructional resources, examine student work, and find supplemental projects and performance tasks.	Teachers, ISS, API	Aug-17	\$0.00
12) Provide training for teachers from the GA Center for Assessment on the GMAS writing rubric for mathematics.	Teachers, ISS, API	Aug-17	\$5,310.00
<b>Action Steps/Tasks to Implement Associated with Parent/Family Engagement</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
Identify parental engagement activities, providers, and the dates activities will begin and end.	<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>	<b>Title I</b>
13) Increase the forms of communication used to share information with parents about instructional emphases includign Remind, Twitter, Facebook, Class Dojo, Instagram, and the school email and website.	Admin, Media Specialist	Aug-17	\$0.00
14)			\$0.00
15)			\$0.00

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

## IMPROVEMENT STRATEGY #2

<i>Authentic Purpose for Reading and Writing</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
<b>Action Steps/Tasks to Implement Improvement Strategy</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
	Person/Position Responsible	Other (Optional, for school use)	Title I
1) Create monthly common assessments to monitor student achievement.	Administrators, Teachers	Aug-17	\$0.00
2) Hire Academic Coach for Social Studies to embed reading and writing strategies to improve students' understanding of nonfiction texts and their ability to respond to primary and secondary sources in writing.	Administrators, Teachers	Aug-17	\$0.00
3) Make copies of the GA Milestones Study Guide for Parents and Students to enable parents to help prepare their children for the GA Milestones EOG and EOC.	Administrators, Teachers	Aug-17	\$0.00
4) Purchase supplemental reading books and periodicals to support reading comprehension and nonfiction texts.	Admin, Teachers, Media Specialist	Aug-17	\$9,932.72
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
<b>Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
<i>Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.</i>	Person/Position Responsible	Other (Optional, for school use)	Title I
10) Provide instructional support including professional development and growth plans for staff members to improve pedagogy.	Teachers, API, ISS	Aug-17	\$0.00
11) Create opportunities during the school day during which teachers can plan instructional units collaboratively and receive coaching and support from the Instructional Support Specialist.	Teachers, API, ISS	Aug-17	\$0.00
12)			\$0.00
<b>Action Steps/Tasks to Implement Associated with Parent/Family Engagement</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Allocated to Support Action Step</b>
<i>Identify parent/family engagement activities, providers, and the dates activities will begin and end.</i>	Person/Position Responsible	Other (Optional, for school use)	Title I
13) Provide parents with supplemental Georgia Standards of Excellence materials they can use to reinforce concepts at home.	API, ISS	Aug-17	\$0.00
14) Host 3 instructional summits utilizing an outside consultant that focus on GMAS English Language Arts strategies.	API, Consultant	Aug-17	\$0.00
15) Convene an Annual Title I meeting and a Title I bootcamp to provide parents with additional resources and practice with online and	API, ISS	Aug-17	\$0.00

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

### IMPROVEMENT STRATEGY #3

<i>Reading Tools</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) Create a Reading Tools class and purchase a reading instructional program and materials to support Tier 1 students.	Teachers, ISS, API	Aug-17	\$4,230.00
2) Provide funding for after school tutorials to pair Tier I students with veteran teachers to close their achievement gaps.	Teachers, ISS, API	Aug-17	\$0.00
3) Purchase books and periodicals designed to reach the reading interests and needs of Tier I students.	Media Specialist	Aug-17	\$0.00
4)			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
10) Provide training and ongoing professional development from Curriculum Associates for the Reading Tools class.	ISS, API, Reading Tools Teacher	Aug-17	\$1,000.00
11)			\$0.00
12)			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
13) Create Title I newsletters and handouts that provide parents with strategies to help their children on the GA Milestones EOG and EOC.	Admin, Teachers, ISS	Aug-17	\$0.00
14)			\$0.00
15)			\$0.00

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

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

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

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 instructional support specialists, 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 2 (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 2**

