

CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP)

School Name	Snapfinger Elementary School	School Number: 400
School Address	1365 Snapfinger Road, Decatur, GA 30032	
Principal	Mr. Johnny Potter	
District Name/State Local Education Agency (LEA) Number	DeKalb County School District (644)	
Date of Initial Local School Council Vote of Approval	10/13/22, 2/08/23, 02/09/23, 03/02/23, 5/17/2023	
Date of Last Review/Update	2/6/2020, 7/8/2020, August 2022-May 2023	
Principal Signature	_____ (Signature On File)	
Director of Title I Signature	_____ (Signature On File)	

School Vision and Mission Statement
Vision Statement
Thriving together to improve student achievement.
Mission Statement
The mission of Snapfinger Elementary School is to provide a safe, active learning environment, which inspires individual critical thinking and academic excellence.

District Strategic Plan Goal Alignment	
Goal Area I: Student Success with Equity and Access	
Goal Area II: Stakeholder Engagement and Communication	
Goal Area III: Staff Effectiveness	
Goal Area IV: Culture and Climate	
Goal Area V: Organizational Excellence	
Goal Area VI: Facilities	
School Improvement Team Membership	Name
Principal	Mr. Johnny Potter
Parent Representative	Loretta Cobb
Math Team Chair	Audriea Davis
Classified Staff Member	Jamal Mullins
Parent Liason	Lottie Rivers
Assistant Principal	Terri Dunlap
Assistant Principal	N/A
Academic Coach	Imen Edmond
Counselor	N/A
Counselor	Dr. Clifford Johnson
Community Member	Willie Mosley
Parent Representative	Prathenia Peeples
Literacy Team Chair	Raiko Collier-Lewis
Student Support Specialist	Karsten Edwards
Media Specialist	Meredith Bates

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).

MAP Assessment, College and Career Readiness Performance Index (CCRPI), Georgia Milestones Data, School Climate, Attendance, and Discipline Data will be used to identify needs for improvement.

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

Snapfinger's overall CCRPI data reflects an increase in our school score from 2018 to 2019. An overall school score was not reflected in the 2022 CCRPI score. Overall content mastery increased slightly from 2018 to 2019, from 23.2 to 24.9. The overall content mastery score decreased, however, from 2019 to 2022 down to 21.6. It is believed that the COVID-19 pandemic played at least some role in the decrease. For ELA, content mastery increased from 2018 to 2019, going from 24.35 to 29.72. ELA content mastery decreased from 2019 to 2022, going from 29.72 to 20.01. It is noted that Snapfinger made gains in 2019, but struggled after the COVID pandemic. Recently, math has been a relative strength for Snapfinger, with approximately 13% of students scoring at a proficient level or above. This is compared to ELA, where approximately 8% of students performed at proficient or above. The overall Closing Gap (Target) increased from 2018 to 39.3 in 2019. In 2019, our subgroups (All Students, Black, and Economically Disadvantaged) met their ELA achievement target. The All Students subgroup exceeded their 2019 target of 26.46 by 3.26, with an overall score of 29.72. The Black Students subgroup exceeded their 2019 target of 26.03 by 1.94, with an overall score of 27.92. The Economically Disadvantaged subgroup exceeded their 2019 target by 26.46 by 3.26, with an overall score of 29.72 and also met the 6% target which earned this subgroup a gold star. This data was note reported in 2022.

Snapfinger's 2019 CCRPI overall Progress Score incresed by 5.9 from 55.3 (2018) to 61.2 (2019). The 2019 ELA CCRPI Progress score increased by 5.95 from 68.3 to 74.25 (2019). The 2019 Math CCRPI Progress score increased by 6.03 from 42.2 to 48.23 (2019). Due to COVID-19 In 2020, there is no milestone data and lack of MAP data. Also, a progress score was not reported in 2022.

In 2022, the achievement scores for each content area are the following: ELA: 20.01 MATH: 28.74, Science: 4.62. According to all data sources, all instructional areas at Snapfinger are in need of improvement.

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).

Snapfinger Elementary School is located in the southwest region of Decatur, GA, and during the second semester of 2022, the school came off the Comprehensive Support and Improvement list. Snapfinger Elementary School serves approximately 800 students in grades PK-5 that are highly transient. Our school includes the following demographic makeup: 0.5 % Asian / Pacific Islander, 0.5% American Indian / Alaskan Native, 94.6% Black, 3/1% Hispanic, 1.2% Multi-Racial, and 0.2% White. Snapfinger Elementary School's population also includes students that are 100.0% Economically Disadvantaged, 0.8% English Language Learners, and 10.2% Students With Disabilities. All students qualify for free meals during the school day.

Snapfinger Elementary School has struggled to meet state standards, which is noted by the following CCRPI score of 46.9 (2019). Although there was an increase in our 2019 score, we are still performing below the district and state. No data was reported for 2020, due to the COVID-19 Pandemic.

