

# CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP)

<b>School Name</b>	Cedar Grove High School	<b>School Number</b>	<b>519</b>
<b>School Address</b>	2360 River Road, Ellenwood, GA 30294		
<b>Principal</b>	Pamela Benford		
<b>District Name/State Local Education Agency (LEA) Number</b>	DeKalb County School District (644)		
<b>Date of Initial Local School Council Vote of Approval</b>	19-May-17		
<b>Date of Last Review/Update</b>	8/24/2017		
<b>Principal Signature</b>	_____ (Signature On File)		
<b>Director of Title I Signature</b>	_____ (Signature On File)		

School Vision and Mission Statement
<b>Vision Statement</b>
To inspire our community of learners to achieve educational excellence.
<b>Mission Statement</b>
Creating and sustaining a high performing culture in which all stakeholders work together to achieve educational excellence.

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

School Improvement Team Membership	Name
Principal	Pamela Benford
Parent Representative	Shontica Wallace
Math Dept Chair	Linda Jackson
Classified Staff Member	Barbara Broughton
Assistant Principal for Instruction	Dawn Price-Williams
Assistant Principal for 11th and 12th grade services	Ferrun Johnson
Assistant Principal for 9th/ 10th grade services	Shelton Bernard
ELA Dept. Chair	Janyata Frazier
Science Dept. Chair	Robert Hairston
Social Studies Dept. Chair	Shebrie Jones
Leadership Support Specialist (ISS)/Social Studies Academic Coach	Angela Woods
Leadership Support Specialist (ISS)/ELA Academic Coach	Angela Garnett
CTAE Dept. Chair	Aronyesa Braxton-Harris
Health/PE	Demarqus Lakes
Student	Madison High

# 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).

MAPP data  
EOC/Georgia Milestone Score Data  
SLDS  
CCRPI  
Advanced survey  
Benchmarks  
Common Assessments  
Infinite Campus-Attendance Data, Behavior Data, Special Education  
8th Grade EOG Data  
PSAT data

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

At Cedar Grove High School, we are encouraged by what the data has revealed. Cedar Grove High School's 2016 CCRPI score of 78.4 is above the state of Georgia and DeKalb County School District's average score. The overall CCRPI score shows a positive trend: 62.8 in 2014, 72.6 in 2015, 78.4 in 2016. Cedar Grove High School has received state recognition for High Progress. In the area of science scores increased from 68.1% in 2014 to 78.7% in 2016. Student progress in math increased from 78.7 to 79.1 in 2016. Students who graduated and completed CTAE Pathways grew from 76.2% in 2014 to 83.2% in 2016. The percentage of Geometry students passing the Georgia Milestones End of Course Test has consistently increased from 44.2% in 2014, 45.3% in 2015 and 50.7% in 2016. The five year cohort has consistently increased from 64.7% in 2014, 71.9% in 2015 and 78.3% in 2016. The student growth percentage and progress increased in 2016 for all of the End of Course tests at Cedar Grove High School. In 2016, at least 68% of the students who took each End of Course Assessment demonstrated typical or high growth compared to academically similar students from across Georgia- English- 68.1%, Math- 79.1%, Science- 78.7%, Social Studies- 74.3%. According to the 2017 Milestone data, Ninth Grade Literature showed an increase of 16.9 percentage points- from 39.5% to 56.4.

## 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).

Cedar Grove High School continues to exhibit low performance in the area of literacy (reading and writing). According to Ga. Milestones results from 2014, 56% of the eleventh grade students fell below the district and state average stretch bands of 1185L. Only 2% of eleventh grade students are reading above the 1385L stretch band. In subsequent years, data reflects similar results with Cedar Grove's average below state and district:

11th grade: 2015-58% below state average stretch bands of 1185L. In 2016 59% fell below the state average stretch band of 1185L.

9th grade: For ninth graders tested in 2014, 55% of tested below the stretch band of 1050L which pales in comparison to system and state average. Results from previous years were also dismal. 2014-35% of tested students scored 5 below the 1050L stretch band. In 2016-21% fell below the 1050L stretch band.

In the area of writing, ninth grade student performance indicates that 46% of the students received a score of 2 points which is below the system and state average in the area of language usage and conventions in 2014. In 2015, 62% scored 2 points and in 2016, 65% scored 2 points in the same category. While scores appear to be improving, they still pale in comparison to district and state average.

Eleventh graders are improving with designated resources and supports provide by the school but overall still fail to meet district and state levels of proficiency. In 2014-67% of the students only scored 2 points in language and coventions for writing. While in 2015-only 52% of the students scored a 2. However, 2016 saw a moderate increase to 67% of students scoring a 2 largely due to the implementation of targeted tutorials, remediation and school wide literacy programs.

Physical Science Ga. Milestone test scores have consistently been the lowest scoring tested area over the past three years- 2015-16%, 2016- 23.7%, and 2017-26%. Biology scores have exhibited similar struggles with Georgia Milestone test scores 2014—36%, 2015-39% and 2016-43%.

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

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

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

**Priority Area 1:**

ELA/ Literacy

**Priority Area 2:**

Math/Student Achievement

**Priority Area 3:**

**Priority Area 4:**

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

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

<b>Priority Area 1</b>	ELA/ Literacy
<b>*SMART Goal with Performance Measures</b>  * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	By the end of the school year, we will improve student mastery of academically rigorous learning standards in ELA as measured by: (1) increase of the number of students reading on a LEXILE RANGE of 1050-1275 for eleventh graders as measured by MAP (2) the increase of the number of students achieving proficient or higher on ELA Georgia Milestones End of Course (9th Grade Literature/ American Literature) by 2 percent (3) increase of the number of students meeting or exceeding the individual mean expected growth projection for Reading RIT scores as measured by MAP assessments.

