

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

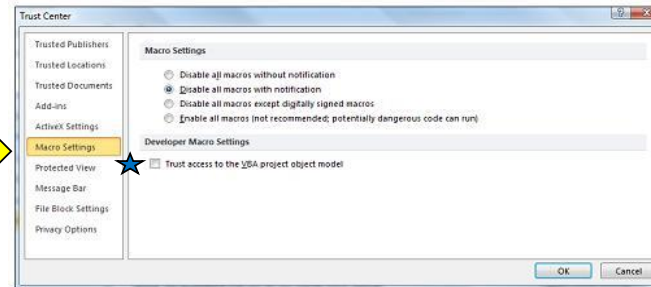
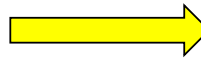
These directions are provided as a quick guide and complement the Support Sessions offered and the DCSD CSIP Screen Cast.

ALL SCHOOLS

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

Change macro settings in the Trust Center.

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



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

All schools will complete the following worksheets/tabs:

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

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

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

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

Cover Sheet

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

Data Analysis/ Comprehensive Needs Assessment

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

Priority Area Worksheets

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

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

Structure/Processes:

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

Monitoring for Fidelity:

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

Resources:

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

Professional Learning:

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

Family Engagement:

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

Personnel:

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

For Title I Schools:

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

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

ALL TITLE I SCHOOLS

Title I Worksheets

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

Priority Area, Improvement Strategies, and Action Steps

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

Title I Components

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

Budget Category

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

Budget Code

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

Amount

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

Total Federal Funding for Action Step

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

Professional Learning

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

Parent and Family Engagement

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

Tutor Worksheet

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

Person's Name or Vacant

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

Daytime or After school Tutoring

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

Regular DCSD Employee

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

Title I Paid Hours per Week

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

Total Number of Weeks

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

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

Title I Position Salary Worksheet (1-8)

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

Person's Employee Number, if known

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

Last name of the Title I Paid Position

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

First name of the Title I Paid Position

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

Position name

- From the drop down menu, select the position.

Position/Job number

- Enter the position/job number, if known.

Grade Level and/or Subject

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

Subject(s) Licensed

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

Certified or Non-Certified

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

Years of experience

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

Certificate Type/Pay Grade

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

Months

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

Regular DCSD Employee

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

% Title I paid

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

% Paid by other

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

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

Title I Schoolwide Budget Sheet

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

Signature Page

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

CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP)

School Name	Midvale Elementary School	School Number: 270
School Address	3836 Midvale Road, Tucker, GA 30084	
Principal	Tara Dougherty	
District Name/State Local Education Agency (LEA) Number	DeKalb County School District (644)	
Date of Initial Local School Council Vote of Approval		
Date of Last Review/Update	9/12/20818	
Principal Signature	_____	(Signature On File)
Director of Title I Signature	_____	(Signature On File)

School Vision and Mission Statement
Vision Statement
To inspire our community of learners to achieve educational excellence.
Mission Statement
Our mission is to embrace the power of meaningful knowledge, a genuine love for the learning process, the responsibility to become active community leaders, a respect for the inherent value and dignity of every person, and the strength to embrace challenges throughout our lives.

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

School Improvement Team Membership	Name
Principal	Tara Dougherty
Assistant Principal	Ramona Young
Academic Coach	Crystal Hudson
Gifted Teacher	Lakisha Childs
Parent Representative	Ashley Little
Teacher Representative	Rose Konouck
Art Teacher	Eugenia Mullis
Technology Teacher	Ricky Board

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).

The following instruments, procedures, or processes were used to obtain vital information for developing the Continuous Schoolwide Improvement Plan: Local, district, and state assessment data were compiled and presented at the CSIP planning meetings, additional scheduled parent meetings, grade level and faculty meetings. At these meetings, all participants were given the opportunity to discuss and provide written comments on the Continuous Needs Assessment Worksheet for the development of the CSIP Plan. In addition, survey responses from parents and staff were compiled for review for further input in developing the plan. Attendance and discipline data were compiled from Infinite Campus and CCRPI.

Types of Data:

Attendance (Absences and Tardies)

Discipline (Behavior Referrals, In/Out Suspension, Bullying Incidents)

MAP Assessments (Fall 2017-Spring 2018)

Georgia Milestones (Spring 2018)

Surveys (Parents, Teachers, and Students)

CCRPI 2017

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).

Midvale Elementary School's overall performance is higher than 68% of schools in the state and is higher than its district. Its students' academic growth is higher than 92% of schools in the state and higher than its district. Midvale Elementary School is Beating the Odds, meaning that it performs better than similar schools. Major strengths found in our program are Reading and Language Arts in 3rd, 4th, and 5th grades on the Georgia Milestones scores. On the Spring 2017 ELA Georgia Milestones Assessments 73% of students scored at Developing Learner or above on the Georgia Milestones English Language Arts EOG, 89 students meet typical/high growth, 123 students with Student Growth Percentiles, 79% of third grade students at Midvale ES are reading at or above grade level, 65% of fourth grade students at Midvale ES are reading at or above grade level, and 64% of fifth grade students at Midvale ES are reading at or above grade level. 46% of students in grade 3 achieved a Lexile measure equal to or greater than 520 on the Georgia Milestones ELA EOG. 65% of students in grade 4 achieved a Lexile measure equal or greater than 740 on the Georgia Milestones ELA EOG. 79% of students in grade 5 achieved a Lexile measure equal or greater than 830 on the Georgia Milestones ELA EOG. 54% of third grade students are reading below the stretch band, 35% of fourth grade students are reading below the stretch band, and 21% of students are reading below the stretch band. 74% of students scoring at Developing Learner or above on the Georgia Milestones mathematics EOG. 87 students meet typical/high growth, 128 students with Student Growth Percentiles. 67% of students scoring at Developing Learner or above on the Georgia Milestones science EOG. 93 students meet typical/high growth, 132 students with Student Growth Percentiles. 58% of students scored at Developing Learner or above on the Georgia Milestones social studies EOG. 91 students meet typical/high growth, 133 students with Student Growth Percentiles. On MAP Reading Assessment (K-5th), Kindergarten (20.8), First Grade (18.5), Fourth Grade (10.2), and Fifth Grade (9.0) made projected growth from fall 2016 and spring 2017. On MAP Language Usage Assessment (3rd -5th), Fifth Grade (9.1) made projected growth from fall 2016 and spring 2017. On MAP Science Assessment (3rd -5th), Fifth Grade (7.0) made projected growth from fall 2016 and spring 2017. On MAP Math Assessment (K -5th), Kindergarten (23.0), First Grade (20.5), Second Grade (19.2), and Fifth Grade (12.8) made projected growth from fall 2016 and spring 2017. Our plan is based on the 2016 College and Career Ready Performance Index (CCRPI) Performance Flags with provides information about all students in the school and identified students and groups of students who are not yet achieving the State Academic content standards and the State student academic achievement standards including: 1. Economically disadvantaged students: (a) Subgroup met the participation rate and Subgroup Performance target but not State Performance Target in English Language Arts and Mathematics (b) Subgroup met participation rate but did not meet the State or Subgroup performance target in Social Studies or Science. 2. Students from major racial and ethnic groups: (a) Black: Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target in English Language Arts, Mathematics, and Science. Subgroup met the Participation Rate but did not meet either the State or Subgroup Performance Targets in Social Studies.