The three-year trend data shows that approximately 55-65% of students in Grades 3-5 at Snapfinger Elementary School consistently perform at the Beginning level on the Georgia Milestones EOG Assessment. During the 2019-2020 school year, 55.9% of our 3-5 students performed at the Beginning level in the area of English Language Arts and 65.0% of our 3-5 students performed at the Beginning level in the area of Math. For the year 2022, 69.33% of our 3-5 students performed at the Beginning level in English Language Arts and 58.48 % performed at the Beginning level in Mathematics. For science, 90.77% of our students scored at the beginning level. The data shows that we decreased the percentage of students who were performing at a level 1 in mathematics. The data also shows that we have the opportunity and the capability to grow and improve as a school. Based on the data, we must focus and monitor science instruction and take our students through the 5-E model. Snapfinger has been blessed with an additional coach whose focus is on Science. Based on NWEA MAP data, we are already showing improvement with our science scores. In Fall 2022, about 8% of our students scored at the proficient/distinguished level with science. Winter 2023, about 9% of students are performing at the proficient/distinguished level for science. According to Snapfinger Elementary School's 2019-2020 NWEA MAP Projected Proficiency Summary Report, 58.9% of our 3-5 students are projected to perform at the Beginning level on the GA Milestones EOG Assessment in the area of English Language Arts and 56.3% of our 3-5 students are projected to perform at the Beginning level in the area of Math. According to Snapfinger Elementary School's Winter 2022-2023 NWEA MAP Projected Proficiency Summary Report, 52% of our 3-5 students are projected to perform at the Beginning level on the GA Milestones EOG Assessment in the area of English Language Arts and 57% of our 3-5 students are projected to perform at the Beginning level in the area of Math.

According to Snapfinger Elementary School's 2019-2020 NWEA MAP Projected Proficiency Summary Report, 28.1% of our 3-5 students are projected to perform as a Developing Learner on the GA Milestones EOG Assessment in the area of English Language Arts. Snapfinger Elementary School's 2019-2020 NWEA MAP projects 34.2% of our 3-5 students to perform as a Developing Learner on the GA Milestones EOG Assessment in the area of Math. According to Snapfinger Elementary School's 2022-2023 Winter NWEA MAP Projected Proficiency Summary Report, 33% of our 3-5 students are projected to perform as a Developing Learner on the GA Milestones EOG Assessment in the area of English Language Arts. Snapfinger Elementary School's 2019-2020 NWEA MAP projects 34.2% of our 3-5 students to perform as a Developing Learner on the GA Milestones EOG Assessment in the area of Math. Snapfinger Elementary School's 2022-2023 Winter NWEA MAP projects 33% of our 3-5 students to perform as a Developing Learner on the GA Milestones EOG Assessment in the area of Math.

Snapfinger Elementary School's students continue to strive for growth at the Proficient and Distinguished levels. During the 2019 school year, 12.8% of our 3-5 students scored on the Proficient and Distinguished levels in ELA and 9.6% of our 3-5 students scored on the Proficient and Distinguished levels in Math. Based on the most recent (2019) CCRPI content area target data, students met the target for ELA (29.72 of 26.46 - target met). The students did not meet the target for Math, but showed improvement (23.04 of 23.55 - made progress but did not meet the target). In 2022, the achievement scores for each content area are the following: ELA: 20.01 MATH: 28.74, Science: 4.62. According to Snapfinger Elementary School's 2019-2020 NWEA MAP Projected Proficiency Summary Report, 13% of our 3-5 students are projected to score on the Proficient and Distinguished levels on the Georgia Milestones EOG Assessment in ELA and 9.5% of our 3-5 students are projected to score on the Proficient and Distinguished levels in Math. According to Snapfinger Elementary School's 2022-2023 Winter NWEA MAP Projected Proficiency Summary Report, 16% of our 3-5 students are projected to score on the Proficient and Distinguished levels on the Georgia Milestones EOG Assessment in ELA and 10% of our 3-5 students are projected to score on the Proficient and Distinguished levels in Math.

For our SWD subgroup, 85.9% of SWD students scored as Beginning Learners in the area of English Language Arts on the Georgia Milestones EOG Assessment. For our SWD subgroup, the percentage of SWD students scoring at Beginning Learner in the area of Mathematics on the Georgia Milestones EOG Assessment was 91.18% (2019). For 2022, 100% of SWD students scored as Beginning Learners in English Language Arts and 91.30% of SWD students scored as beginning Learners in Mathematics.

For our SWD subgroup, the percentage of SWD students scoring as Developing Learners in the area of English Language Arts on the Georgia Milestones EOG Assessment is 8.82% (2019). The percentage of SWD students scoring as Developing Learners in the area of Math on the Georgia Milestones EOG Assessment is 2.94% (2019). For 2022, 0% of SWD students scored as Developing Learners in English Language Arts and 8.70% of SWD students scored as developing learners in Mathematics.

For our SWD subgroup, during the 2019 school year, the SWD subgroup did not show improvement in English Language Arts (10.29 of 13.03 - subgroup did not meet the target). During the 2019 school year, the SWD subgroup showed improvement in Math, but they did not reach the target (7.35 of 9.80 - subgroup made progress but did not meet the target). According to all data sources, all instructional areas at Snapfinger are in need of improvement.

Snapfinger Elementary School's Climate rating has been consistent as reflected by the following: 2 stars at 84.30 (2019). Snapfinger's Elementary School's discipline referrals have been relatively

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

We are missing Spring MAP data for 2022-2023, as well as and EOG data for 22-23. Students will have completed both the Georgia Milestones End of Grade testing, as well as the Spring MAP assessment by May 2023.