<b>DCSD Strategic Plan Goal</b>	DCSD Goal Area I: Student Success with Equity and Access
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**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>School Wide Literacy Plan</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) Learning leaders from each content area (Math, Science, Social Studies and English) will investigate, collect and present reading texts for schoolwide distribution utilizing instructional materials based on student lexile levels.	Teachers, Administrators, Academic Coaches		\$8,964.00
2) Implement daily reading for 20 minutes by students in all content areas by increasing reading texts offered to students based on reading materials by content area to boost content mastery and Lexile levels, recognition of real world correlations and foster mastery of reading both fiction and informational texts	Teachers, Administrators, Academic Coaches		\$17,800.00
3) Monitor reading levels utilizing District Unival Screener (MAP) three times a year. Teachers will utilize WritetoLearn (\$11,000) to determine levels of support needed for students and next step instructional interventions.	Teachers, Administrators, Academic Coaches		\$0.00
4) Learning leaders and school administration will monitor the school wide literacy plan by reviewing lesson plans, visiting classrooms/focus walks	Teachers, Administrators, Academic Coaches		\$0.00
5) During Monday/Wednesday collaboration teachers will share, discuss, brainstorm, debrief best practices and examine student writing samples. Teacher will alter lesson plans and literacy process as needed to support student instruction.	Teachers, Administrators, Academic Coaches		\$0.00

THESE CELLS ARE LOCKED BECAUSE FUNDING AMOUNTS WILL AUTO POPULATE TO THIS SECTION FROM FUNDING

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

6) After school and Saturday school tutorial as intervention for students who need additional support in the reading and writing process.	Teachers, Administrators,		\$11,324.80	WORKSHEETS.
			\$0.00	
			\$0.00	
			\$0.00	
<b>Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>	
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>	<b>Title I</b>	
8) Teaching literacy across the curriculum : Developing and Implementing reading strategies ( Conduct three Saturday professional learning sessions instructing teachers how to develop and implement reading strategies and student engagement strategies. In addition we will provide professional learning for data collection, common assessments and DBQ's through in-house personnel and contracted services for social studies teachers	Academic Coach/Istuctional Support Specialist/ ELA Department Chair		\$11,775.00	SEE NOTE ABOVE
9) Academic Coaches will conduct PL for Understanding, Disaggregating and Using MAP scores/ Lexile bands and RIT scores and conduct PL training teachers on the use of Thinking Maps to expand and extend student connection and engagement to texts to foster writing as an extension of reading.	Academic Coach/Istuctional Support Specialist/ ELA Department Chair		\$0.00	
10) Conduct Lexile PL: "What are Lexiles? Choosing texts at the appropriate Lexile levels for your student" AND Conduct PL training teachers on discovering and understanding student Lexiles. All teachers participate in PL Saturday Sessions. **Science Teachers and Science Academic Coach will attend local and national conferences such as NSTA to engage in literacy and science learning, utilizing real word experiences and problem solving for science learning. ***Social StudiesTeachers will attend Professional	Academic Coach/Istuctional Support Specialist/ ELA Department		\$17,375.00	
<b>Action Steps/Tasks to Implement Associated with Parent/Family Engagement</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>	
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>	<b>Title I</b>	

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

<p>11) Provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with school wide literacy and to help their child's transition to the next grade level; translations will be made available based on need/requests (stakeholder input meetings, annual meeting, curriculum Night, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences, postal mailings, email and school website).</p>	<p>Administrators, Teachers and Parent Liaison</p>		<p>\$300.00</p>	<p>SEE NOTE ABOVE</p>
<p>12) The Parent Liaison will provide families with information about the basics of literacy development and how they can support their student's literacy development at home. Include articles on literacy topics on school's website and newsletter. PFE to purchase postage stamps (.49 x1,100 students x 1 mailings=\$539). The parent liaison will attend the Georgia DOE Family Engagement Conference in order to gain insight and methods necessary to continue to promote parent and family engagement. Registration, PFE Facilitator travel/lodging \$805.00)</p>	<p>parent liaison</p>		<p>\$2,437.00</p>	
<p>13) The Parent Liaison will host workshops at the school that help families learn various ways to help their children with literacy skills at home, including Understanding Lexile Scores and Georgia Milestones Data. PFE supplies \$100. Provide parent brochures for all content areas that will provide tips for additional support for them as they assist their students with core subjects \$750.00.</p>	<p>parent liaison</p>		<p>\$750.00</p>	

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

## IMPROVEMENT STRATEGY #2

<i>Develop, Implement and Monitor the school's intervention program</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
Review MAP data, student assessments and writing samples to identify students and appropriate supports and interventions.	Administrators, Teachers and Academic Coaches		\$0.00
Students will use reading material generated from NewsELA-based on individual lexile score, Khan Academy and thinking map resources and strategies to assist with goal mastery (reading and writitng/literacy)	Administrators, Teachers and Academic Coaches		\$0.00
Teachers will assess student progress towards goal mastery on a weekly basis for improvement.	Teachers		\$0.00
The Instructional Support Specialist and Science Academic Coach will pull students in small groups on a weekly basis based on teacher reccommendation if weekly goals have not been mastered.	Instructional Support Specialist, Academic Coaches		\$0.00
s			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
10) A select group of teachers will participate in a focus group aimed at research and discovery of tier 2 instructional interventions.	Teachers, Administrators, Academic Coaches, Instructional Support Specialist		\$0.00

THESE CELLS ARE LOCKED BECAUSE FUNDING AMOUNTS WILL AUTO POPULATE TO THIS SECTION FROM FUNDING WORKSHEETS.



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

11) Teachers will participate in mini PL sessions aimed at the implementation of various research based instructional interventions (Afterschool 8 teachers X 2 hour X \$35/hour=\$560)	Teachers, Administrators, Academic Coaches, Instructional Support Specialist		\$0.00	SEE NOTE ABOVE
12) Administrative Team (Instructional Support Specialists, Academic Coaches and School Administrators) will monitor all above instructional intervention implementation by conducting focus walks and reviewing student work samples for progress monitoring.	Teachers, Administrators, Academic Coaches, Instructional Support Specialist		\$0.00	
<b>Action Steps/Tasks to Implement Associated with Parent/Family Engagement</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Allocated to Support Action Step</b>	
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	<b>Person/Position Responsible</b>	<b>Other (Optional, for school use)</b>	<b>Title I</b>	
Provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with school wide literacy and to help their child's transition to the next grade level; translations will be made available based on need/requests (stakeholder input meetings, annual meeting, curriculum Night, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences, postal mailings, email and school website)	Administrators, Parent Liaison, Teachers		\$0.00	SEE NOTE ABOVE
14) Parent Liaison will provide families with information about the basics of literacy interventions and how they can support their student's reading development at home. Include articles on literacy topics on school's website and newsletter	Administrators, Parent Liaison, Teachers		\$0.00	
15) Parent Liaison will host workshops at the school that help families learn various ways to help their children with literacy skills at home, including Understanding Lexile Scores and Georgia Milestones Data	Administrators, Parent Liaison, Teachers		\$0.00	

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

## IMPROVEMENT STRATEGY #3

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

THESE CELLS ARE LOCKED BECAUSE FUNDING AMOUNTS WILL AUTO POPULATE TO THIS SECTION FROM FUNDING WORKSHEETS.

SEE NOTE ABOVE

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

14)			\$0.00	SEE NOTE ABOVE
15)			\$0.00	

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

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

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

Common Assessment benchmarks will be implemented at regular intervals to assess student growth and next steps.