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).

37.5% of Midvale's 3rd grade students are reading at or above the grade level target. Hispanic students met the Participation Rate but did not meet either the State or Subgroup Performance Targets for English Language Arts and Social Studies. Subgroup met Participation Rate, State Performance Target, and Subgroup Performance Target in Mathematics. Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target. (d) Multi-Racial, American Indian/Alaskan, and Asian/Pacific Islander subgroups were not applicable for this data. 3. Students with disabilities: (a) Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target in Mathematics and Science. Subgroup met the Participation Rate but did not meet either the State or Subgroup Performance Targets in English Language Arts and Social Studies. 4. Students with limited English proficiency: (a) Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target in English Language Arts, Mathematics, Science, and Social Studies. Student survey responses on CCRPI GA DOE student climate surveys from 2017 show that 66.5% of students had positive perceptions of school climate. Midvale's goal is to sustain and improve this rate of positive perception. Student attendance data from the 2017-18 school year identified 51% of students missing 6 or more days.

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

The future data we will use in the Georgia Milestones Assessments for Spring 2018, Demographic, attendance, and discipline information based on the 2017-2018 school year, Surveys (Parents, Students, Teachers) from May-August 2018, and School Processes (May-August 2018). We will go about collecting this data by using Infinite Campus to pull reports on attendance, demographic, and discipline information based on enrollment for the 2018-2019 school year. We are in the process of collecting data through surveys (Survey Monkey and Google Forms) using reflective questions from the 2017-2018 school year. This data will be used to monitor our progress with meeting our goals in the CSIP.

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

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

Priority Area 1:

Literacy

Priority Area 2:

Attendance

Priority Area 3:

School Climate

Priority Area 4:

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

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

Priority Area 1	Literacy
*SMART Goal with Performance Measures * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	By the end of the school year, we will improve student mastery of academically rigorous learning standards in ELA as measured by: 1. Increase the number of students achieving proficient or higher on ELA Georgia Milestones Assessment from 42.4% in 2018 to 43.27% (1.27%) in 2019. 2. Meeting the state and subgroup performance targets for all students as measured by the Georgia Milestones assessment. 3. An increase in the percentage of students Meeting or exceeding mean expected growth projection from BOY to EOY for Reading and Language RIT scores on MAP. 4. Increase in percent of students performing on or above grade level as measured by running records and reading comprehension assessments using Fountas & Pinnell Benchmark assessment.
DCSD Strategic Plan Goal	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>Orton Gillingham Phonics Instruction (K-2)</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) Review and adjust, the master schedule to ensure a designated time for Orton-Gillingham Phonics Program for Kindergarten-2nd Grade. Each grade level will have at least 20 minutes of phonics time.	Administrative Team		\$0.00
Administrative team or academic coach will monitor teachers' implementation of Orton-Gillingham Phonics Program and provide specific and timely feedback to teachers. Administrative Team will uses TKES platform to help with monitoring the fidelity of Orton-	Administrative Team and Academic Coach		\$0.00
3) The academic coach will use a rubric aligned to the Orton-Gillingham Phonics to conduct focus walks on the program.	Academic Coach		\$0.00
4) Lesson plans will be monitored for Orton Gillingham instruction implementation.	Administrative Team, Academic Coach		\$0.00
5) Instructional materials will be purchased to implement Orton Gillingham Phonics Instruction with fidelity.	Title 1, Administrative Team, Academic		\$2,433.77
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12) Teachers will participate in Orton-Gillingham Phonics Training by the end of the school year. The consultant will offer professional learning for teachers based on the Orton-Gillingham Phonics Program (ISME Comprehensive Orton-Gillingham K-3) for Kindergarten-2nd Grade students.	Certified Orton-Gillingham Consultant, Administrative Team, and Academic Coach		\$5,875.00
13) Teachers who have completed the 30 hour Orton-Gillingham Training will complete an online refresher course. Teachers will use the strategies in lesson planning and instruction. Administrative team and academic coach will provide feedback to teachers ensuring the appropriate use of the strategies. Administrative Team will use TKES platform to help with monitoring the fidelity of Orton-Gillingham Phonics. The academic coach will use a rubric aligned to the Orton-Gillingham Phonics to conduct on-going focus walks on the program.	Academic Coach		\$1,000.00
14)			\$0.00
15)			\$0.00
16)			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17) The school will offer ongoing progress updates to all parent on phonics progress for each student (their child). Title I parent meetings, and/or curriculum nights	Kindergarten and 2nd Grade Teachers		\$0.00
18) Parents will receive take-home resources to help with phonics and phonemic awareness during parent/teacher conferences.	Kindergarten and 2nd Grade Teachers		\$425.42
19) During parent conferences, the school will assist parents with interpreting their child's assessment results.	Kindergarten and 2nd Grade Teachers		\$0.00
20)			\$0.00
21)			\$0.00