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

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

Priority Area 1:

English Language Arts

Priority Area 2:

Math/Science

Priority Area 3:

School Culture and Climate

Priority Area 4:

[illegible]

[illegible]

sure success in your classroom and beyond with engaging, developmentally appropriate leveled books at 29 reading levels. Graduated levels of difficulty build students' confidence while increasing comprehension and fluency. Key to any leveled reading program, leveled books support instruction in comprehension, vocabulary, close reading of text, and more.

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

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

Priority Area 1	English Language Arts
*SMART Goal with Performance Measures * Student-Focused, Monitored, Aligned/Actionable, Results-Oriented, Time bound	By the end of the 2023-2024 school year, Snapfinger ES will improve 3rd and 5th grade student mastery of academically rigorous learning standards in literacy as measured by: 1.) A 3% to 6% increase from 22.40 to 25.40 in the number of students showing growth on the GA Milestones in ELA, 2.) Meet state and subgroup for economically disadvantaged students and students with disabilities, 3.) Meet and exceed mean expected growth projection for Reading RIT scores on the MAP assessment.
DCSD Strategic Plan Goal	DCSD Goal Area I: Student Success with Equity and Access

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

IMPROVEMENT STRATEGY #1

Balanced Literacy	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	
			Title I
1) Teachers will implement a balanced literacy model, including guided reading, close reading (enrichment), and Reading Workshop in order to increase students' fluency and reading comprehension using leveled texts (Ex: Scholastic, Fountas and Pinnell, etc.) from the book room. Teachers in grades K-2 will use the Wonders program and teachers in grades 3-5 will use myView. The DCSD 3-part lesson framework will be used daily. Guided reading will occur on Monday-Thursday of each week. (August 2023- May 2024)	Teachers/Academic Coach	Administration	#REF!
2) Teachers will use MAP data and running records to determine Lexia levels to match students to leveled text. Classrooms will be set up to support both guided reading and self-selected reading (ex, reading corners and flexible reading spaces that foster a love of literacy) (August 2023- May 2024)	Teachers/Academic Coach	Administration	#REF!
3) Students will participate in during the day/after school tutorial and/or summer enrichment to receive supplemental support in reading. (August 2023- May 2024)	Teachers/Academic Coach	Administration	#REF!
4) Teachers will use digital platforms such as Wonders, Nearpod, AR/Book Taco, I-Ready or Freckle, and NewsELA to provide individualized instruction. Monitoring reports will be used to close instructional gaps and monitor progress. Student computers/chargers and other technology resources will be utilized to supplement instruction. (August 2023- May 2024)	Teachers/Academic Coach/Media Specialist	Administration	#REF!
5) Special Education teachers will implement the different co-teaching models to maximize reading/literacy instruction. Academic Coach/LTSE will support teachers by modeling desired strategies and monitoring co-teaching practices during literacy. The co-teaching models will help to increase student mastery as well as meet student IEP goals. (August 2023- May 2024)	Teachers/Academic Coach/LTSE	Administration	#REF!
6) Teachers will use MAP and Georgia Milestones data to identify students in our lowest performing quartile to be served through Fountas and Pinnell Leveled Literacy Intervention (LLI). Administration will revise the master schedule in to order embed intervention groups/classes into the daily schedule. (August 2023- May 2024)	Teachers/Academic Coach	Administration	#REF!
7) Instructional Leadership Team and coaches will conduct learning walks using the DCSD walkthrough rubric to monitor and assist with the effective implementation of the guided reading strategy. (August 2023- May 2024)	Teachers/Academic Coach	Administration	#REF!
8) Teachers will provide instruction and practice on using use close reading strategies to help students comprehend complex text across subject areas. This will serve as enrichment. Available certified staff will support students by having them close read outside of the general classroom (Ex, GIST). (August 2023- May 2024)	Teachers/Academic Coach/Exploratory Teachers	Administration	#REF!
9) Teachers in grades K-2 will teach foundational skills using Saxon-Phonics and Wonders. Teachers will reinforce words using multisensory strategies, along with opportunities to use words during writing tasks. Progress monitoring for phonics and sight words	Teachers/Academic Coach	Administration	#REF!
10) Teachers will introduce sight words in context (Ex, through Wonders stories), and will reinforce words using multisensory strategies, along with opportunities to use words during writing tasks. (August 2023- May 2024)	Teachers/Academic Coach	Administration	#REF!
			#REF!