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

Results from writing check points, comments from the essays as well as common planning data talks.

**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?*

























Area I: Personal Area II: Character Area III: Parent Area IV: Educator Select Area of the GCS Strategic Plan 2016 from drop down menu

[Click here and](#) GCS Priority F Title I Magnet GCS Priority S African-American Not Applicable











# TITLE I PROGRAM WORKSHEET (SWP and TA)

**School Name:** Cedar Grove High School **School Number:** 519  
**Principal:** Pamela Benford  
**LEA Name/Number:** DeKalb County School District (644)

**Priority Area 1**

**ELA/ Literacy**

**Improvement Strategy #1**

**School Wide Literacy Plan**

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
1) Learning leaders from each content area (Math, Science, Social Studies and English) will investigate, collect and present reading texts for schoolwide distribution utilizing instructional materials based on student lexile levels.	Schoolwide Reform Strategies (TA & SWP)	Instructional Books and Periodicals	203-38-62-00-400203-519-1750	\$8,964.00							\$8,964.00
2) Implement daily reading for 20 minutes by students in all content areas by increasing reading texts offered to students based on reading materials by content area to boost content mastery and Lexile levels, recognition of real world correlations and foster mastery of reading both fiction and informational texts.	Strategies to attract teachers that meet state determined professional qualifications to high-need schools High-quality and ongoing PD for teachers, principals, and paras - (TA & SWP)	PL Stipends	203-46-12-00-400203-519-1750	\$16,800.00	PFE Supplies	203-42-53-00-301203-519-1750	\$1,000.00				\$17,800.00
3) Monitor reading levels utilizing District Unival Screener (MAP) three times a year. Teachers will utilize WriteToLearn (\$11,000) to determine levels of support needed for students and next step instructional interventions.	Schoolwide Reform Strategies (TA & SWP) Activities for children experiencing difficulty										\$0.00
4) Learning leaders and school administration will monitor the school wide literacy plan by reviewing lesson plans, visiting classrooms/focus walks	Schoolwide Reform Strategies (TA & SWP)										\$0.00
5) During Monday/Wednesday collaboration teachers will share, discuss, brainstorm, debrief best practices and examine student writing samples. Teacher will alter lesson plans and literacy process as needed to support student instruction.	Schoolwide Reform Strategies (TA & SWP) Including teachers in decisions regarding the use of assessments										\$0.00
6) After school and Saturday school tutorial as intervention for students who need additional support in the reading and writing process.	Schoolwide Reform Strategies (TA & SWP) Transition Activities (PreK-K; 5th-6th; 8th-9th)	Instructional Computer Software	203-38-53-05-400203-519-1750	\$11,000.00	Custodian Extra Activity	203-57-17-00-400203-519-1750	\$324.80				\$11,324.80
0											\$0.00

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

0											\$0.00
0											\$0.00

## TITLE I PROGRAM WORKSHEET (SWP and TA)

TITLE I PROGRAM WORKSHEET (SWP and TA)											
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
8) Teaching literacy across the curriculum : Developing and Implementing reading strategies ( Conduct three Saturday professional learning sessions instucting teachers how to develop and implement reading strategies and student engagment strategies. In addition we will provide professional learning for data collection, common assessments and DBQ's through in-house personnel and contracted services for social studies teachers		PL Stipends	203-46-12-00-400203-519-1750	\$7,875.00	PL Supplies	203-46-53-00-400203-519-1750	\$3,900.00				\$11,775.00
9) Academic Coaches will conduct PL for Understanding, Disaggregating and Using MAP scores/ Lexile bands and RIT scores and conduct PL training teachers on the use of Thinking Maps to expand and extend student connection and engagement to texts to foster writing as an extension of reading.											\$0.00
10) Conduct Lexile PL: "What are Lexiles? Choosing texts at the appropriate Lexile levels for your student" AND Conduct PL training teachers on discovering and understanding student Lexiles. All teachers participate in PL Saturday Sessions. **Science Teachers and Science Academic Coach will attend local and national conferences such as NSTA to engage in literacy and science learning, utilizing real word experiences and problem solving for science learning. ***Social StudiesTeachers will attend Professional development workshop such as GCEE, and PLs provided by contracted experts		PL Stipends	203-46-12-00-400203-519-1750	\$11,375.00	PL Travel of Employees	203-46-33-00-400203-519-1750	\$4,000.00	PL Registration Fees	203-46-36-00-400203-519-1750	\$2,000.00	\$17,375.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
11) Provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with school wide literacy and to hel their child's transition to the next grade level; translations will be made available based on need/requests (stakeholder input meetings, annual meeting, curriculum Night, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences, postal mailings, email and school website).	1) Convene a Title I Annual public meeting 2) Offer a flexible number of meetings 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide program plans 6) Provide for parent comments and feedback on the content of the Schoolwide program plan 7) Develop School-Parent compacts 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress 10) Educate school personnel in the value and utility of contributions of parents 11) Coordinate and integrate parent involvement programs and activities	PFE Supplies	203-42-53-00-301203-519-1750	\$300.00							\$300.00
12) The Parent Liaison will provide families with information about the basics of literacy development and how they can support their student's literacy development at home. Include articles on literacy topics on school's website and newsletter. PFE to purchase postage stamps (.49 x1,100 students x 1 mailings=\$539). The parent liaison will attend the Georgia DOE Family Engagement Conference in order to gain insight and methods necessary to continue to promote parent and family engagement. Registration, PFE Facilitator travel/lodging \$805.00)	13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children 4) Provide timely information to parents through various methods	PFE Communications	203-42-97-00-301203-519-1750	\$1,617.00	PFE Travel of Employees	203-42-33-00-301203-519-1750	\$520.00	PFE Registration Fees	203-42-36-00-301203-519-1750	\$300.00	\$2,437.00

## TITLE I PROGRAM WORKSHEET (SWP and TA)

<p>13) The Parent Liaison will host workshops at the school that help families learn various ways to help their children with literacy skills at home, including Understanding Lexile Scores and Georgia Milestones Data. PFE supplies \$100. Provide parent brochures for all content areas that will provide tips for additional support for them as they assist their students with core subjects \$750.00.</p>	<p>13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children 12) Ensure that information is clear and understandable for parents, translate as needed 10) Educate school personnel in the value and utility of contributions of parents</p>	<p>PFE Books and Periodicals</p>	<p>203-42-62-00-301203-519-1750</p>	<p>\$750.00</p>							\$750.00
										<b>Subtotal #1:</b>	<b>\$70,725.80</b>