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

IMPROVEMENT STRATEGY #2

<i>Fountas and Pinnell Benchmark Assessment System (Guided Reading)</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 Fountas and Pinell Guided Reading to identify students for flexible grouping that addresses how students will move between groups based on data from fluency (Running Records) and comprehension assessments using the Fountas and Pinnell	Administrative Team		\$0.00
2) Administrative team and academic coach will monitor teachers' implementation of Fountas and Pinnell Benchmark Assessment System and provide specific and timely feedback to teachers. Administrative Team will use TKES platform to help with	Administrative Team and Academic Coach		\$0.00
3) Bookroom Supplies to facilitate guided reading strategies and instruction in the classroom.	Administrative Team and Academic Coach		\$0.00
4) Implementation of afterschool tutorial to address deficiencies in literacy for grades 4 and 5.	Administrative Team, Certified Teachers		\$0.00
5) The academic coach will use a rubric aligned to the BAS to conduct focus walks on the program	Administrative Team and Academic Coach		\$0.00
6) Teachers will continue disaggregate data (student reading levels).	Administrative Team and Academic		\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding 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
Teachers will participate in Fountas and Pinnell Benchmark Assessment System Training. The consultant will offer professional learning for all teachers based on the Fountas and Pinnell Benchmark Assessment System for Kindergarten 2nd Grade and 2nd	Administrative Team, Academic Coach		\$0.00
13) Teachers will participate in on-going training to support guided reading instruction and strategies.	Administrative Team, Academic Coach		\$0.00
14)			\$0.00
15)			\$0.00
16)			\$0.00

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

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17) The school will offer monthly updates to all parents on reading progress based on student assessments such as MAP and Fountas and Pinell Reading Inventory (instructional and independent reading levels) for each student (their child) and take home	Teachers, Parents and Administrative		\$0.00
18) During curriculum night, we will give parents an in depth overview of Fountas & Pinell Guided reading that includes information on assessment, grouping, and how we use this information to inform instruction	Teachers, Parents and Administrative		\$0.00
19) Using Class Dojo, the administrative team and teachers will give ongoing updates regarding student progress in guided reading, as well as ways to support learning at home			\$0.00
20) School will hold Title I Stakeholders Meeting (August 2018) to allow for parent input, inform parents of school goals, and provide information related to Title I			\$0.00
21)			\$0.00
IMPROVEMENT STRATEGY #3			
<i>Transdisciplinary Learning through Literacy, Social Studies, and Science</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) Review and adjust the master schedule to ensure a designated time for Transdisciplinary Learning Blocks for all grade levels.	Administrative Team		\$0.00
2) Administrative team or academic coach will monitor teachers' implementation of Transdisciplinary Learning and provide specific and timely feedback to teachers.	Administrative Team, Academic Coach, IB Coordinator		\$0.00
3) Develop and implement technology based Literacy instructional programs that embed the integration of Science and Social Studies into everyday instruction that promotes digital literacy and will enable teachers to provide technology based instruction to enhance student growth and achievement.	Teachers, Academic Coach, IB Coordinator		\$0.00

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

4) Administrative Team will uses TKES platform to help with monitoring the fidelity of Transdisciplinary Blocks.	Teachers, Academic Coach, IB Coordinator		\$0.00
5) The academic coach and IB Coordinator will use a rubric aligned to transdisciplinary learning to conduct focus walks on the program.	Teachers, Academic Coach, IB Coordinator		\$0.00
6) . The Administrative team, Academic Coach, and IB Coordinator will provide feedback to teachers ensuring the appropriate use of the strategies.	Administrative Team, Academic Coach, IB Coordinator		\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12) The Academic Coach and IB Coordinator will offer professional learning for teachers based on Transdisciplinary Learning by combining Literacy, Science and Social Studies. Substitutes will be utilize to support teachers as they participate in training.	Administrative Team, Academic Coach, IB Coordinator		\$9,000.00
13) Teachers will participate in training conducted by certified CASIE consultant at the end of the school year (during post planning) to implement curriculum integration of Science, Social Studies and Literacy through the Conceptual Teaching model. Teachers will engage in planning out curriculum and instruction which provides teachers with strategies on how to include concepts into teaching Science and Social Studieswhich are (TAUT) Timeless, Abstract, Universal and Transferable.	Certified CASIE Consultant, Administrative Team, IB Coordinator, Gifted Teacher		\$0.00
14) Teachers will engage in data talks and how it impacts Transdisciplinary Learning.	Teachers, Academic Coach, IB Coordinator		\$0.00
15)			\$0.00
16)			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17) Using Class Dojo, the school will offer updates to parents on transdisciplinary learning progress (literacy, science, and social studies) for each student (their child) and take home resources to help with literacy, science, and social studies during	Teachers, Parents and Administrative		\$0.00
1			\$0.00
19)			\$0.00
20)			\$0.00
21)			\$9,000.00

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.)

We will monitor our literacy goal by the number of students are reading on and/or above grade level based on Fountas and Pinnell Reading Levels, MAP Reading, Language Usage, and Science Assessments, teacher-created common assessments and Georgia Milestones Assessments for all subject areas, 3rd-5th.

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

MAP Assessments, Fountas and Pinnell Benchmark Assessment Kits, Common Assessments, and Georgia Milestones Assessments (CCRPI)

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: **Midvale Elementary School**
 Principal: Tara Dougherty
 LEA Name/Number: DeKalb County School District (644)

School Number: **270**

Priority Area 1

Literacy

Improvement Strategy #1

Orton Gillingham Phonics Instruction (K-2)

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1) Review and adjust, the master schedule to ensure a designated time for Orton-Gillingham Phonics Program for Kindergarten-2nd Grade. Each grade level will have at least 20 minutes of phonics time.	Select from drop down menu - you may select more than one									
Administrative team or academic coach will monitor teachers' implementation of Orton-Gillingham Phonics Program and provide specific and timely feedback to teachers. Administrative Team will uses TKES platform to help with monitoring the fidelity of Orton-Gillingham Phonics.										
3) The academic coach will use a rubric aligned to the Orton-Gillingham Phonics to conduct focus walks on the program.										
4) Lesson plans will be monitored for Orton Gillingham instruction implementation.										
5) Instructional materials will be purchased to implement Orton Gillingham Phonics Instruction with fidelity.	Schoolwide Reform Strategies (TA & SWP)	Instructional Supplies	204-38-53-00-400204-270-1750	\$2,433.77						
6)										
7)										
8)										
9)										
10)										
11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount