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>			Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I		
Extended PL sessions will occur during contractual times (subs and stipends needed) and non-contractual times (afterschool and summers). These sessions are necessary to provide teachers time to learn and incorporate best instructional practices, and make the necessary adjustments to the content, process and product of their daily guided reading instruction to support students' reading	Academic Coach	Administration			#REF!
School leadership and faculty will have opportunities to participate in professional learning through school, district, state and national conferences/workshops to address the literacy needs of students. (August 2023- June 2024)	Academic Coach/Teachers	Administration			#REF!
					#REF!
					#REF!
					#REF!
Action Steps/Tasks to Implement Associated with Parent/Family Engagement			Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I		
Parent Liaison and Academic Coach will conduct parent Lunch and Learn and "Make and Take" sessions to provide parents and families reading strategies, activities and resources. (August 2023- May 2024)	Parent Liaison/Teachers/Academic Coach	Administration			#REF!
The parent liaison, assistant principal, counselor, and academic coach will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting the Guided Reading strategy as well as help with their child's transition from Headstart/pre-K to kindergarten and from 5th grade to middle school with the Prek-K Transition Meeting and the Rising 6th Grade Transition Meeting. Translations will be made available based on need/requests (stakeholder input meetings, annual Title I meeting, Curriculum Night, Core Content Nights, CSIP, "A Moment with the Principal", compact and policy development, parent/teacher conferences, email, website) (May 2023 - May 2024)	Parent Liaison/Academic Coach	Administration			#REF!
	Parent Liaison/Counselor/Academic Coach/Teachers	Administration			#REF!
					#REF!
					#REF!

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

IMPROVEMENT STRATEGY #2

Writer's Workshop		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
Teachers will implement Writer's Workshop using the 3-part lesson framework to increase use of writing strategies. (August 2023- May 2024)	Teachers/Academic Coach	Administration	#REF!
Teachers will score student writing artifacts (i.e. routine short and extended constructed responses) using checklists and rubrics to measure student mastery of writing skills across the genres. (August 2023- May 2024)	Teachers/Academic Coach	Administration	#REF!
Students will use Wonders, Writeable, and/or Write Score to incorporate writing strategies during the daily Writer's Workshop to support the writing process (planning, evaluating, revising, and self-editing) and increase their proficiency in ELA. (August 2023- May 2024)	Teachers/Academic Coach	Administration	#REF!
Teachers will use components of the writer's workshop model that provides direct instruction, modeling, scaffolding, flexible student groupings, conferencing, and feedback. (August 2023- May 2024)	Teachers/Academic Coach	Administration	#REF!
Students will participate during the day/after school tutorial and/or Summer Enrichment to receive supplemental support in writing. (August 2023- June 2024)	Teachers/Academic Coach	Administration	#REF!
Special Education teachers will implement the different co-teaching models to maximize writing instruction. The LTSE will support teachers by modeling desired strategies and monitoring co-teaching practices during literacy. The co-teaching models will help to increase student mastery as well as meet student IEP goals. (August 2023- May 2024)	Teachers/LTSE	Administration	#REF!
Instructional Leadership Team and coaches will conduct learning walks using the DCSD walkthrough rubric to monitor and assist with the effective implementation of the Writing Instruction strategy. (August 2023- May 2024)	Teachers/ILT/Academic Coach	Administration	#REF!
Students will be provided opportunities daily, to write in multiple content areas. (August 2023 - May 2024)	Teachers/Academic Coach/Teachers	Administration	#REF!
			#REF!
			#REF!
			#REF!
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.			
Teachers will participate in Extended PL sessions that will occur during contractual times (subs and stipends needed) and non-contractual times (afterschool and summers).These sessions are necessary to provide teachers time to learn and incorporate best instructional practices, and make the necessary adjustments to the content, process and product of their daily writing instruction to support students' writing progress.(August 2023- May 2024)	Academic Coach/Teachers	Administration	#REF!
School leadership and faculty will have opportunities to participate in professional learning through school, district, state and national conferences/workshops to address the ELA needs of students. (August 2023- June 2024)	Academic Coach/Teachers	Administration	#REF!
			#REF!
			#REF!
			#REF!

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

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	
Identify parent/family engagement activities, providers, and the dates activities will begin and end.			Title I
Parent Liaison, Teachers, and Academic Coach will host Literacy Events, Literacy Day/Night, Polar Express, Read Across America, Family Engagement Month Activity Calendar and MAP for Success workshop for parents and families with emphasis on writing strategies and technology resources to support students at home. (August 2023- May 2024).	Parent Liaison/Teachers/Academic Coach	Administration	#REF!
Parent Liaison and Academic Coach/ will conduct parent Lunch and Learn and "Make and Take" sessions to provide parents and families writing strategies, activities and resources. (August 2023- May 2024)	Parent Liaison/Academic Coach	Administration	#REF!
The parent liaison, assistant principal, counselor, and academic coach will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting the Guided Reading strategy as well as help with their child's transition from Headstart/pre-K to kindergarten and from 5th grade to middle school with the Pre/K/K Transition Meeting and the Rising 6th Grade Transition Meeting. Translations will be made available based on need/requests (stakeholder input meetings, annual Title I meeting, Curriculum Night, Core Content Nights, CSIP, "A Moment with the Principal", compact and policy development, parent/teacher conferences, email, website) (May 2023 - May 2024)	Parent Liason/Counselor	Administration	#REF!
			#REF!
			#REF!
IMPROVEMENT STRATEGY #3			
	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
			#REF!
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PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.	Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
			#REF!
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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
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PRIORITY AREA 1, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

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

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

We will use formative and summative assessments, common assessment data, and MAP data for data talks to measure whether we are progressing or have met the SMART goal. In addition, we will conduct weekly meetings with the instructional leadership team and monitor weekly collaborative/instructional planning to help us determine if our improvement strategies are being implemented as designed.