# TITLE I PROGRAM WORKSHEET (SWP and TA)

Improvement Strategy #2

Develop, Implement and Monitor the school's intervention program

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
Review MAP data, student assessments and writing samples to identify students and appropriate supports and interventions.	Schoolwide Reform Strategies (TA & SWP) Including teachers in decisions regarding the use of assessments										\$0.00
Students will use reading material generated from NewsELA-based on individual lexile score, Khan Academy and thinking map resources and strategies to assist with goal mastery (reading and writing/literacy)	Schoolwide Reform Strategies (TA & SWP)										\$0.00
Teachers will assess student progress towards goal mastery on a weekly basis for improvement.	Schoolwide Reform Strategies (TA & SWP) Including teachers in decisions regarding the use of assessments										\$0.00
The Instructional Support Specialist and Science Academic Coach will pull students in small groups on a weekly basis based on teacher recommendation if weekly goals have not been mastered.	Schoolwide Reform Strategies (TA & SWP) Activities for children experiencing difficulty										\$0.00
s											\$0.00
6)											\$0.00
7)											\$0.00
8)											\$0.00
9)											\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)	Title I Professional Development Component	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) A select group of teachers will participate in a focus group aimed at research and discovery of tier 2 instructional interventions.											\$0.00
11) Teachers will participate in mini PL sessions aimed at the implementation of various research based instructional interventions (Afterschool 8 teachers X 2 hour X \$35/hour=\$560)											\$0.00
12) Administrative Team (Instructional Support Specialists, Academic Coaches and School Administrators) will monitor all above instructional intervention implementation by conducting focus walks and reviewing student work samples for progress monitoring.											\$0.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step

## TITLE I PROGRAM WORKSHEET (SWP and TA)

<p>Provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with school wide literacy and to hel their child's transition to the next grade level; translations will be made available based on need/requests (stakeholder input meetings, annual meeting, curriculum Night, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences, postal mailings, email and school website)</p>	<p>1) Convene a Title I Annual public meeting 2) Offer a flexible number of meetings 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide program plans 4) Provide timely information to parents through various methods 5) Provide regular opportunities for parents to meet with school staff</p>										\$0.00
<p>14) Parent Liaison will provide families with information about the basics of literacy interventions and how they can support their student's reading development at home. Include articles on literacy topics on school's website and newsletter</p>	<p>2) Offer a flexible number of meetings 4) Provide timely information to parents through various methods</p>										\$0.00
<p>15) Parent Liaison will host workshops at the school that help families learn various ways to help their children with literacy skills at home, including Understanding Lexile Scores and Georgia Milestones Data</p>											\$0.00
										<b>Subtotal #2:</b>	<b>\$0.00</b>

# TITLE I PROGRAM WORKSHEET (SWP and TA)

Improvement Strategy #3

Type Improvement Strategy Here

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
1)											\$0.00
2)											\$0.00
3)											\$0.00
4)											\$0.00
5)											\$0.00
6)											\$0.00
7)											\$0.00
8)											\$0.00
9)											\$0.00
Professional Development Action Steps <i>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</i>		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
10)											\$0.00
11)											\$0.00
12)											\$0.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
13)											\$0.00
14)											\$0.00
15)											\$0.00
										<b>Subtotal #3:</b>	<b>\$0.00</b>

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

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

<b>Priority Area 2</b>	Math/Student Achievement
<b>*SMART Goal with Performance Measures</b>  * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	By the end of the school year, students will demonstrate improved mastery of Georgia Standards of Excellence in Coordinate Algebra and Analytic Geometry as measured by Georgia Milestone EOC score achievement levels. 1) In Coordinate Algebra, the portion of students scoring at the beginner level will decline 15% while portion of students scoring at the proficient level will grow by 20%. 2) In Analytic Geometry, there will be a reduction of 10% in students scoring at the beginner level and an increase of 5% in students scoring at the proficient level. achievement levels. At least 20% of students will move from beginner to developing or developing to proficient. 3) We will increase the number of students meeting or exceeding the individual mean expected growth projection for Math RIT scores measured by MAP assessments which are administered 3 times per year.
<b>DCSD Strategic Plan Goal</b>	DCSD Goal Area 1: Student Success with Equity and Access

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

### IMPROVEMENT STRATEGY #1

<i>Implement DCSD math curriculum</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
			\$0.00
1) Teachers will administer rigorous assessments (common) aligned with GSE. Select and implement FALs. Administer district benchmarks where applicable. Assessments will be aligned with high-stakes tests to drive development of problem solving skills and standard mastery	Administrators, Instructional Support Specialists and Math		\$807.00
2) Teachers will develop and implement instructional activities that improve student engagement and conceptual understanding. Develop pacing guide tailored to the needs of Cedar Grove students. Improved instruction should drive improved mastery and performance on performance measures	Administrators, Instructional Support Specialists and Math		\$350.00
3) Teachers will analyze student work information from diagnostic and formative data. Teachers will participate in data talks and analysis will be used to monitor student progress.	Administrators, Instructional Support Specialists and Math		\$0.00
4) Foundations of Algebra teachers will collaborate with Coordinate Algebra teachers to improve readiness of students. High school teachers will also collaborate with feeder school to promote readiness.	Administrators, Instructional Support Specialists and Math		\$0.00
6) Teachers will conduct after school and Saturday school tutorial to boost content mastery for students exhibiting difficulty.	Administrators, Instructional Support Specialists and Math teachers and district level content coordinators		\$0.00

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

7) Students will participate in afterschool and Saturday tutorial as needed to boost content mastery.	Administrators, Instructional Support Specialists and Math teachers		\$0.00
8) Administrative team will monitor student progress through monthly data talks with the math teachers.	Administrators, Instructional Support		\$0.00
9)			\$0.00
<b>Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
10) Teachers (including co-teachers) will attend conferences such as GCTM & NCTM. Teachers will redeliver. Registration fees \$1000. At these conferences, teachers will learn instructional strategies and collaborative efforts to support improvement in Coordinate Algebra and Analytic Geometry.	Math teachers		\$4,000.00
11) Select teachers will participate in CAMP III (Collaborative for Advancing Mathematical Proficiency) sponsored by Kennesaw State University. Teachers will redeliver. As part of CAMP, teachers will research and develop STEM strategies and projects to implement in classrooms in order to build deeper student understanding of mathematical standards and how they are applied.	Math teachers		\$500.00
12) Foundations of Algebra teachers will collaborate with Coordinate Algebra teachers at both the high school and feeder middle school to improve readiness of students. High school teachers will collaborate with feeder school to promote readiness. PL: Foundations of Algebra Partnership (11 math teachers x 5 hours x \$35 per hour x 2 Saturdays)	Math teachers		\$1,925.00
<b>Action Steps/Tasks to Implement Associated with Parent/Family Engagement</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
Identify parental engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
13) Parent liaison will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with math content and to help with their child's transition to the next grade level; transitions will be made available based upon need/request (stakeholder input meetings, annual meeting; Curriculum night, Core content Nights, CSIP, compact and policy development, parent/teacher conferences, email, website.	Parent liaison		\$0.00
14) Parent Liaison will conduct Parent workshops - how to support student growth, Infinite Campus, interpreting EOC/MAP reports	Parent liaison		\$0.00
15) Parent Liaison will conduct March Madness-math workshops with parents in preparation for Ga. Milestones.	Parent liaison		\$0.00