TITLE I PROGRAM WORKSHEET (SWP and TA)

12) Teachers will participate in Orton-Gillingham Phonics Training by the end of the school year. The consultant will offer professional learning for teachers based on the Orton-Gillingham Phonics Program (ISME Comprehensive Orton-Gillingham K-3) for Kindergarten-2nd Grade students.	PL Registration Fees	204-44-36-00-400204-270-1750	\$5,875.00							
13) Teachers who have completed the 30 hour Orton-Gillingham Training will complete an online refresher course. Teachers will use the strategies in lesson planning and instruction. Administrative team and academic coach will provide feedback to teachers ensuring the appropriate use of the strategies. Administrative Team will use TKES platform to help with monitoring the fidelity of Orton-Gillingham Phonics. The academic coach will use a rubric aligned to the Orton-Gillingham Phonics to conduct on-going focus walks on the program.	PL Registration Fees	204-44-36-00-400204-270-1750	\$1,000.00							
14)										
15)										
16)										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17) The school will offer ongoing progress updates to all parent on phonics progress for each student (their child). Title I parent	You may select more than one component from the following components - Components 1-13 are required									
18) Parents will receive take-home resources to help with phonics and phonemic awareness during parent/teacher conferences.		PFE Supplies	204-42-53-00-301204-270-1750	\$425.42						
19) During parent conferences, the school will assist parents with interpreting their child's assessment results.										
20)										
21)										

Improvement Strategy #2

Fountas and Pinnell Benchmark Assessment System (Guided Reading)

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1) Implement Fountas and Pinnell Guided Reading to identify students for flexible grouping that addresses how students will move between groups based on data from fluency (Running Records) and comprehension assessments using the Fountas and Pinnell Benchmark Assessment System.	Select from drop down menu - you may select more than one Select from drop down menu - you may select more than one									
2) Administrative team and academic coach will monitor teachers' implementation of Fountas and Pinnell Benchmark Assessment System and provide specific and timely feedback to teachers. Administrative Team will use TKES platform to help with monitoring the										

TITLE I PROGRAM WORKSHEET (SWP and TA)

3) Bookroom Supplies to facilitate guided reading strategies and instruction in the classroom.											
4) Implementation of afterschool tutorial to address deficiencies in literacy for grades 4 and 5.											
5) The academic coach will use a rubric aligned to the BAS to conduct focus walks on the program											
6) Teachers will continue disaggregate data (student reading levels).											
7)											
8)											
9)											
10)											
11)											
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount		
Teachers will participate in Fountas and Pinnell Benchmark Assessment System Training. The consultant will offer professional learning for all teachers based on the Fountas and Pinnell Benchmark Assessment System for Kindergarten-2nd Grade and 3rd-5th Grade.											
13) Teachers will participate in on-going training to support guided reading instruction and strategies.											
14)											
15)											
16)											
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	
17) The school will offer monthly updates to all parents on reading progress based on student assessments such as MAP and Fountas and Pinnell Reading Inventory (instructional and independent reading levels) for each student (their child) and take-home resources to help with reading fluency and comprehension during parent/teacher conferences, Title I parent meetings, and/or curriculum nights.	You may select more than one component from the following components - Components 1-13 are required										

TITLE I PROGRAM WORKSHEET (SWP and TA)

18) During curriculum night, we will give parents an in depth overview of Fountas & Pinell Guided reading that includes information on assessment, grouping, and how we use this information to inform instruction.										
19) Using Class Dojo, the administrative team and teachers will give ongoing updates regarding student progress in guided reading, as well as ways to support learning at home.										
20) School will hold Title I Stakeholders Meeting (August 2018) to allow for parent input, inform parents of school goals, and										
21)										

Improvement Strategy #3

Transdisciplinary Learning through Literacy, Social Studies, and Science

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1) Review and adjust the master schedule to ensure a designated time for Transdisciplinary Learning Blocks for all grade levels.	Select from drop down menu - you may select more than one									
2) Administrative team or academic coach will monitor teachers' implementation of Transdisciplinary Learning and provide specific and timely feedback to teachers.										
3) Develop and implement technology based Literacy instructional programs that embed the integration of Science and Social Studies into										
4) Administrative Team will use TKES platform to help with monitoring the fidelity of Transdisciplinary Blocks.										
5) The academic coach and IB Coordinator will use a rubric aligned to transdisciplinary learning to conduct focus walks on the program.										
6) . The Administrative team, Academic Coach, and IB Coordinator will provide feedback to teachers ensuring the appropriate use of the strategies.										
7)										
8)										
9)										
10)										
11)										

TITLE I PROGRAM WORKSHEET (SWP and TA)

Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12) The Academic Coach and IB Coordinator will offer professional learning for teachers based on Transdisciplinary Learning by combining Literacy, Science and Social Studies. Substitutes will be utilize to support teachers as they participate in training.		PL Substitutes for Certified Teacher	204-44-16-00-400204-270-1750	\$9,000.00						
13) Teachers will participate in training conducted by certified CASIE consultant at the end of the school year (during post planning) to implement curriculum integration of Science, Social Studies and Literacy through the Conceptual Teaching model. Teachers will engage in planning out curriculum and instruction which provides teachers with strategies on how to include concepts into teaching Science and Social Studies which are (TAUT) Timeless, Abstract, Universal and Transferable.										
14) Teachers will engage in data talks and how it impacts Transdisciplinary Learning.										
15)										
16)										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17) Using Class Dojo, the school will offer updates to parents on transdisciplinary learning progress (literacy, science, and social studies)	You may select more than one component from the following components - Components 1-13 are required									
1										
19)										
20)										
21)										

TITLE I PROGRAM WORKSHEET (SWP and TA)

									\$5,875.00
									\$1,000.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$425.42
									\$0.00
									\$0.00
									\$0.00
									Subtotal #1:
									\$9,734.19

Improvement Strategy #2

Fountas and Pinnell Benchmark Assessment System (Guided Reading)

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

TITLE I PROGRAM WORKSHEET (SWP and TA)

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

TITLE I PROGRAM WORKSHEET (SWP and TA)

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

Improvement Strategy #3

Transdisciplinary Learning through Literacy, Social Studies, and Science

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

TITLE I PROGRAM WORKSHEET (SWP and TA)

Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$9,000.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
								Subtotal #3:	\$9,000.00

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).