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

The instructional staff will collect, monitor and validate student progress through the following: MAP Assessments, Common Assessments, Signature logs from PLC, Grade level meetings, Data talks, Portal usage from Infinite Campus, GA Milestone Assessment and CCRPI Overall Points.

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?

Teachers will analyze Pre/Post unit data, benchmark data, and fall MAP data to determine students' area of needs during weekly collaborative meetings/planning. The Academic Coaches and grade level administrators will review lesson plans and provide feedback to teachers. We have determined that our teachers need additional PL on Math and ELA strategies, academic coaches will increase classroom observations to monitor implementation of CSIP strategies, and instructional planning will be monitored to ensure teachers are reviewing and collaborating about student data.

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

We will not change CSIP strategies but will continue to implement CSIP strategies for ELA and Math.

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

We will adjust strategies accordingly, but will continue to implement some CSIP strategies for ELA and Math that impacted student achievement.

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

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

Priority Area 2	Math/Science
*SMART Goal with Performance Measures * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	By the end of the 2023-2024 school year, Snapfinger ES will improve 3rd and 5th grade student mastery of academically rigorous learning standards in numbers and operations and mathematical fluency as measured: 1.) By a 3% to 6% increase in the number of students showing growth on the Math GA Milestones from 30.87 to 33.87 through 36.87 and for science 4.62 to 10.34 2.) Meet state and subgroup performance targets for economically disadvantaged students and students with disabilities. 3.) Meet and exceed mean expected growth projection for mathematics RIT scores on the MAP assessment.
DCSD Strategic Plan Goal	DCSD Goal Area 1: Student Success with Equity and Access
DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).	

IMPROVEMENT STRATEGY #1

Number Talks	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
Students will utilize the number talks routine(Mondays, Wednesdays, and Thursdays) to build flexibility and accuracy in mathemactic to increase math proficiency, subitizing, and number sense. (August 2023- May 2024).	Teachers/Academic Coach	Administration	#REF!
Special Education teachers will implement Number Talks within their various co-teaching models to maximize math instruction. Academic Coach/LTSE will support teachers by modeling desired strategies and monitoring co-teaching practices during math. The co-teaching models will help to increase student mastery as well as meet student IEP goals. (August 2023- May 2024).	Teachers/Academic Coach/LTSE	Administration	#REF!
Instructional Leadership Team and teachers will conduct learning walks using the number talk look-for form to assist with the effective implementation of Number Talks.(August 2023- May 2024).	Teachers/Academic Coach	Administration	#REF!
Students will participate in during the day/afterschool tutorial, and/or Summer Enrichment to receive supplemental support in math. . (August 2023- May 2024).	Teacher	Administration	#REF!
Students will be assessed through common formative assessments to ensure progress towards mastering the standards and progress of computation skills. (August 2023- May 2024).	Teacher/Academic Coach.	Administration	#REF!
			#REF!
			#REF!
			#REF!
			#REF!

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

			#REF!
			#REF!

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)	Title I
School leadership and faculty will have opportunities to participate in professional learning through school, district, state and national conferences/workshops to learn innovative strategies and best practices related to core instruction in order to enhance district initiatives . (August 2023- June 2024)		Academic Coach	Administration	#REF!
Teachers will participate in Extended PL sessions during contractual times (subs and stipends needed) and non-contractual time (afterschool and summer). These sessions are necessary to provide teachers time to analyze math data and make the necessary adjustments to the content, process and product of their daily math instruction . (August 2023- May 2024)		Academic Coach	Administration	#REF!
				#REF!
				#REF!
				#REF!
Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify parental engagement activities, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)	Title I
Parent Liaison, Teachers and Academic Coach will conduct Math Event for parents and families with emphasis on effective strategies and activities that will promote student achievement. (August 2023- May 2024)		Parent Liaison, Academic Coach.	Administration	#REF!
Parent Liaison, and Academic Coach, will implement "Lunch and Learn" and "Make and Take" parent and family workshops, emphasizing mathematical strategies, science strategies, digital platform parent usage, activities and district initiatives, to demonstrate best practices that are used during math instruction and science instruction. Improving home to school connection through newsletter, classdojo, website, and parent resource center. (August 2023-May 2024)		Parent Liaison/Academic Coach	Administration	#REF!
The parent liaison, assistant principal, counselor, and academic coach, will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting the Number Talk strategy as well as help with their child's transition from Headstart/ pre-K to kindergarten and from 5th grade to middle school with PreK/K transition meeting, rising 6th grade transition meeting. Translations will be made available based on need/requests (stakeholder input meetings, annual meeting, Curriculum Night, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences, email, website) (August 2023- May 2024)		Parent Liaison, Assistant Principal, Academic Coach, Teachers, & counselors	Administration	#REF!
				#REF!
				#REF!