**English Language Arts**

**Improvement Strategy #1**

**Technological Communication**

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
1) Implement reading initiative including online resources from NEWSELA and other online sources to develop students' reading	Select from drop down menu - you may select more than one Schoolwide Reform Strategies (TA & SWP)										\$0.00
2) Administer 3 mock writing prompts from GA Center for Assessment to measure students' writing proficiency in ELA	Schoolwide Reform Strategies (TA & SWP)	Instructional Computer Software	203-38-53-05-400203-526-1750	\$8,540.00							\$8,540.00
3) Purchase digital programs such as USA Test Prep and Study Island to reinforce core content.	Schoolwide Reform Strategies (TA & SWP) Strategies to attract teachers that meet state										\$0.00
4) Develop common assessments using online and paper-based test resources aligned to the instructional units.	Schoolwide Reform Strategies (TA & SWP)										\$0.00
0											\$0.00
0											\$0.00
0											\$0.00
0											\$0.00
0											\$0.00
<b>Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</b>		<b>Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i></b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i></b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i></b>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
10) Provide teachers with non-contractual planning time to create common assessments, examine formative and summative data, and plan instructional units.		PL Stipends	203-46-12-00-400203-526-1750	\$2,500.00							\$2,500.00
11) Ensure that teachers have protected weekly planning time to share instructional resources, examine student work, and find supplemental projects and performance tasks.											\$0.00
12) Provide training for teachers from the GA Center for Assessment on the GMAS writing rubric for mathematics.		PL Contracted Services	203-46-95-00-400203-526-1750	\$5,310.00	PL Stipends	203-46-12-00-400203-526-1750					\$5,310.00
<b>Parent/Family Engagement Action Steps</b>	<b>Title I Parent/Family Engagement Component</b>	<b>Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i></b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i></b>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i></b>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>

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

13) Increase the forms of communication used to share information with parents about instructional emphases including Remind, Twitter, Facebook, Class Dojo, Instagram, and the school email and website.	You may select more than one component from the following components - Components 1-13 are required									\$0.00
14)										\$0.00
15)										\$0.00
										Subtotal #1: \$16,350.00

# TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

Improvement Strategy #2

## Authentic Purpose for Reading and Writing

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
1) Create monthly common assessments to monitor student achievement.	Select from drop down menu Activities for children experiencing difficulty Transition Activities (PreK-K; 5th-6th; 8th-9th)										\$0.00
2) Hire Academic Coach for Social Studies to embed reading and writing strategies to improve students' understanding of nonfiction	Transition Activities (PreK-K; 5th-6th; 8th-9th) Strategies to attract teachers that meet state determined professional qualifications to high-										\$0.00
3) Make copies of the GA Milestones Study Guide for Parents and Students to enable parents to help prepare their children for the GA	Activities for children experiencing difficulty										\$0.00
4) Purchase supplemental reading books and periodicals to support reading comprehension and nonfiction texts.	Schoolwide Reform Strategies (TA & SWP)	Instructional Books and Periodicals	203-38-62-00-400203-526-1750	\$7,932.72	Instructional Supplies	203-38-53-00-400203-526-1750	\$2,000.00				\$9,932.72
5)											\$0.00
6)											\$0.00
7)											\$0.00
8)											\$0.00
9)											\$0.00
Professional Development Action Steps <i>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</i>		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
10) Provide instructional support including professional development and growth plans for staff members to improve pedagogy.											\$0.00
11) Create opportunities during the school day during which teachers can plan instructional units collaboratively and receive coaching and support from the Instructional Support Specialists.											\$0.00
12)											\$0.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
13) Provide parents with supplemental Georgia Standards of Excellence materials they can use to reinforce concepts at home.	You may select more than one component from the following components - Components 1-13 are required 4) Provide timely information to parents through various methods										\$0.00
14) Host 3 instructional summits utilizing an outside consultant that focus on GMAS English Language Arts strategies.	4) Provide timely information to parents through various methods 1) Coordinate and integrate parent involvement programs and activities 5) Provide regular opportunities for parents to										\$0.00
15) Convene an Annual Title I meeting and a Title I bootcamp to provide parents with additional resources and practice with online	1) Convene a Title I Annual public meeting 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and										\$0.00
										<b>Subtotal #2:</b>	\$9,932.72

# TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

Improvement Strategy #3

Reading Tools											
Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
1) Create a Reading Tools class and purchase a reading instructional program and materials to	Select from drop down menu	Instructional Computer Software	203-38-53-05-400203-526-1750	\$2,880.00	Instructional Books and Periodicals	203-38-62-00-400203-526-1750	\$1,350.00				\$4,230.00
2) Provide funding for after school tutorials to pair Tier I students with veteran teachers to close their achievement gaps.	Transition Activities (PreK-K; 5th-6th; 8th-9th) Activities for children experiencing difficulty										\$0.00
3) Purchase books and periodicals designed to reach the reading interests and needs of Tier I students.	Schoolwide Reform Strategies (TA & SWP)	Educational Media Books and Periodicals	203-46-62-05-400203-526-1750								\$0.00
4)											\$0.00
5)											\$0.00
6)											\$0.00
7)											\$0.00
8)											\$0.00
9)											\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
10) Provide training and ongoing professional development from Curriculum Associates for the Reading Tools class.		PL Contracted Services	203-46-95-00-400203-526-1750	\$1,000.00							\$1,000.00
11)											\$0.00
12)											\$0.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
13) Create Title I newsletters and handouts that provide parents with strategies to help their children on the GA Milestones EOG and EOC.	You may select more than one component from the following components - Components 1-13 are required										\$0.00
14)											\$0.00
15)											\$0.00
										<b>Subtotal #3:</b>	<b>\$5,230.00</b>

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

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

<b>Priority Area 3</b>	School Climate
<b>*SMART Goal with Performance Measures</b> <small>* Student-Focused, Monitored, Aligned/Actionable, Results-Oriented, Time bound</small>	Reduce the percentage of students who miss 6 or more days of school by 15% by May 2018 due to chronic absenteeism or disciplinary consequences. Reduce the number of OSS days given in student consequences by 10% each month during the 2017-2018 school year from the data entered in the corresponding month from the 2016-2017 school year. Improve climate rating from 1 star to 3 stars on the 2018 CCRPI report. Decrease the weighted suspension rate by 10% and improve the student attendance rate by 10% on the 2018 CCRPI report from the 2017 CCRPI report.
<b>DCSD Strategic Plan Goal</b>	DCSD Goal Area 1: Student Success with Equity and Access

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

### IMPROVEMENT STRATEGY #1

<i>Attendance and Discipline Committee</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) Retain a data clerk to assist with monitoring student attendance and discipline.	Data Clerk	Aug-17	\$0.00
2) Create attendance contracts with parents and students who missed more than 10 days of school during the 2016-2017 school year.	Attendance Team	Aug-17	\$0.00
3) Provide counseling services to students with significant discipline and attendance issues to reduce the number of days students miss from school.	Attendance Team	Aug-17	\$0.00
4) Facilitate weekly meetings between the data clerk and attendance committee to identify and support students missing multiple school	Attendance Team	Aug-17	\$0.00
5) Send written notification to parents when students miss more than 3 days of school.	Attendance Team	Aug-17	\$0.00
6) Place students on behavior contracts who have significant behavior incidents from the previous school year.	Attendance Team	Aug-17	\$0.00
			\$0.00
			\$0.00
			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
<small>Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.</small>	Person/Position Responsible	Other (Optional, for school use)	Title I
10) Provide workshops for faculty and staff members on proper attendance taking and documenting student absences.	Data Clerk, Social Worker	Aug-17	\$0.00
11) Implement restorative practices schoolwide to reduce suspensions and the number of days students are absent to class.	Administrators	Aug-17	\$0.00
12)			\$0.00

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

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I or Magnet Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
13) Provide workshops for parents of students who missed 6 or more days of school during the 2016-2017 school year to help them reduce the number of days their children miss school in the 2017-2018 school year.	Data Clerk, Social Worker	Aug-17	\$0.00
14) Provide students with significant discipline and attendance data with wraparound services including Check and Connect and the School Social Worker.	Counseling Staff	Aug-17	\$0.00
15) Meet with parents at selected intervals to make them aware of the impact of attendance and discipline issues on CCRPI report.	API, ISS	Aug-17	\$0.00