Priority Area 2	Attendance
*SMART Goal with Performance Measures * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	By the end of the 2018-2019 school year, we will improve student attendance by decreasing the percentage of students missing 6 or more days from 51% to 48%.
DCSD Strategic Plan Goal	DCSD Goal Area I: Student Success with Equity and Access

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

IMPROVEMENT STRATEGY #1

<i>Establish programs to engage students in active and collaborative learning activities to encourage school attendance.</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) Review and adjust the master schedule to ensure a designated time for morning and closing meetings (arrival time, instructional time, and dismissal time) to motivate students to attend and/or be on time for school. Teachers will have 20 to 30 minutes to review classroom and school-wide expectations and procedures, learning objectives for the day, positive character traits, warm-up activities, and learn/model social/emotional skills) each morning for core subjects are taught.	Administrative Team		\$0.00
2) Establish a process for administrative team and counselors to monitor teachers' implementation of morning and closing meetings and provide specific and timely feedback to teachers. Administrative team and counselors will conduct informal observations and focus walks during morning meetings. Counselors may provide guidance lessons during this time.	Administrative Team and Counselors		\$0.00
3) The school will use Go Noodle Plus to help teachers with implementating warm-up activities that involve movement and academics during morning meetings. Students will be able to start their instructional day with a fun activity.	Administrative Team, Counselors, and Teachers		\$0.00
4) Establish a process for counselors to target at-risk students (students that have 6 or more absences, attendance contracts or referrals) through attendance intervention groups and/or mentoring program.	Administrative Team and Counselors		\$0.00
5) The school will implement Morning Movement and Morning Maker Space times to encourage students to arrive early to participate before the start of the instructional day.	Administration, Counselors, Academic Coach, and		\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00

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

9)			\$0.00
10)			\$0.00
11)			\$0.00

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12) Teachers will participate in training for Morning Meetings. Counselors, Academic Coach and Teacher Leaders will offer professional learning for all teachers based on how to use The Morning Meeting Book by Carol Davis and Roxann Kriete during morning meetings, how to introduce morning meeting to students, communicate with parents about morning meetings and attendance, and how to phase in the process of morning meetings in the classroom. Teachers will use the strategies to help monitor classroom attendance and decrease	Administrative Team, Counselors, Academic Coach, Teacher Leaders and		\$0.00
13) IB Curriculum will provide funds for responsive classroom materials used during morning meetings such as The Morning Meeting Book by Carol Davis and Roxann Kriete.	IB coordinator		\$0.00
14) Staff will participate in maker space professional learning to support the effective implementation of the program.	Teacher Librarian, Teacher Leaders		\$0.00
15)			\$0.00
16)			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify parental engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17) The school will offer reports to parents on attendance and tardies for individual students and school-wide and take-home resources to help with attendance and tardies during parent/teacher conferences, Title I Parent Meetings, and/or curriculum nights. Parents will receive information on morning meetings and how they are implemented in classrooms along with activities that can be implemented at home.	Administrative Team, Academic Coach, Core Content Classroom Teachers		\$79.08
18) The school's CSIP is available on the school's website and on the district's internal storage drive.	Administrative Team, Academic Coach		\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00
IMPROVEMENT STRATEGY #2			
<i>Type Improvement Strategy Here</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
1)			\$0.00
2)			\$0.00
3)			\$0.00

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

4)			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use) Title I
12)			\$0.00
13)			\$0.00
14)			\$0.00
15)			\$0.00
16)			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use) Title I
17)			\$0.00
18)			\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00

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

IMPROVEMENT STRATEGY #3

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

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

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

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

School Name: **Midvale Elementary School**
 Principal: Tara Dougherty
 LEA Name/Number: DeKalb County School District (644)

School Number: **270**

Priority Area 2

Attendance

Improvement Strategy #1

Establish programs to engage students in active and collaborative learning activities to encourage school attendance.

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1) Review and adjust the master schedule to ensure a designated time for morning and closing meetings (arrival time, instructional										
2) Establish a process for administrative team and counselors to monitor teachers' implementation of morning and closing										
3) The school will use Go Noodle Plus to help teachers with implementing warm-up activities that involve movement and										
4) Establish a process for counselors to target at-risk students (students that have 6 or more absences, attendance contracts or referrals)										
5) The school will implement Morning Movement and Morning Maker Space times to encourage students to arrive early to participate										
6)										
7)										
8)										
9)										
10)										
11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12) Teachers will participate in training for Morning Meetings. Counselors, Academic Coach and Teacher Leaders will offer professional learning for all teachers based on how to use The Morning Meeting Book by Carol Davis and Roxann Kriete during morning meetings, how to introduce morning meeting to students, communicate with parents about morning meetings and attendance,										
13) IB Curriculum will provide funds for responsive classroom materials used during morning meetings such as The Morning Meeting Book by Carol Davis and Roxann Kriete.										
14) Staff will participate in maker space professional learning to support the effective implementation of the program.										
15)										

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

16)										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17) The school will offer reports to parents on attendance and tardies for individual students and school-wide and take-home resources to help with attendance and tardies during parent/teacher conferences, Title I Parent Meetings, and/or curriculum nights. Parents will receive information on morning meetings and	You may select more than one component from the following components - Components 1-13 are required	PFE Supplies	204-42-53-00-301204-270-1750	\$79.08						
18) The school's CSIP is available on the school's website and on the district's internal storage drive.										
19)										
20)										
21)										