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

IMPROVEMENT STRATEGY #2

<i>Problem Based Learning</i>		FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard	
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
Teachers will implement the 3 read protocol process within the 3 part math instructional framework, utilizing the CRA(Concrete, Representational, Abstract) method, to increase students ability to read, conceptually comprehend, and solve math problems. In Science teacher will implement 5E protocol process to conceptually comprehend,improve content understand and hands on experiences. (August 2023- May 2024	Teachers/Academic Coach	Administration	#REF!
Students will utilize the UPS Check problem solving approach utilizing graphic organizers within the math instructional framework to understand the question, identify relevant and irrelevant information, choose a plan to solve the problem, solve it, and check answers. Students will utilize interactive notebooks , stemsscopes, nearpods, and labs to improve understanding and mastery.(August 2023- May 2024	Teachers/Academic Coach	Administration	#REF!
Students will participate in during the day/afterschool tutorial, and/or Summer Enrichment to receive supplemental support in math. (August 2023- May 2024	Academic Coach	Administration	#REF!
Teachers will assess students regularly through MAP, common formative assessments, Benchmarks, and iReady to plan for instruction and intervention to ensure that students demonstrate progress toward mastering the standards and understand the problem solving process. Student data will be analyzed to determine who will continue, who will exit and who will be added to the intervention groups. (August 2023- May 2024	Teachers/Academic Coach	Administration	#REF!
Special Education teachers will implement 5E Protocol and/or 3 Read Protocol utilizing the UPS Check approach within their various co-teaching models to maximize science and math instruction. Academic Coach and LTSE will support teachers by modeling desired strategies and monitoring co-teaching practices during science/math. The co-teaching models will help to increase student mastery as well as meet student IEP goals. (August 2023- May 2024	TeacherAcademic Coach/ISS/LTSE	Administration	#REF!
Instructional Leadership Team and teachers will conduct learning walks using the DCSD walkthrough rubric/3 Read Protocol/ 5E Protocol/ UPS Check look-for form/CRA look-for form to monitor and assist with the effective implementation of the 3 Read Protocol/UPS Check strategy & 5E Protocol. (August 2023- May 2024	Teachers/Academic Coach	Administration	#REF!
Students will participate in science and mathematical discourse surrounding the hands-on experiences, math story, making connections to their own experiences, and cross-curricular instruction. (August 2023- May 2024	Teachers/Academic Coach	Administration	#REF!
Teachers will use digital platforms such as Nearpod, I-Ready, Stemsscopes, and Math Scopes to provide individualized instruction and tasks, along with monitoring reports to close instructional gaps and monitor progress. Student computers/chargers and other technology	Teachers/Academic Coach	Administration	#REF!
Teachers will use stemscope resources and science lab/STREAM lab / Mobile Science + STEM lab to provide equitable access to hands-on experience, throughout the school year to improve engagement and to foster deeper understanding.	Teachers/Academic Coach	Administration	#REF!
			#REF!
			#REF!

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.		Person/Position Responsible	Other (Optional, for school use)	Title I
School leadership and faculty will have opportunities to participate in professional learning through school,district, and state conferences/workshops to learn innovative strategies best practices related to core instruction in order to enhance district initiatives. (August 2023 - June 2024)		Teachers/Academic Coach	Administration	#REF!
Teachers will participate in Extended PL sessions during contractual times (subs and stipends needed) and non-contractual times (afterschool and summers). These sessions are necessary to provide teachers time to analyze math data and make the necessary adjustments to the content, process, and product of their daily math instruction.(August 2023 - May 2024)		Academic Coach & Math PLF's	Administration	#REF!
				#REF!
				#REF!
				#REF!
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
Parent Liasion, and Academic Coach, will implement "Lunch and Learn" and "Make and Take" parent and family workshops, emphasizing mathematical strategies, science strategies, digital platform parent usage, activities and district initiatives, to demonstrate best practices that are used during math instruction and science instruction. Improving home to school connection through newsletter, classdojo, website, and parent resource center. (August 2023-May 2024)		Parent Liaison/Academic Coach	Administration	#REF!
Parent Liasion, Academic Coach, and Teachers will implement Math/Science Event that provides stakeholders with information and opportunities to participate and provide input/feedback and request resources to assist their children at home with Math/Science content and transitioning to the next grade level. (August 2023-May 2024)		Parent Liaison, Academic Coach, Teachers	Administration	#REF!
The parent liaison, assistant principal, counselors, and academic coaches will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting the 3 Read Protocol strategy as well as help with their child's transition from Headstrt/pre-K to kindergarten and from 5th grade to middle school with PreK/K transition meeting, rising 6th grade transition meeting. Translations will be made available based on need/requests (stakeholder input meetings, annual meeting, Curriculum Night, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences, email, website) (August 2023-May 2024)		Parent Liaison and Academic Coaches/counselors	Administration	#REF!

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

			#REF!
			#REF!