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

## IMPROVEMENT STRATEGY #2

FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard				
		<i>PBIS</i>		
<b>Action Steps/Tasks to Implement Improvement Strategy</b>				
			<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>	<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
			<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>
			<b>Title I</b>	
1) Provide teachers with training on the PBIS system schoolwide to improve student attendance and discipline.			PBIS Team, Teachers	Aug-17
2) Implement the Positive Behavior Intervention System (PBIS) to provide incentives for improved student attendance and discipline.			PBIS Team, Teachers	Aug-17
3)				\$0.00
4)				\$0.00
5)				\$0.00
6)				\$0.00
7)				\$0.00
8)				\$0.00
9)				\$0.00
<b>Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i></b>				
			<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>	<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
			<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>
			<b>Title I</b>	
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.				
10)				\$0.00
11)				\$0.00
12)				\$0.00
<b>Action Steps/Tasks to Implement Associated with Parent/Family Engagement</b>				
			<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>	<b>Supplemental Title I Funding Allocated to Support Action Step</b>
			<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>
			<b>Title I</b>	
Identify parent/family engagement activities, providers, and the dates activities will begin and end.				
13)				\$0.00
14)				\$0.00
15)				\$0.00

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

## IMPROVEMENT STRATEGY #3

<i>Opportunities for Stakeholder Engagement</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
<b>Action Steps/Tasks to Implement Improvement Strategy</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Allocated to Support Action Step</b>
	Person/Position Responsible	Other (Optional, for school use)	Title I
1) Purchase projector for parent meetings, Title I annual meetings, and other stakeholder engagement activities.	Admin	Aug-17	\$4,755.00
2)			\$0.00
3)			\$0.00
4)			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
<b>Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i></b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Allocated to Support Action Step</b>
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
10)			\$0.00
11)			\$0.00
12)			\$0.00
<b>Action Steps/Tasks to Implement Associated with Parent/Family Engagement</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Allocated to Support Action Step</b>
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
13) Create opportunities for parents to engage in 2-way communication with school administrators through the Remind application, school email, online surveys, and school website.	Admin, Students, Parents	Aug-17	\$0.00
14) 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.	Admin, Students, Parents	Aug-17	\$0.00
15) Purchase paper supplies, postage, and envelopes to share information with parents about parent meetings and instructional trainings for parents.	Admin, Students, Parents	Aug-17	\$3,285.31

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

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

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

Columbia Middle School will be able to measure its attainment of the SMART Goal on an ongoing basis through on reduced numbers of students who miss more than 3 days of school. The attendance committee will track student attendance including excused and unexcused absences each week. The school will also be able to measure its progress towards the SMART Goal by monitoring the number of days that students are suspended out of school and the number of attendance letters that are mailed to parents for attendance issues. Columbia Middle School will be able to measure its attainment of the SMART Goal on an ongoing basis through the use of sign-in sheets, written commentary from paper-based surveys and evaluations from Title I parent meetings, 2-way communication through the Remind application and the school email. Parents

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

The school will utilize the following reports in Infinite Campus to monitor student attendance and discipline: ISS/OSS Report, Consecutive Absence Report, Big 5 Report, Discipline Counts, Behavior Attendance Audit, Consecutive Absence, Days Absent w/date Range, and Attendance by Period. The data clerk will generate the attendance reports on a daily and weekly basis and meet with the attendance team including the principal, instructional support specialists, the LTSE, and counseling staff to monitor identified students and create an intervention attendance plan for students whose have identified attendance plans. The data clerk will generate the discipline reports on a daily and weekly basis and meet with the discipline committee including the assistant principals, LTSE, secretaries, instructional support specialists to create behavior intervention plans for those identified students. Remind application responses, Paper-based and electronic parent survey responses, School email responses from parents, Title I meeting parent feedback and meeting notes, School climate rating on the 2018 CCRPI report.