Improvement Strategy #2

Type Improvement Strategy Here

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1)	Select from drop down menu									
2)										
3)										
4)										
5)										
6)										
7)										
8)										
9)										
10)										

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

11)										
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TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12)										
13)										
14)										
15)										
16)										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17)	You may select more than one component from the following components - Components 1-13 are required									
18)										
19)										
20)										
21)										

Improvement Strategy #3

Type Improvement Strategy Here

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1)	Select from drop down menu									
2)										
3)										
4)										
5)										
6)										

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

7)										
8)										
9)										
10)										
11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12)										
13)										
14)										
15)										
16)										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17)	You may select more than one component from the following components - Components 1-13 are required									
18)										
19)										
20)										
21)										

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$79.08
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
								Subtotal #1:	\$79.08

Improvement Strategy #2

Type Improvement Strategy Here

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

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

									\$0.00
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TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

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

Improvement Strategy #3

Type Improvement Strategy Here

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

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

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

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

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

Priority Area 3	School Climate
*SMART Goal with Performance Measures * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	By the end of the 2018-2019 school year, we will improve school- climate by increasing student survey responses on GA DOE student climate surveys from 66.5% to 69%.
DCSD Strategic Plan Goal	DCSD Goal Area V: Organizational Effectiveness and Efficiency

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>Establish school-wide programs to build a positive and supportive student community and culture.</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) Review and adjust the master schedule to ensure a designated during each day for morning and closing meetings.	Administration		\$0.00
2) Review and adjust transition programs such as Kindergarten Round-up for Rising Kindergarteners, Middle School Transition for 5th Grade Students to help with preparing students for the expectations for the next grade level.	Administration, Counselors, Teachers, and		\$0.00
3) Establish a schoolwide Care Closet to provide at-risk students and families with private assistance with clothing, toiletries, school supplies, and food.	Administration and Counselors		\$0.00
4) Establish a process for counselors to identify and support at-risk students through intervention groups and a mentoring program.	Counselors		\$0.00
5) Establish a Mustang Room (student centered game and recreation room) to reinforce and monitor positive behavior through Class Dojo points. The room will also be a place for mentors and mentees to engage in a nonacademic setting.	Administration and Counselors		\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12) Teachers will participate in school-wide Morning and Closing Meeting training, responsive classroom training, and positive behavior training (Class Dojo). Counselors and Academic Coach will offer professional learning for all teachers based on how implement Morning and Closing meetings, how to establish routines in a responsive classroom, and how to use Class Dojo to share positive feedback with parents, administration, and students. Class Dojo training will also support communication with parents about student behaviors. Teachers will use these strategies to reinforce a positive school climate and culture.	Administration, Counselors, and Academic Coach		\$0.00
13)			\$0.00
14)			\$0.00
15)			\$0.00
16)			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I or Magnet Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17) The school will utilize Class Dojo, School Website, social media, and calling posts to provide ongoing communication between parents, teachers, and administration to facilitate a strong home-school connection to positively influence student perceptions of the school environment (academic, social emotional, and behavioral).	Administration, Counselors, Teachers		\$427.50
18) Establish a schoolwide Care Closet to provide at-risk students and families with private assistance with clothing, toiletries, school supplies, and food. Families will be provided with information to contact school counselors to seek assistance with this program as well as other outside resources for support.			\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00
IMPROVEMENT STRATEGY #2			
<i>Type Improvement Strategy Here</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step

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

	Person/Position Responsible	Other (Optional, for school use)	Title I
1)			\$0.00
2)			\$0.00
3)			\$0.00
4)			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12)			\$0.00
13)			\$0.00
14)			\$0.00
15)			\$0.00
16)			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17)			\$0.00
18)			\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00

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

IMPROVEMENT STRATEGY #3

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

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

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

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

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

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

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

IMPROVEMENT STRATEGY #1

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

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

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

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

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

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

IMPROVEMENT STRATEGY #3

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

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

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

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

School Name: **Midvale Elementary School**
 Principal: Tara Dougherty
 LEA Name/Number: DeKalb County School District (644)

School Number: **270**

Priority Area 3

School Climate

Improvement Strategy #1

Establish school-wide programs to build a positive and supportive student community and culture.

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1) Review and adjust the master schedule to ensure a designated during each day for morning and closing meetings.										
2) Review and adjust transition programs such as Kindergarten Round-up for Rising Kindergarteners, Middle School Transition for										
3) Establish a schoolwide Care Closet to provide at-risk students and families with private assistance with clothing, toiletries,										
4) Establish a process for counselors to identify and support at-risk students through intervention groups and a mentoring program.										
5) Establish a Mustang Room (student centered game and recreation room) to reinforce and monitor positive behavior though										
6)										
7)										
8)										
9)										
10)										
11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12) Teachers will participate in school-wide Morning and Closing Meeting training, responsive classroom training, and positive behavior training (Class Dojo). Counselors and Academic Coach will offer professional learning for all teachers based on how implement Morning and Closing										
13)										
14)										

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

15)										
16)										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17) The school will utilize Class Dojo, School Website, social media, and calling posts to provide ongoing communication between	You may select more than one component from the following components - Components 1-13 are required.	PFE Supplies	204-42-53-00-301204-270-1750	\$427.50						
18) Establish a schoolwide Care Closet to provide at-risk students and families with private assistance with clothing, toiletries,										
19)										
20)										
21)										

Improvement Strategy #2

Type Improvement Strategy Here

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1)	Select from drop down menu - you may select more than one									
2)										
3)										
4)										
5)										
6)										
7)										
8)										
9)										
10)										

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12)										
13)										
14)										
15)										
16)										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17)	You may select more than one component from the following components - Components 1-13 are required									
18)										
19)										
20)										
21)										

Improvement Strategy #3

Type Improvement Strategy Here

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1)	Select from drop down menu - you may select more than one									
2)										
3)										
4)										
5)										

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

6)										
7)										
8)										
9)										
10)										
11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12)										
13)										
14)										
15)										
16)										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17)	You may select more than one component from the following components - Components 1-13 are required									
18)										
19)										
20)										
21)										

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$427.50
									\$0.00
									\$0.00
									\$0.00
									\$0.00
								Subtotal #1:	\$427.50