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

IMPROVEMENT STRATEGY #3

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

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)
17)			#REF!
18)			#REF!
19)			#REF!
20)			#REF!
21)			#REF!
Review and Reflect: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make based upon the outcomes of the strategy implementation (ACT).			
How will you determine whether the strategies led to reaching the SMART Goal? (Include formative, benchmark, and summative data as appropriate.)			
We will use formative and summative assessments, local school benchmark data and MAP data for data talks to measure whether we are progressing or have met the SMART goal. In addition, we will conduct weekly meetings with the Instructional Leadership Team (ILT) and monitor weekly collaborative/instructional planning to will help us determine if our improvement strategies are being implemented as designed. We will monitor the following: (1) Monthly/Bi-Monthly Department Chair Meetings (face-to-face and Virtual)-AP's will monitor and report to ILT weekly; (2) Classroom Observations-ILT will monitor weekly/bi-weekly along with LTSE; (3) Student "Support Watch List" Logs-Counselor will monitor and report to ILT weekly (4) RTI/MTSS Updates-Student Support Specialist will monitor and report to Head Counselor/ILT; (5) Weekly			
What data will be used to determine whether the improvement strategies were deployed with fidelity?			
(1) MAP Assessment; (2) District Benchmarks; (3) Pre/Post Tests (Common); (4) Signature Logs from PLC; (5) Grade level and Curriculum Leader's Meetings Notes; (6) Response to Intervention from Infinite Campus; (7) Data Talks; (8) Portal Usage Report from Infinite Campus; (9) GA Milestones Assessment; (10) CCRPI Overall Points			
What does the data/evidence show regarding the results of the implemented strategies?			
<i>Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?</i>			
ELA , Science and Math teachers analyzed Pre/Post unit data, Benchmark Data, and Fall MAP data to determine students' area of needs during weekly collaborative planning. The Academic Coach and grade level administrators review lesson plans and provide feedback to teachers. Teachers' lesson plans must include differentiated instruction to increase students master, reflect the 3-part lesson, and include formative assessments throughout lesson plans. We have determined that our teachers need of additional professional learning on ELA, Science and Math strategies, Academic Coaches and administration will increase classroom observations to monitor implementation of CSIP strategies, and instructional planning will be monitored to ensure teachers are reviewing and collaborating about student data. We will not change our ELA			
<i>Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?</i>			
We will modify CSIP strategies to include Science and continue to implement CSIP strategies for ELA and math. The Academic Coaches has planned to work with teachers with the GIST and RACE strategy to support writing. Our Winter MAP data did reflect an increase of beginning learners from our Fall MAP assessments. Our administration and the Academic Coaches will work with teachers to identify high-impact students and targeted students to prepare for Milestone assessment. Each teacher will review MAP data during collaborative planning to develop their CCRPI support plan. These plans will be monitored by the Academic Coaches to gauge students' growth.			
<i>Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?</i>			
We have adjust CSIP strategies to include science and will continue to implement some CSIP strategies for ELA as well as math that impacted student achievement. Our teachers continued collaborative planning and monitoring student progress by utilizing Illuminate for common assessments during extended learning time. Due to Covid-19, students did not participate in Spring MAP assessment and Milestone assessment. Based on our 3-year trend data, we will adjust our strategies to meet the needs of our students and our priority areas will remain the same for the 2020-21 school year.			

PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)				
PLAN: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).				
Priority Area 3	School Culture and Climate			
*SMART Goal with Performance Measures	SMART Goal: By the end of the school year 2023-2024 we will increase student attendance and positive student behavior by: decreasing the number of out of school suspensions by 3% as measured in Infinite Campus decreasing the number of student referrals by 3% as measured in Infinite Campus.			
DCSD Strategic Plan Goal	DCSD Goal Area III: Staff Efficacy and Excellence			
DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).				
IMPROVEMENT STRATEGY #1				
Components of PBIS		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	
The school discipline committee (comprised of teachers, counselors, support staff and Admin Team) will gather school attendance and discipline data, as well as student and staff input/feedback to improve the learning environment. (August 2023- May 2024)	The school discipline committee	Administration	#REF!	
Students and teachers will use Class Dojo and Infinite Campus to communicate with parents and document all forms of contact regarding student academics, behavior, class and school activities to improve student behavior and school culture. (August 2023- May 2024)	All teachers	Administration	#REF!	
Teachers and support staff will establish a positive learning environment by creating classroom norms, consequences, and rewards to improve school climate and	All teachers, Support Staff	Administration	#REF!	
The Discipline Committee will implement the character education program so that student will learn to make better choices. (August 2023- May 2024)	Counselors/Parent Liason/SSS/Teachers	Administration	#REF!	
The Leadership Team/Discipline Team will create positive reward spaces and a reward system to foster positive behaviors and academic growth. (August 2023-	Leadership/Discipline Committee	Administration	#REF!	
STEAM/STREAM activities will be integrated into instruction and activities by Science Coach to increase student engagement and to improve school culture and	Teachers/Academic Coach	Administration	#REF!	
			#REF!	
			#REF!	
			#REF!	
			#REF!	
			#REF!	