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

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

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

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

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

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

Priority Area 3

School Climate

Improvement Strategy #1

Attendance and Discipline Committee

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
1) Retain a data clerk to assist with monitoring student attendance and discipline.	Select from drop down menu - you may select more than one Activities for children experiencing difficulty										\$0.00
2) Create attendance contracts with parents and students who missed more than 10 days of school during the 2016-2017 school year.	Activities for children experiencing difficulty										\$0.00
3) Provide counseling services to students with significant discipline and attendance issues to	Activities for children experiencing difficulty										\$0.00
4) Facilitate weekly meetings between the data clerk and attendance committee to identify and	Activities for children experiencing difficulty										\$0.00
5) Send written notification to parents when students miss more than 3 days of school.	Activities for children experiencing difficulty										\$0.00
6) Place students on behavior contracts who have significant behavior incidents from the previous school year.	Activities for children experiencing difficulty										\$0.00
	0 Activities for children experiencing difficulty										\$0.00
	0										\$0.00
	0										\$0.00
Professional Development Action Steps <i>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</i>		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
10) Provide workshops for faculty and staff members on proper attendance taking and documenting student absences.											\$0.00
11) Implement restorative practices schoolwide to reduce suspensions and the number of days students are absent to class.											\$0.00
12)											\$0.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
13) Provide workshops for parents of students who missed 6 or more days of school during the 2016-2017 school year to help them reduce the number of days their children miss school in the 2017-2018 school year.	You may select more than one component from the following components - Components 1-13 are required 2) Offer a flexible number of meetings 3) Involve parents in an organized, ongoing, and										\$0.00



# TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

Improvement Strategy #2

0

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
1) Provide teachers with training on the PBIS system schoolwide to improve student attendance and discipline.	Select from drop down menu - you may select more than one Transition Activities (PreK-K; 5th-6th; 8th-9th)										\$0.00
2) Implement the Positive Behavior Intervention System (PBIS) to provide incentives for improved student attendance and discipline.	Activities for children experiencing difficulty	Instructional Computer Software	203-38-53-05-400203-526-1750	\$1,600.00							\$1,600.00
3)											\$0.00
4)											\$0.00
5)											\$0.00
6)											\$0.00
7)											\$0.00
8)											\$0.00
9)											\$0.00
<b>Professional Development Action Steps</b> <i>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</i>		<b>Budget Category 1</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 2</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 3</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
10)											\$0.00
11)											\$0.00
12)											\$0.00
<b>Parent/Family Engagement Action Steps</b>		<b>Budget Category 1</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 2</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 3</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
13)	You may select more than one component from the following components - Components 1-13 are required										\$0.00
14)											\$0.00
15)											\$0.00
										<b>Subtotal #2:</b>	<b>\$1,600.00</b>

# TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

Improvement Strategy #3

## Opportunities for Stakeholder Engagement

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
1) Purchase projector for parent meetings, Title I annual meetings, and other stakeholder	Schoolwide Reform Strategies (TA & SWP)	PFE Technology Supplies	203-42-53-10-301203-526-1750	\$4,755.00							\$4,755.00
2)											\$0.00
3)											\$0.00
4)											\$0.00
5)											\$0.00
6)											\$0.00
7)											\$0.00
8)											\$0.00
9)											\$0.00
<b>Professional Development Action Steps</b> <i>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</i>		<b>Budget Category 1</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 2</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 3</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
10)											\$0.00
11)											\$0.00
12)											\$0.00
<b>Parent/Family Engagement Action Steps</b>	<b>Title I Parent/Family Engagement Component</b>	<b>Budget Category 1</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 2</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 3</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
13) Create opportunities for parents to engage in 2-way communication with school administrators through the Remind application, school email, online surveys, and school	You may select more than one component from the following components - Components 1-13 are required 5) Provide regular opportunities for parents to										\$0.00
14) 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	5) Provide regular opportunities for parents to meet with school staff										\$0.00
15) Purchase paper supplies, postage, and envelopes to share information with parents about parent meetings and instructional trainings for parents.	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide program plans	PFE Supplies	203-42-53-00-301203-526-1750	\$3,285.31							\$3,285.31
										<b>Subtotal #3:</b>	<b>\$8,040.31</b>

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

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

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

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

### IMPROVEMENT STRATEGY #1

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

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

11)			\$0.00	
12)			\$0.00	
Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I or Magnet Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)	Title I
				\$0.00
				\$0.00
				\$0.00