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

## IMPROVEMENT STRATEGY #2

<i>Technology Integration &amp; Problem-Based Learning</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
<b>Action Steps/Tasks to Implement Improvement Strategy</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
	Person/Position Responsible	Other (Optional, for school use)	Title I
1) Students will utilize gizmos (online simulations) to power inquiry and develop conceptual understanding and mastery of Georgia Standards of Excellence for mathematics. One year subscription September 2017-November 2018 \$6400.	Administrators, Instructional Support Specialists and Math teachers		\$6,400.00
2) Students will utilize chrome books to drive engagement and real-world connections	math teachers		\$0.00
3) Teachers will develop and implement learning activities and projects that incorporate hands-on manipulatives, group problem solving	Math teachers		\$0.00
4) Students will use graphing calculators to explore and build understanding and mastery of Georgia Standards of Excellence for mathematics	Math teachers		\$0.00
5) Teachers will incorporate online learning tools such as Study Island and Khan Academy to formatively assess, remediate student learning. Data will be used to monitor progress on SMART GOALS	Math teachers		\$0.00
6) Teachers will provide and promote tutorials and Saturday school.	Math teachers		\$0.00
7) Administrators will assist in monitoring student progress at monthly data talks.	Administrators, Instructional Support Specialists and Math teachers and district		\$0.00
8)			\$0.00
9)			\$0.00
<b>Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
<i>Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.</i>	Person/Position Responsible	Other (Optional, for school use)	Title I
10) Teachers (including co-teachers) will attend conferences such as GCTM & NCTM. Teachers will redeliver conference information. Conference registration fees, travel \$500.00)	Math teachers		\$500.00
11) Select teachers will participate in CAMP III (Collaborative for Advancing Mathematical Proficiency) sponsored by Kennesaw State University. Teachers will redeliver to other math teachers during collaborative planning sessions.	Math teachers		\$0.00
12) Select teachers will attend Metro Resa training (on and off site) for Foundations of Algebra, Coordinate Algebra, and Analytic Geometry and redeliver to all math teachers during collaborative planning sessions.	Math teachers		\$0.00

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

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
13) Provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with math and technology content and to help with their child's transition to the next grade level; translations will be made available based on need/requests (stakeholder input meetings, annual meeting, curriculum night, core content nights, CSIP, compact and policy development, parent/teacher conferences, email, postage mailings and school website)	Parent liaison		\$0.00
14) Parent Liaison will host a parent workshop aimed at informing parents of the technology tools and resources that are available for use at home to assist their child with core academics. PL will also promote afterschool and Saturday tutorial participation on the school website.	Parent liaison		\$0.00
15)			\$0.00

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

## IMPROVEMENT STRATEGY #3

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



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

13)			\$0.00
14)			\$0.00
15)			\$0.00

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

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

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

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

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

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

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

# TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

**School Name:** Cedar Grove High School **School Number:** 519  
**Principal:** Pamela Benford  
**LEA Name/Number:** DeKalb County School District (644)

**Priority Area 2**

**Math/Student Achievement**

**Improvement Strategy #1**

**Implement DCSD math curriculum**

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
0											\$0.00
1) Teachers will administer rigorous assessments (common) aligned with GSE. Select and implement FALS. Administer district benchmarks where applicable. Assessments will be aligned with high-stakes tests to drive development of problem solving skills and standard mastery	Strategies to attract teachers that meet state determined professional qualifications to high-need schools	Instructional Supplies	203-38-53-00-400203-519-1750	\$807.00							\$807.00
2) Teachers will develop and implement instructional activities that improve student engagement and conceptual understanding. Develop pacing guide tailored to the needs of Cedar Grove students. Improved instruction should drive improved mastery and performance on performance measures	Schoolwide Reform Strategies (TA & SWP) Including teachers in decisions regarding the use of assessments Activities for children experiencing difficulty	Instructional Supplies	203-38-53-00-400203-519-1750	\$350.00							\$350.00
3) Teachers will analyze student work information from diagnostic and formative data. Teachers will participate in data talks and analysis will be used to monitor student progress.	Activities for children experiencing difficulty Including teachers in decisions regarding the use of assessments										\$0.00
4) Foundations of Algebra teachers will collaborate with Coordinate Algebra teachers to improve readiness of students. High school teachers will also collaborate with feeder school to promote readiness.	Including teachers in decisions regarding the use of assessments Coordination & Integration of Federal, State, and Local Services - (TA & SWP) Transition Activities (PreK-K; 5th-6th; 8th-9th)										\$0.00
6) Teachers will conduct after school and Saturday school tutorial to boost content mastery for students exhibiting difficulty.	Activities for children experiencing difficulty										\$0.00
7) Students will participate in afterschool and Saturday tutorial as needed to boost content mastery.	Activities for children experiencing difficulty										\$0.00
8) Administrative team will monitor student progress through monthly data talks with the math teachers.	Schoolwide Reform Strategies (TA & SWP) Including teachers in decisions regarding the use of assessments Coordination & Integration of Federal, State, and Local Services - (TA & SWP)										\$0.00