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

PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)			
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
School leadership and faculty will have opportunities to participate in professional learning through school, district, and state conferences/workshops to address a positive classroom environment and the socio-emotional needs of our building. - (August 2023- May 2024)	School leadership/Faculty	Adminstration	#REF!
The school discipline committee (comprised of teachers, counselors, support staff and the leadership team) will provide professional learning/training to staff at the beginning and throughout the year regarding the school discipline plan and communication procedures to stakeholders. (August 2023- May 2024)	School discipline committee	Administration	#REF!
The school discipline committee will train teachers on ClassDojo, Infinite Campus and the (SOP) standard operating procedures and schoolwide behavior matrix	School discipline committee	Administation	#REF!
			#REF!
			#REF!
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
The school discipline committee (comprised of teachers, counselors, support staff and the leadership team) along with the Parent/Family Liaison will train parents on Class Dojo and Infinite Campus so that they can receive information regarding student academics, behavior, class and school activities. (August 2023- May 2024)	Discipline Committee/Parent Liason	Administration	#REF!
Parents will be given information from the school discipline committee (comprised of teachers, counselors, support staff and the leadership team) on school discipline plan and its procedures to increase awareness and support/sustain positive engagement. (August 2023- May 2024)	CounselorsParent Liason/SSS	Administration	#REF!
The parent liaison, assistant principal, counselors, and academic coaches,will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting the School Discipline Plan/Committee as well as help with their child's transition from pre-K/Headstart to kindergarten and from 5th grade to middle school. Translations will be made available based on need/requests (stakeholder input meetings, annual meeting, Curriculum Night, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences, email, website). (August 2023- May 2024)	Parent Liaison, counselors, Academic Coach	Adminstration	#REF!
			#REF!
			#REF!
IMPROVEMENT STRATEGY #2			
	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
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THESE CELLS ARE LOCKED BECAUSE FUNDING AMOUNTS WILL AUTO POPULATE TO THIS SECTION FROM FUNDING WORKSHEETS.

PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)			
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
			#REF!
			#REF!
			#REF!
			#REF!
			#REF!
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
			#REF!
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			#REF!

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PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)			
IMPROVEMENT STRATEGY #3			
Type Improvement Strategy Here	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)			#REF!
2)			#REF!
3)			#REF!
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Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12)			#REF!
13)			#REF!
14)			#REF!
15)			#REF!
16)			#REF!

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

SEE NOTE ABOVE

PRIORITY AREA 3, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)			
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17)			#REF!
18)			#REF!
19)			#REF!
20)			#REF!
21)			#REF!
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.)			
Snapfinger will measure our student behavior by the number of referrals and type of referrals.			
What data will be used to determine whether the improvement strategies were deployed with fidelity?			
Snapfinger will review our discipline, attendance, MAP, and Milestones data monthly to determine the effectiveness of the improvement strategies .			
What does the data/evidence show regarding the results of the implemented strategies?			
<i>Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?</i>			
<i>Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?</i>			
We will not change CSIP strategies but will continue to implement more CSIP strategies for School Culture and discipline.Our administration and Teachers will work closely to identify high-impact students with attached discipline issues in preparation for Milestone assessment.			
<i>Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?</i>			
We will adjust CSIP strategies but will continue to implement more CSIP strategies for School Culture/ discipline that impacted student achievement. Based on our 3-year trend data, we will adjust our strategies to meet the needs of our students and teachers and our priority areas will remain the same for the 2020-21 school year.			

SEE NOTE ABOVE

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

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

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

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

IMPROVEMENT STRATEGY #1				
		FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step	
	Person/Position Responsible	Other (Optional, for school use)	Title I	
			#REF!	
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THESE CELLS ARE LOCKED BECAUSE FUNDING AMOUNTS WILL AUTO POPULATE TO THIS SECTION FROM FUNDING WORKSHEETS.

PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)				
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.		Person Responsible	Other (Optional, for school use)	Title I
				#REF!
13)				#REF!
14)				#REF!
15)				#REF!
16)				#REF!
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
				#REF!
18)				#REF!
19)				#REF!
20)				#REF!
21)				#REF!
IMPROVEMENT STRATEGY #2				
		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
				#REF!
				#REF!
				#REF!
				#REF!
5)				#REF!
6)				#REF!
7)				#REF!
8)				#REF!
9)				#REF!
10)				#REF!
11)				#REF!

SEE NOTE ABOVE

SEE NOTE ABOVE

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

PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)			
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
			#REF!
			#REF!
14)			#REF!
15)			#REF!
16)			#REF!
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
			#REF!
			#REF!
19)			#REF!
20)			#REF!
21)			#REF!

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ABOVE

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PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)			
IMPROVEMENT STRATEGY #3			
Type Improvement Strategy Here	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)			#REF!
2)			#REF!
3)			#REF!
4)			#REF!
5)			#REF!
6)			#REF!
7)			#REF!
8)			#REF!
9)			#REF!
10)			#REF!
11)			#REF!
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
12)			#REF!
13)			#REF!
14)			#REF!
15)			#REF!
16)			#REF!

THESE CELLS
ARE LOCKED
BECAUSE
FUNDING
AMOUNTS WILL
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FROM FUNDING
WORKSHEETS.

SEE NOTE
ABOVE

PRIORITY AREA 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)			
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
17)			#REF!
18)			#REF!
19)			#REF!
20)			#REF!
21)			#REF!
Review and Reflect: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make based upon the outcomes of the strategy implementation (ACT).			
How will you determine whether the strategies led to reaching the SMART Goal? (Include formative, benchmark, and summative data as appropriate.)			
What data will be used to determine whether the improvement strategies were deployed with fidelity?			
What does the data/evidence show regarding the results of the implemented strategies?			
<i>Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?</i>			
<i>Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?</i>			
<i>Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?</i>			

SEE NOTE ABOVE