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

## IMPROVEMENT STRATEGY #2

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

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

## IMPROVEMENT STRATEGY #3

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

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

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

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

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

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

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

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

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

# TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

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

School Number: **526**

**Priority Area 4**

0

**Improvement Strategy #1**

0

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
0											\$0.00
0											\$0.00
0											\$0.00
0											\$0.00
0											\$0.00
6)											\$0.00
7)											\$0.00
8)											\$0.00
9)											\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10)											\$0.00
11)											\$0.00
12)											\$0.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step

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

0												\$0.00
0												\$0.00
0												\$0.00
											<b>Subtotal #1:</b>	<b>\$0.00</b>

# TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

## Improvement Strategy #2

### Explicit Math Vocabulary and Language Instruction

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1)	Select from drop down menu										\$0.00
2)											\$0.00
3)											\$0.00
4)											\$0.00
5)											\$0.00
6)											\$0.00
7)											\$0.00
8)											\$0.00
9)											\$0.00
<b>Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</b>		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10)											\$0.00
11)											\$0.00
12)											\$0.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13)	You may select more than one component from the following components - Components 1-13 are required										\$0.00
14)											\$0.00
15)											\$0.00

# TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

Subtotal #2:	\$0.00
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# TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

## Improvement Strategy #3

### Math Tools

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
1)	Select from drop down menu										\$0.00
2)											\$0.00
3)											\$0.00
4)											\$0.00
5)											\$0.00
6)											\$0.00
7)											\$0.00
8)											\$0.00
9)											\$0.00
<b>Professional Development Action Steps</b> <i>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</i>		<b>Budget Category 1</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 2</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 3</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
10)											\$0.00
11)											\$0.00
12)											\$0.00
<b>Parent/Family Engagement Action Steps</b>		<b>Budget Category 1</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 2</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 3</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
13)	You may select more than one component from the following components - Components 1-13 are required										\$0.00
14)											\$0.00
15)											\$0.00
										<b>Subtotal #3:</b>	<b>\$0.00</b>