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

9)											\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Teachers (including co-teachers) will attend conferences such as GCTM & NCTM. Teachers will redeliver. Registration fees \$1000. At these conferences, teachers will learn instructional strategies and collaborative efforts to support improvement in Coordinate Algebra and Analytic Geometry.		PL Registration Fees	203-46-36-00-400203-519-1750	\$1,500.00	PL Travel of Employees	203-46-33-00-400203-519-1750	\$1,500.00	PL Substitutes for Certified Teacher	203-46-16-00-400203-519-1750	\$1,000.00	\$4,000.00
11) Select teachers will participate in CAMP III (Collaborative for Advancing Mathematical Proficiency) sponsored by Kennesaw State University. Teachers will redeliver. As part of CAMP, teachers will research and develop STEM strategies and projects to implement in classrooms in order to build deeper student understanding of mathematical standards and how they are applied.		PL Substitutes for Certified Teacher	203-46-16-00-400203-519-1750	\$500.00							\$500.00
12) Foundations of Algebra teachers will collaborate with Coordinate Algebra teachers at both the high school and feeder middle school to improve readiness of students. High school teachers will collaborate with feeder school to promote readiness. PL: Foundations of Algebra Partnership (11 math teachers x 5 hours x \$35 per hour x 2 Saturdays)		PL Stipends	203-46-12-00-400203-519-1750	\$1,925.00							\$1,925.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
13) Parent liaison will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with math content and to help with their child's transition to the next grade level; transitions will be made available based upon need/request (stakeholder input meetings, annual meeting, Curriculum night, Core content	12) Ensure that information is clear and understandable for parents, translate as needed	PFE Communications	203-42-97-00-301203-519-1750								\$0.00
14) Parent Liaison will conduct Parent workshops - how to support student growth, Infinite Campus, interpreting EOC/MAP reports	5) Provide regular opportunities for parents to meet with school staff										\$0.00
15) Parent Liaison will conduct March Madness-math workshops with parents in preparation for Ga. Milestones.	5) Provide regular opportunities for parents to meet with school staff										\$0.00
										Subtotal #1:	\$7,582.00

# TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

Improvement Strategy #2

## Technology Integration & Problem-Based Learning

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
1) Students will utilize gizmos (online simulations) to power inquiry and develop conceptual understanding and mastery of Georgia Standards of Excellence for mathematics. One year subscription September 2017-November 2018 \$6400.	Select from drop down menu Schoolwide Reform Strategies (TA & SWP)	Instructional Computer Software	203-38-53-05-400203-519-1750	\$6,400.00							\$6,400.00
2) Students will utilize chrome books to drive engagement and real-world connections	Schoolwide Reform Strategies (TA & SWP)										\$0.00
3) Teachers will develop and implement learning activities and projects that incorporate hands-on manipulatives, group problem solving efforts, and technology to build understanding	Schoolwide Reform Strategies (TA & SWP)										\$0.00
4) Students will use graphing calculators to explore and build understanding and mastery of Georgia Standards of Excellence for mathematics	Schoolwide Reform Strategies (TA & SWP)										\$0.00
5) Teachers will incorporate online learning tools such as Study Island and Khan Academy to formatively assess, remediate student learning. Data will be used to monitor progress	Activities for children experiencing difficulty										\$0.00
6) Teachers will provide and promote tutorials and Saturday school.	Activities for children experiencing difficulty										\$0.00
7) Administrators will assist in monitoring student progress at monthly data talks.	Activities for children experiencing difficulty										\$0.00
8)											\$0.00
9)											\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
10) Teachers (including co-teachers) will attend conferences such as GCTM & NCTM. Teachers will redeliver conference information. Conference registration fees, travel \$500.00)				\$500.00							\$500.00
11) Select teachers will participate in CAMP III (Collaborative for Advancing Mathematical Proficiency) sponsored by Kennesaw State University. Teachers will redeliver to other math teachers during collaborative planning sessions.											\$0.00
12) Select teachers will attend Metro Resa training (on and off site) for Foundations of Algebra, Coordinate Algebra, and Analytic Geometry and redeliver to all math teachers during collaborative planning sessions.	PL Stipends		203-46-12-00-400203-519-1750								\$0.00

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

Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
13) Provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with math and technology content and to help with their child's transition to the next grade level; translations will be made available based on need/requests (stakeholder input meetings, annual meeting, curriculum night,	6) Provide for parent comments and feedback on the content of the Schoolwide program plan 7) Develop School-Parent compacts 8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and progress										\$0.00
14) Parent Liaison will host a parent workshop aimed at informing parents of the technology tools and resources that are available for use at home to assist their child with core academics. PL will also promote afterschool and Saturday tutorial participation on the school on website.	2) Offer a flexible number of meetings 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide program plans 13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children										\$0.00
15)											\$0.00
										<b>Subtotal #2:</b>	<b>\$6,900.00</b>

# TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

Improvement Strategy #3

(PR for entire section)

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
1)											\$0.00
2)											\$0.00
3)											\$0.00
4)											\$0.00
5)											\$0.00
6)											\$0.00
7)											\$0.00
8)											\$0.00
9)											\$0.00
<b>Professional Development Action Steps</b> <i>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</i>		<b>Budget Category 1</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 2</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 3</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
10)											\$0.00
11)											\$0.00
12)											\$0.00
<b>Parent/Family Engagement Action Steps</b>	<b>Title I Parent/Family Engagement Component</b>	<b>Budget Category 1</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 2</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Budget Category 3</b> <i>(May select up to three Budget Categories for each action step.)</i>	<b>Budget Code</b>	<b>Amount</b>	<b>Total Federal Funding for Action Step</b>
13)											\$0.00
14)											\$0.00
15)											\$0.00
										<b>Subtotal #3:</b>	<b>\$0.00</b>

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

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

<b>Priority Area 3</b>	0
<b>*SMART Goal with Performance Measures</b> * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	
<b>DCSD Strategic Plan Goal</b>	

**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>Use comprehensive assessments to determine student mastery of standards to inform instructional decisions</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
<b>Action Steps/Tasks to Implement Improvement Strategy</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
	Person/Position Responsible	Other (Optional, for school use)	Title I
			\$0.00
			\$0.00
			\$0.00
			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
<b>Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>

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

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
			\$0.00
			\$0.00
12)			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I or Magnet Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
			\$0.00
			\$0.00
15)			\$0.00



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

## IMPROVEMENT STRATEGY #2

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

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

## IMPROVEMENT STRATEGY #3

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

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

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

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

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

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

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

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

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

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

School Name: **Cedar Grove High School**  
 Principal: Pamela Benford  
 LEA Name/Number: DeKalb County School District (644)

School Number: **519**

Priority Area 3

0

Improvement Strategy #1

Use comprehensive assessments to determine student mastery of standards to inform instructional decisions

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
0		Instructional Supplies	203-38-53-00-400203-519-1750								\$0.00
0	Strategies to attract teachers that meet state determined professional qualifications to high-need schools	Instructional Technology Supplies	203-38-53-10-400203-519-1750								\$0.00
0	Schoolwide Reform Strategies (TA & SWP)	Instructional Supplies	203-38-53-00-400203-519-1750								\$0.00
#REF!											\$0.00
0	Activities for children experiencing difficulty	Instructional Supplies	203-38-53-00-400203-519-1750								\$0.00
5)	Activities for children experiencing difficulty	Instructional Supplies	203-38-53-00-400203-519-1750								\$0.00
7)											\$0.00
8)											\$0.00
9)											\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
0											\$0.00
0											\$0.00