Improvement Strategy #2

Type Improvement Strategy Here

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

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

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

Improvement Strategy #3

Type Improvement Strategy Here

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

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

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

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

School Name: **Midvale Elementary School**

School Number: **270**

Principal: Tara Dougherty

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

Priority Area 4

0

Improvement Strategy #1

Type Improvement Strategy Here

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1)	Select from drop down menu - you may select more than one									
2)										
3)										
4)										
5)										
6)										
7)										
8)										
9)										
10)										
11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12)										
13)										

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

14)										
15)										
16)										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17)	You may select more than one component from the following components - Components 1-13 are required									
18)										
19)										
20)										
21)										

Improvement Strategy #2

Type Improvement Strategy Here

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

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

9)										
10)										
11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12)										
13)										
14)										
15)										
16)										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17)	You may select more than one component from the following components - Components 1-13 are required									
18)										
19)										
20)										
21)										

Improvement Strategy #3

Type Improvement Strategy Here

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1)	Select from drop down menu									
2)										

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

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

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

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

Improvement Strategy #2

Type Improvement Strategy Here

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

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

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

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

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

TITLE I POSITION SALARY WORKSHEET (1-6)

School Name/Number:	Midvale Elementary School	270
Principal:	Tara Dougherty	
LEA Name/Number:	DeKalb County School District (644)	

Position #	#1	#2	#3	#4	#5	#6
Employee Number:	20172450					
Last Name of Title I Paid Person	Hudson					
First Name of Title I Paid Person	Crystal					
Position	Academic Coach					
Position Number:						
Budget Account Code	204-44-19-10-400204-270-1750	#N/A	#N/A	#N/A	#N/A	#N/A
Grade Level						
Subject Licensed						
Certified or Non-Certified	Certified					
Regular DCSD Employee	Yes					
% Title I Paid	100%					
% Paid by Other Sources						
Base Salary for Year	\$50,559.35					
Salary Adjustment %	2.50%	0.00%	0.00%	0.00%	0.00%	0.00%
Salary Adjustment Annual Amt.	\$1,263.98	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Annual Salary	\$51,823.33	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Alternative Benefits	\$1,373.32	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Retirement	\$10,831.08	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Health Insurance	\$11,340.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Benefits	\$23,544.40	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Cost of Position	\$75,367.73	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FTEs	1.00	0.00	0.00	0.00	0.00	0.00

TUTOR WORKSHEET

School Name/Number:

Midvale Elementary School

School Number: 270

Principal:

Tara Dougherty

LEA Name/Number:

DeKalb County School District (644)

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

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

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

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

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

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

TITLE I BUDGET SHEET

TITLE I BUDGET SHEET

School Name: **Midvale Elementary School**
 Principal: Tara Dougherty
 LEA: DeKalb County School District (644)

School Number: 270

Parent/Family Engagement Set-Aside

\$932.00

BudgetCode	Budget Category	Total	Description	Evidence Level
204-42-17-00-301204-270-1750	PFE Facilitator Extra Activity	\$0.00		
204-42-89-00-301204-270-1750	PFE Facilitator Alternative Benefits	\$0.00		
204-42-95-00-301204-270-1750	PFE Contracted Services	\$0.00		
204-42-97-00-301204-270-1750	PFE Communications	\$0.00		
204-42-33-00-301204-270-1750	PFE Travel of Employees	\$0.00		
204-42-36-00-301204-270-1750	PFE Registration Fees	\$0.00		
204-42-95-05-301204-270-1750	PFE Other Purchased Services	\$0.00		
			Papers, pens, ink cartridges, clip boards, folders, needed to provide consistent communication and engagement with families.	
204-42-53-00-301204-270-1750	PFE Supplies	\$932.00		
204-42-53-05-301204-270-1750	PFE Computer Software	\$0.00		
204-42-53-10-301204-270-1750	PFE Technology Supplies	\$0.00		
204-42-92-00-301204-270-1750	PFE Expendible Equipment	\$0.00		
204-42-92-05-301204-270-1750	PFE Expendible Computer Equipment	\$0.00		
204-42-62-00-301204-270-1750	PFE Books and Periodicals	\$0.00		
TOTAL BUDGET		\$932.00		
DIFFERENCE		\$0.00		
(red)=overbudget				
black=underbudget/balanced				

TITLE I BUDGET SHEET

TITLE I BUDGET SHEET

School Name: **Midvale Elementary School**
 Principal: **Tara Dougherty**
 LEA: **DeKalb County School District (644)**