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

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

Position #	#1	#2	#3	#4	#5	#6	#7	#8
<b>Employee Number:</b>	20094091	20159708	20167888		20145275	20162349	20156252	
<b>Last Name of Title I Paid Person</b>	Warren	Murry	Johns	Teacher	Harris	Peoples	Stoudemire	
<b>First Name of Title I Paid Person</b>	Tu-Juana	Doriane	Chereene	New	Heide	Geary	April	
<b>Position</b>	Teacher, Title I	Teacher, Title I	Teacher, Title I	Academic Coach	Teacher, Title I	Teacher, Title I	Data Clerk, Title I	
<b>Position Number:</b>								
<b>Budget Account Code</b>	203-38-05-00-400203-526-1750	203-38-05-00-400203-526-1750	203-38-05-00-400203-526-1750	203-46-19-10-400203-526-1750	203-38-05-00-400203-526-1750	203-38-05-00-400203-526-1750	203-46-03-00-400203-526-1750	#N/A
<b>Grade Level</b>	7	6	7	6-8	6	8		
<b>Subject Licensed</b>	Social Studies	Science	Science	Social Studies	Social Studies	Social Studies	Social Studies	
<b>Certified or Non-Certified</b>	Certified	Certified	Certified	Certified	Certified	Certified	Non-Certified	
<b>Years Experience</b>	11	2	1	10	10	1	1	
<b>Certificate Type/Pay Grade</b>	Bachelors E04	Bachelors E04	Bachelors E04	Specialist E06	Specialist E06	Bachelors E04	Data Clerk - 199 days-SEC-T15	
<b>Months Employed</b>	10	10	10	10	10	10	10	
<b>Regular DCSD Employee</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
<b>% Title I Paid</b>	100%	50%	50%	100%	50%	50%	100%	
<b>% Paid by Other Sources</b>		50%	50%		50%	50%		
<b>Annual Salary</b>	\$50,979.60	\$23,231.52	\$23,231.52	\$64,761.84	\$32,380.92	\$23,231.52	\$27,735.84	\$0.00
<b>Alternative Benefits</b>	\$1,103.73	\$502.97	\$502.97	\$1,402.12	\$701.06	\$502.97	\$600.49	\$0.00
<b>Retirement</b>	\$7,417.87	\$3,380.34	\$3,380.34	\$9,423.27	\$4,711.64	\$3,380.34	\$4,035.75	\$0.00
<b>Health Insurance</b>	\$11,340.00	\$5,670.00	\$5,670.00	\$11,340.00	\$5,670.00	\$5,670.00	\$10,747.20	\$0.00
<b>Total Benefits</b>	\$19,861.59	\$9,553.31	\$9,553.31	\$22,165.39	\$11,082.69	\$9,553.31	\$15,383.44	\$0.00
<b>Total Cost of Position</b>	\$70,841.19	\$32,784.83	\$32,784.83	\$86,927.23	\$43,463.61	\$32,784.83	\$43,119.28	\$0.00
<b>FTEs</b>	1.00	0.50	0.50	1.00	0.50	0.50	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	Daytime or After School	Regular DCSD Employee (Also works as teacher, asst., etc.)	Title I Paid Hours per Week (Not to exceed 28.5)	Total Number of Weeks	Total Hours for School Year	Hourly Rate	Salary for Year	FICA	Total Cost of Position		
Vacant	After School	Yes	4	4	16	35.00	560.00	0.00	560.00	<b>TOTALS</b>	
Vacant	After School	Yes	4	4	16	35.00	560.00	0.00	560.00		
Vacant	After School	Yes	4	4	16	35.00	560.00	0.00	560.00		
Vacant	After School	Yes	4	4	16	35.00	560.00	0.00	560.00		
Vacant	After School	Yes	4	4	16	35.00	560.00	0.00	560.00		
										Salary - Daytime	0.00
										Salary - AfterSchool	5,600.00
										FICA - Daytime	0.00
										FICA - AfterSchool	0.00
										FICA - Total	0.00
										Cost - Daytime	0.00
										Cost - AfterSchool	5,600.00
										Total Cost - All	5,600.00
	Select from drop down menu	Select from drop down menu				0	0.00	0.00	0.00		
	Select from drop down menu	Select from drop down menu				0	0.00	0.00	0.00		

Person's Name or Vacant	Daytime or After School	Regular DCSD Employee (Also works as teacher, asst., etc.)	Title I Paid Hours per Week (Not to exceed 28.5)	Total Number of Weeks	Total Hours for School Year	Hourly Rate	Salary for Year	FICA	Total Cost of Position	<b>TOTALS</b>
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	



Person's Name or Vacant	Daytime or After School	Regular DCSD Employee (Also works as teacher, asst., etc.)	Title I Paid Hours per Week (Not to exceed 28.5)	Total Number of Weeks	Total Hours for School Year	Hourly Rate	Salary for Year	FICA	Total Cost of Position	<b>TOTALS</b>
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
<b>Totals</b>			40	160			5,600.00	0.00	5,600.00	

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

**TITLE I BUDGET SHEET**

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

<b>Title I Allocation</b>
\$441,649.59
<b>Parent/Family Engagement Set-Aside</b>
\$5,285.31
<b>Budgeted Parent/Family Engagement</b>
\$10,040.31
<b>Great! You met your Parent/Family Engagement Set-Aside!</b>