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

12)											\$0.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
	0 You may select more than one component from the following components - Components 1-13 are required										\$0.00
	0 3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide program plans										\$0.00
15)											\$0.00
										<b>Subtotal #1:</b>	<b>\$0.00</b>

# TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

Improvement Strategy #2

Use technology integration to provide real application and to differentiate instruction

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	
0	Select from drop down menu - you may select more than one										\$0.00
0											\$0.00
3)											\$0.00
4)											\$0.00
5)											\$0.00
6)											\$0.00
7)											\$0.00
8)											\$0.00
9)											\$0.00
Professional Development Action Steps <i>(Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)</i>		Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
0											\$0.00
0											\$0.00
12)											\$0.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 2 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Budget Category 3 <i>(May select up to three Budget Categories for each action step.)</i>	Budget Code	Amount	Total Federal Funding for Action Step
	0 You may select more than one component from the following components - Components 1-13 are required										\$0.00
	0										\$0.00
15)											\$0.00
										<b>Subtotal #2:</b>	<b>\$0.00</b>

# TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

Improvement Strategy #3

Type Improvement Strategy Here

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

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

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

<b>Priority Area 4</b>	0
<b>*SMART Goal with Performance Measures</b>  * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	
<b>DCSD Strategic Plan Goal</b>	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>Use comprehensive assessments to determine student mastery of standards to inform instructional decisions</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
<b>Action Steps/Tasks to Implement Improvement Strategy</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
	Person/Position Responsible	Other (Optional, for school use)	Title I
			\$0.00
			\$0.00
			\$0.00
			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
<b>Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA &amp; SWP)</b>	<b>Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.</b>		<b>Supplemental Title I Funding Budgeted to Support Action Step</b>
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person Responsible	Other (Optional, for school use)	Title I



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

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

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

## IMPROVEMENT STRATEGY #2

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

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

## IMPROVEMENT STRATEGY #3

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

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

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

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

Teachers will collect comprehensive diagnostic data at the start of the course (US History and Economics) and track student progress ongoing with formative assessment lessons, online assessments, and summative assessments. During data talks teachers will analyze student work and progress and make assessments regarding the effectiveness of strategies and lessons. Teachers will monitor MAP data trends for ELA domains and reading.

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

Collaborative planning agendas, online tool usage, shared drive documentation (common assessments, lesson plans), observations (formal, informal, peer), infinite campus data, tutorial records, teacher websites.

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

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

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

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

# TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

School Name: **Cedar Grove High School** School Number: **519**  
 Principal: Pamela Benford  
 LEA Name/Number: DeKalb County School District (644)

Priority Area 4

0

Improvement Strategy #1

Use comprehensive assessments to determine student mastery of standards to inform instructional decisions

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
0											\$0.00
0											\$0.00
0											\$0.00
0											\$0.00
5)											\$0.00
6)											\$0.00
7)											\$0.00
8)											\$0.00
9)											\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
0											\$0.00
0											\$0.00



# TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

Improvement Strategy #2

Develop, Implement and Monitor the school's intervention program

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
0											\$0.00
0											\$0.00
0											\$0.00
0											\$0.00
5)											\$0.00
6)											\$0.00
7)											\$0.00
8)											\$0.00
9)											\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
0											\$0.00
0											\$0.00
12)											\$0.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
0											\$0.00
0											\$0.00
15)											\$0.00

# TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

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

Improvement Strategy #3

Type Improvement Strategy Here

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3			Total Federal Funding for Action Step
		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	
0	Select from drop down menu										\$0.00
0											\$0.00
0											\$0.00
4)											\$0.00
5)											\$0.00
6)											\$0.00
7)											\$0.00
8)											\$0.00
9)											\$0.00
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
0											\$0.00
0											\$0.00
12)											\$0.00
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to three Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
0											\$0.00
0											\$0.00
0											\$0.00
										<b>Subtotal #3:</b>	<b>\$0.00</b>

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

<b>School Name/Number:</b>	<b>Cedar Grove High School</b>	<b>519</b>
<b>Principal:</b>	Pamela Benford	
<b>LEA Name/Number:</b>	DeKalb County School District (644)	

Position #	#1	#2	#3	#4	#5	#6	#7	#8
Employee Number:	20178222	20176953	20152170					
Last Name of Title I Paid Person	Heard	Cammon	Strozier					
First Name of Title I Paid Person	Felicia	Chalis	Ronshavius					
Position	Academic Coach	Data Clerk, Title I	Parent Liasion, Title I					
Position Number:								
Budget Account Code	203-46-19-10-400203-519-1750	203-46-03-00-400203-519-1750	203-42-07-00-400203-519-1750	#N/A	#N/A	#N/A	#N/A	#N/A
Grade Level	12-Sep	9-12	9-12					
Subject Licensed	Science							
Certified or Non-Certified	Certified	Non-Certified	Non-Certified					
Years Experience	1	1	2					
Certificate Type/Pay Grade	Masters E05	Data Clerk - 213 days-SEC-T19	T19					
Months Employed	10	10	10					
Regular DCSD Employee	Yes	Yes	Yes					
% Title I Paid	100%	100%	100%					
% Paid by Other Sources	0%	0%	0%					
Annual Salary	\$49,314.96	\$29,682.00	\$25,691.76	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Alternative Benefits	\$1,067.69	\$642.63	\$556.24	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Retirement	\$7,175.65	\$4,318.93	\$3,738.32	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Health Insurance	\$11,340.00	\$10,747.20	\$10,747.20	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Benefits	\$19,583.33	\$15,708.75	\$15,041.75	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Cost of Position	\$68,898.29	\$45,390.75	\$40,733.51	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FTEs	1.00	1.00	1.00	0.00	0.00	0.00	0.00	0.00

# TUTOR WORKSHEET

School Name/Number:

Cedar Grove High School

School Number: 519

Principal:

Pamela Benford

LEA Name/Number:

DeKalb County School District (644)