SchoolNumber: 270

Title I Allocation
\$94,365.00

BudgetCode	Budget Category	Total	Encumbrances	Difference	Amendment	Description	Evidence Level	PA/IS/AS#
204-38-05-00-400204-270-1750	Teacher Salary	\$0.00	\$	-				
204-38-87-00-400204-270-1750	Teacher and Paraprofessional Group Health	\$0.00	\$	-				
204-38-74-00-400204-270-1750	Teacher and Paraprofessional Retirement	\$0.00	\$	-				
204-38-07-00-400204-270-1750	Paraprofessional Salary	\$0.00	\$	-				
204-38-16-00-400204-270-1750	Substitutes for Certified Teacher Salaries	\$0.00	\$	-				
204-38-17-00-400204-270-1750	Afterschool/Daytime Tutorial	\$0.00	\$	-				
204-38-89-00-400204-270-1750	Instructional Alternative Benefits (Teacher,Para,Subs,Tutor)	\$0.00	\$	-				
204-38-95-00-400204-270-1750	Instructional Contracted Services	\$0.00	\$	-				
204-38-95-10-400204-270-1750	Instructional Contracted Services Teacher Salary (Charter Schools Only)	\$0.00	\$	-				
204-38-53-00-400204-270-1750	Instructional Supplies	\$2,433.77	\$	2,433.77				
204-38-53-10-400204-270-1750	Instructional Technology Supplies	\$0.00	\$	-				
204-38-53-05-400204-270-1750	Instructional Computer Software	\$0.00	\$	-				
204-61-92-00-400204-270-1750	Instructional Equipment	\$0.00	\$	-				
204-61-92-05-400204-270-1750	Instructional Computers	\$0.00	\$	-				
204-38-62-00-400204-270-1750	Instructional Books and Periodicals	\$0.00	\$	-				
204-42-17-00-400204-270-1750	ADD PFE Facilitator Extra Activity	\$0.00	\$	-				
204-42-89-00-400204-270-1750	ADD PFE Facilitator Alternative Benefits	\$0.00	\$	-				
204-42-95-00-400204-270-1750	ADD PFE Contracted Services	\$0.00	\$	-				
204-42-97-00-400204-270-1750	ADD PFE Communications	\$0.00	\$	-				
204-42-33-00-400204-270-1750	ADD PFE Travel of Employees	\$0.00	\$	-				
204-42-36-00-400204-270-1750	ADD PFE Registration Fees	\$0.00	\$	-				
204-42-95-05-400204-270-1750	ADD PFE Other Purchased Services	\$0.00	\$	-				
204-42-53-00-400204-270-1750	ADD PFE Supplies	\$0.00	\$	-				
204-42-53-05-400204-270-1750	ADD PFE Computer Software	\$0.00	\$	-				
204-42-53-10-400204-270-1750	ADD PFE Technology Supplies	\$0.00	\$	-				
204-42-92-00-400204-270-1750	ADD PFE Expendible Equipment	\$0.00	\$	-				
204-42-92-05-400204-270-1750	ADD PFE Expendible Computer Equipment	\$0.00	\$	-				
204-42-62-00-400204-270-1750	ADD PFE Books and Periodicals	\$0.00	\$	-				
204-42-07-00-400204-270-1750	Parent Liaison Salary	\$0.00	\$	-				
204-42-87-00-400204-270-1750	Parent Liaisons Group Health	\$0.00	\$	-				
204-42-74-00-400204-270-1750	Parent Liaisons Teacher Retirement	\$0.00	\$	-				
204-42-89-00-400204-270-1750	Parent Liaisons Alternative Benefits	\$0.00	\$	-				
204-44-16-00-400204-270-1750	PL Substitutes for Certified Teacher	\$9,000.00	\$	9,000.00				
204-44-89-00-400204-270-1750	PL Alternative Benefits (Subs, Stips, Academic Coach)	\$1,373.32	\$	1,373.32				
204-44-12-00-400204-270-1750	PL Stipends	\$0.00	\$	-				
204-44-19-10-400204-270-1750	Academic Coach Salaries	\$51,823.33	\$	51,823.33				
204-44-87-00-400204-270-1750	Academic Coach Group Health	\$11,340.00	\$	11,340.00				
204-44-74-00-400204-270-1750	Academic Coach Teacher Retirement	\$10,831.08	\$	10,831.08				
204-44-95-00-400204-270-1750	PL Contracted Services	\$0.00	\$	-				
204-44-33-00-400204-270-1750	PL Travel of Employees	\$0.00	\$	-				
204-44-36-00-400204-270-1750	PL Registration Fees	\$6,875.00	\$	6,875.00				
204-44-53-00-400204-270-1750	PL Supplies	\$0.00	\$	-				
204-44-53-05-400204-270-1750	PL Computer Software	\$0.00	\$	-				
204-44-62-00-400204-270-1750	PL Books and Periodicals	\$0.00	\$	-				
204-44-62-05-400204-270-1750	Educational Media Books and Periodicals	\$0.00	\$	-				
204-57-17-00-400204-270-1750	Custodian Extra Activity	\$0.00	\$	-				
204-57-89-00-400204-270-1750	Custodian Alternative Benefits	\$0.00	\$	-				
204-56-17-00-400204-270-1750	Transportation Bus Driver Extra Activity	\$0.00	\$	-				
204-56-89-00-400204-270-1750	Transportation Bus Driver Alternative Benefits	\$0.00	\$	-				
204-56-95-00-400204-270-1750	Transportation Gas or Diesel Fuel	\$0.00	\$	-				
204-56-95-10-400204-270-1750	Transportation for Parents	\$0.00	\$	-				
TOTAL BUDGET		\$93,676.50			\$ -			
DIFFERENCE		\$688.50			\$ 93,676.50			
(red)=overbudget								
black=underbudget/balanced								

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

TITLE I BUDGET SHEET

TITLE I BUDGET SHEET

School Name: Midvale Elementary School
 Principal: Tara Dougherty
 LEA: DeKalb County School District (644)

SchoolNumber: 270

Parent/Family Engagement Set-Aside
\$932.00

BudgetCode	Budget Category	Total	Encumbrances	Difference	Amendment	Description	Evidence Level	PA/IS/AS#
204-42-17-00-301204-270-1750	PFE Facilitator Extra Activity	\$0.00		\$ -				
204-42-89-00-301204-270-1750	PFE Facilitator Alternative Benefits	\$0.00		\$ -				
204-42-95-00-301204-270-1750	PFE Contracted Services	\$0.00		\$ -				
204-42-97-00-301204-270-1750	PFE Communications	\$0.00		\$ -				
204-42-33-00-301204-270-1750	PFE Travel of Employees	\$0.00		\$ -				
204-42-36-00-301204-270-1750	PFE Registration Fees	\$0.00		\$ -				
204-42-95-05-301204-270-1750	PFE Other Purchased Services	\$0.00		\$ -				
204-42-53-00-301204-270-1750	PFE Supplies	\$932.00		\$ 932.00				
204-42-53-05-301204-270-1750	PFE Computer Software	\$0.00		\$ -				
204-42-53-10-301204-270-1750	PFE Technology Supplies	\$0.00		\$ -				
204-42-92-00-301204-270-1750	PFE Expendible Equipment	\$0.00		\$ -				
204-42-92-05-301204-270-1750	PFE Expendible Computer Equipment	\$0.00		\$ -				
204-42-62-00-301204-270-1750	PFE Books and Periodicals	\$0.00		\$ -				
TOTAL BUDGET		\$932.00			\$ -			
DIFFERENCE		\$0.00			\$ 932.00			
(red)=overbudget								
black=underbudget/balanced								