BudgetCode	Budget Category	Total
203-38-05-00-400203-526-1750	Teacher Salary	\$153,055.08
203-38-87-00-400203-526-1750	Teacher and Paraprofessional Group Health	\$34,020.00
203-38-74-00-400203-526-1750	Teacher and Paraprofessional Retirement	\$22,270.51
203-38-07-00-400203-526-1750	Paraprofessional Salary	\$0.00
203-38-16-00-400203-526-1750	Substitutes for Certified Teacher Salaries	\$0.00
203-38-17-00-400203-526-1750	Afterschool/Daytime Tutorial	\$5,600.00
203-38-89-00-400203-526-1750	Instructional Alternative Benefits (Teacher,Para,Subs,Tutor)	\$3,313.69
203-38-95-00-400203-526-1750	Instructional Contracted Services	\$0.00
203-38-95-10-400203-526-1750	Instructional Contracted Services Teacher Salary (Charter Schools Only)	\$0.00
203-38-53-00-400203-526-1750	Instructional Supplies	\$16,447.77
203-38-53-10-400203-526-1750	Instructional Technology Supplies	\$2,000.00
203-38-53-05-400203-526-1750	Instructional Computer Software	\$35,363.00
203-61-92-00-400203-526-1750	Instructional Equipment	\$0.00
203-61-92-05-400203-526-1750	Instructional Computers	\$0.00
203-38-62-00-400203-526-1750	Instructional Books and Periodicals	\$11,882.72
203-42-17-00-301203-526-1750	PFE Facilitator Extra Activity	\$0.00
203-42-89-00-301203-526-1750	PFE Facilitator & Liasion Alternative Benefits	\$0.00
203-42-07-00-301203-526-1750	Parent Liaison Salary	\$0.00
203-42-87-00-301203-526-1750	Parent Liaisons Group Health	\$0.00
203-42-74-00-301203-526-1750	Parent Liaisons Teacher Retirement	\$0.00
203-42-89-00-400203-526-1750	Parent Liaisons Alternative Benefits	\$0.00
203-42-95-00-301203-526-1750	PFE Contracted Services	\$1,500.00
203-42-97-00-301203-526-1750	PFE Communications	\$0.00
203-42-33-00-301203-526-1750	PFE Travel of Employees	\$0.00
203-42-36-00-301203-526-1750	PFE Registration Fees	\$0.00
203-42-95-05-301203-526-1750	PFE Other Purchased Services	\$0.00
203-42-53-00-301203-526-1750	PFE Supplies	\$3,785.31
203-42-53-05-301203-526-1750	PFE Computer Software	\$0.00
203-42-53-10-301203-526-1750	PFE Technology Supplies	\$4,755.00
203-61-92-00-301203-526-1750	PFE Expendible Equipment	\$0.00
203-61-92-05-301203-526-1750	PFE Expendible Computer Equipment	\$0.00
203-42-62-00-301203-526-1750	PFE Books and Periodicals	\$0.00
203-46-16-00-400203-526-1750	PL Substitutes for Certified Teacher	\$0.00
203-46-89-00-400203-526-1750	PL Alternative Benefits (Subs, Stips, Academic Coach, Data Clerk)	\$2,002.61
203-46-12-00-400203-526-1750	PL Stipends	\$5,000.00
203-46-19-10-400203-526-1750	Academic Coach Salaries	\$64,761.84
203-46-87-00-400203-526-1750	Academic Coach & Data Clerk Group Health	\$22,087.20
203-46-74-00-400203-526-1750	Academic Coach & Data Clerk Teacher Retirement	\$13,459.02
203-46-03-00-400203-526-1750	Data Clerk Salary	\$27,735.84
203-46-95-00-400203-526-1750	PL Contracted Services	\$12,610.00
203-46-33-00-400203-526-1750	PL Travel of Employees	\$0.00
203-46-36-00-400203-526-1750	PL Registration Fees	\$0.00
203-46-53-00-400203-526-1750	PL Supplies	\$0.00
203-46-53-05-400203-526-1750	PL Computer Software	\$0.00
203-46-62-00-400203-526-1750	PL Books and Periodicals	\$0.00
203-46-62-05-400203-526-1750	Educational Media Books and Periodicals	\$0.00
203-57-17-00-400203-526-1750	Custodian Extra Activity	\$0.00
203-57-89-00-400203-526-1750	Custodian Alternative Benefits	\$0.00
203-56-17-00-400203-526-1750	Transportation Bus Driver Extra Activity	\$0.00
203-56-89-00-400203-526-1750	Transportation Bus Driver Alternative Benefits	\$0.00
203-56-95-00-400203-526-1750	Transportation Gas or Diesel Fuel	\$0.00
203-56-95-10-400203-526-1750	Transportation for Parents	\$0.00
	<b>TOTAL BUDGET</b>	\$441,649.59
	<b>DIFFERENCE</b>	\$0.00
	(red)=overbudget	
	black=underbudget/balanced	