Person's Name or Vacant	Daytime or After School	Regular DCSD Employee (Also works as teacher, asst., etc.)	Title I Paid Hours per Week (Not to exceed 28.5)	Total Number of Weeks	Total Hours for School Year	Hourly Rate	Salary for Year	FICA	Total Cost of Position	TOTALS			
Vacant	After School	Yes	8	24	192	35.00	6,720.00	0.00	6,720.00				
vacant	After School	Yes	8	24	192	35.00	6,720.00	0.00	6,720.00				
Vacant	After School	Yes	8	24	192	35.00	6,720.00	0.00	6,720.00				
vacant	After School	Yes	4	24	96	35.00	3,360.00	0.00	3,360.00				
Vacant	After School	Yes	4	24	96	35.00	3,360.00	0.00	3,360.00			Salary - Daytime	0.00
Vacant	After School	Yes	4	24	96	35.00	3,360.00	0.00	3,360.00			Salary - AfterSchool	43,680.00
Vacant	After School	Yes	4	24	96	35.00	3,360.00	0.00	3,360.00			FICA - Daytime	0.00
Vacant	After School	Yes	8	24	192	35.00	6,720.00	0.00	6,720.00			FICA - AfterSchool	0.00
vacant	After School	Yes	4	24	96	35.00	3,360.00	0.00	3,360.00			FICA - Total	0.00
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	Cost - Daytime	0.00		
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	Cost - AfterSchool	43,680.00		
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	Total Cost - All	43,680.00		
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00				







Person's Name or Vacant	Daytime or After School	Regular DCSD Employee (Also works as teacher, asst., etc.)	Title I Paid Hours per Week (Not to exceed 28.5)	Total Number of Weeks	Total Hours for School Year	Hourly Rate	Salary for Year	FICA	Total Cost of Position	<b>TOTALS</b>
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
<b>Totals</b>			216	1248			43,680.00	0.00	43,680.00	

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

**TITLE I BUDGET SHEET**

School Name: **Cedar Grove High School** School Number: 519  
 Principal: Pamela Benford  
 LEA: DeKalb County School District (644)

<b>Title I Allocation</b>
\$283,410.35
<b>Parent/Family Engagement Set-Aside</b>
\$3,949.02
<b>Budgeted Parent/Family Engagement</b>
\$4,487.00
<b>Great! You met your Parent/Family Engagement Set-Aside!</b>

BudgetCode	Budget Category	Total
203-38-05-00-400203-519-1750	Teacher Salary	\$0.00
203-38-87-00-400203-519-1750	Teacher and Paraprofessional Group Health	\$0.00
203-38-74-00-400203-519-1750	Teacher and Paraprofessional Retirement	\$0.00
203-38-07-00-400203-519-1750	Paraprofessional Salary	\$0.00
203-38-16-00-400203-519-1750	Substitutes for Certified Teacher Salaries	\$0.00
203-38-17-00-400203-519-1750	Afterschool/Daytime Tutorial	\$43,680.00
203-38-89-00-400203-519-1750	Instructional Alternative Benefits (Teacher,Para,Subs,Tutor)	\$0.00
203-38-95-00-400203-519-1750	Instructional Contracted Services	\$0.00
203-38-95-10-400203-519-1750	Instructional Contracted Services Teacher Salary (Charter Schools Only)	\$0.00
203-38-53-00-400203-519-1750	Instructional Supplies	\$1,157.00
203-38-53-10-400203-519-1750	Instructional Technology Supplies	\$0.00
203-38-53-05-400203-519-1750	Instructional Computer Software	\$17,400.00
203-61-92-00-400203-519-1750	Instructional Equipment	\$0.00
203-61-92-05-400203-519-1750	Instructional Computers	\$0.00
203-38-62-00-400203-519-1750	Instructional Books and Periodicals	\$8,964.00
203-42-17-00-301203-519-1750	PFE Facilitator Extra Activity	\$0.00
203-42-89-00-301203-519-1750	PFE Facilitator & Liasion Alternative Benefits	\$0.00
203-42-07-00-301203-519-1750	Parent Liaison Salary	\$25,691.76
203-42-87-00-301203-519-1750	Parent Liaisons Group Health	\$10,747.20
203-42-74-00-301203-519-1750	Parent Liaisons Teacher Retirement	\$3,738.32
203-42-89-00-400203-519-1750	Parent Liaisons Alternative Benefits	\$556.24
203-42-95-00-301203-519-1750	PFE Contracted Services	\$0.00
203-42-97-00-301203-519-1750	PFE Communications	\$1,617.00
203-42-33-00-301203-519-1750	PFE Travel of Employees	\$520.00
203-42-36-00-301203-519-1750	PFE Registration Fees	\$300.00
203-42-95-05-301203-519-1750	PFE Other Purchased Services	\$0.00
203-42-53-00-301203-519-1750	PFE Supplies	\$1,300.00
203-42-53-05-301203-519-1750	PFE Computer Software	\$0.00
203-42-53-10-301203-519-1750	PFE Technology Supplies	\$0.00
203-61-92-00-301203-519-1750	PFE Expendible Equipment	\$0.00
203-61-92-05-301203-519-1750	PFE Expendible Computer Equipment	\$0.00
203-42-62-00-301203-519-1750	PFE Books and Periodicals	\$750.00
203-46-16-00-400203-519-1750	PL Substitutes for Certified Teacher	\$1,500.00
203-46-89-00-400203-519-1750	PL Alternative Benefits (Subs, Stips, Academic Coach, Data Clerk)	\$1,710.31
203-46-12-00-400203-519-1750	PL Stipends	\$37,975.00
203-46-19-10-400203-519-1750	Academic Coach Salaries	\$49,314.96
203-46-87-00-400203-519-1750	Academic Coach & Data Clerk Group Health	\$22,087.20
203-46-74-00-400203-519-1750	Academic Coach & Data Clerk Teacher Retirement	\$11,494.57
203-46-03-00-400203-519-1750	Data Clerk Salary	\$29,682.00
203-46-95-00-400203-519-1750	PL Contracted Services	\$0.00
203-46-33-00-400203-519-1750	PL Travel of Employees	\$5,500.00
203-46-36-00-400203-519-1750	PL Registration Fees	\$3,500.00
203-46-53-00-400203-519-1750	PL Supplies	\$3,900.00
203-46-53-05-400203-519-1750	PL Computer Software	\$0.00
203-46-62-00-400203-519-1750	PL Books and Periodicals	\$0.00
203-46-62-05-400203-519-1750	Educational Media Books and Periodicals	\$0.00
203-57-17-00-400203-519-1750	Custodian Extra Activity	\$324.80
203-57-89-00-400203-519-1750	Custodian Alternative Benefits	\$0.00
203-56-17-00-400203-519-1750	Transportation Bus Driver Extra Activity	\$0.00
203-56-89-00-400203-519-1750	Transportation Bus Driver Alternative Benefits	\$0.00
203-56-95-00-400203-519-1750	Transportation Gas or Diesel Fuel	\$0.00
203-56-95-10-400203-519-1750	Transportation for Parents	\$0.00
<b>TOTAL BUDGET</b>		\$283,410.36
<b>DIFFERENCE</b>		<b>(\$0.00)</b>
<b>(red)=overbudget</b>		
<b>black=underbudget/balanced</b>		



