

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

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

ALL SCHOOLS

All schools will complete the following worksheets/tabs:

1. Cover Sheet
2. Data Analysis/Comprehensive Needs Assessment
3. Priority Areas (up to four)
4. Level 1-3 Initiatives
5. Level 4 Initiatives
6. Title I Schools complete the Title I Position Tab
7. Tutor Worksheet
8. Signature Page.

DO NOT DOWNLOAD THE TEMPLATE - DO NOT MAKE A COPY TO CUT & PASTE FROM (This will paste over formulas)

These steps must be followed for the template to work. These steps will ensure you save a macro-enabled workbook:

1. Go to TEAMS and select the CSIP Group/Tile
2. Select Files and choose your school name
3. Select FY25-27CSIP.xlsm

Cover Sheet

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

Data Analysis/ Comprehensive Needs Assessment

- Complete questions #1 through #5 based on the discussions with School Improvement Teams, grade levels, stakeholders, etc. Reference your data sources to create your root cause analysis.
- From the review of the data, select up to 4 Priority Areas. These Priority Areas are the overarching areas the school is working to address. Examples include Literacy in all grade levels, Math, Attendance, Culture, etc.
- For each Priority Area listed in the Data Analysis/ Comprehensive Needs Assessment worksheet, a Priority Area Worksheet must be completed within the template. Information included in the Priority Areas autofill in each Priority Area Worksheet.

Priority Area Worksheets

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

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

Structure/Processes:

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

Monitoring for Fidelity:

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

Resources:

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

Professional Learning:

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

Family Engagement:

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

Personnel:

- The Academic Coach/CSIP Improvement Team will attend SIOP training with teachers and establish an observation schedule so that all teachers receive feedback regarding the "component of the month." If additional support is needed, the coach will schedule time with teachers to focus on specific areas to enhance the implementation of the components and/or features.

- Daytime tutors will provide supplemental learning opportunities for identified students based on multiple data points. Based on students' data the tutor may use a remediation model providing support to students after academic content already presented or to front load information as a preview of the content as opportunity to build background knowledge.

For Title I Schools:

- Positions: If Title I funds are used to support positions, complete the personnel tab and be sure you include what the position will do as an action step, but do not allocate funds. Positions included in the Position tab are automatically reflected in the budget.
- Tutors: If Title I funds will be used to support Tutors, include an action step describing what the tutors will do, how students are identified, the times of tutoring, etc. Do not allocate funds with the action step. Use the Tutor worksheet to budget for the positions. Information from the worksheet are automatically reflected in the budget.

• For each Action Step, include the position or person responsible for the completion of the action steps. The "other" column is option and for school use. Some schools may elect to use this section to provide a timeframe to help with monitoring.

• The remaining columns will auto fill, if applicable, with information entered in subsequent worksheets.

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

ALL TITLE I SCHOOLS

Title I Worksheets

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

Priority Area, Improvement Strategies, and Action Steps

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

Title I Components

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

Budget Category

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

Budget Code

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

Amount

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

Total Federal Funding for Action Step

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

Professional Learning

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

Parent and Family Engagement

- Demonstrate how the action step addresses the required Parent/Family Engagement components. To be able to select multiple items in the dropdown menu,
 - First, click on the cell
 - Next clear the contents by using the DEL (delete) key.
 - Then click on as many requirements that the action step addresses.

- In order to have a federally compliant Title I Parent and Family Engagement CSIP, the required 13 components must be addressed at some point in the plan. Use the Title I checklist to help ensure all are included in the CSIP.
- Follow directions for remaining columns as stated above for the budget information.

Tutor Worksheet

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

Person's Name or Vacant

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

Daytime or After school Tutoring

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

Regular DCSD Employee

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

Title I Paid Hours per Week

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

Total Number of Weeks

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

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

Title I Position Salary Worksheet (1-8)

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

Person's Employee Number, if known

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

Last name of the Title I Paid Position

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

First name of the Title I Paid Position

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

Position name

- From the drop down menu, select the position.

Position/Job number

- Enter the position/job number, if known.

Grade Level and/or Subject

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

Subject(s) Licensed

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

Certified or Non-Certified

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

Years of experience

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

Certificate Type/Pay Grade

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

Months

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

Regular DCSD Employee

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

% Title I paid

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

% Paid by other

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

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

Title I Schoolwide Budget Sheet

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

Signature Page

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

CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP)

School Name	Snapfinger Elementary School	School Number: 4000
School Address	1365 Snapfinger Road, Decatur, GA 30032	
Principal	Rickey L. Wright Jr.	
District Name/State Local Education Agency (LEA) Number	DeKalb County School District (644)	
Date of Initial Local School Council Vote of Approval	6-May-24	
Date of Last Review/Update	5/3/2024	
Principal Signature		(Signature On File)
Director of Title I Signature		(Signature On File)

School Vision and Mission Statement
Vision Statement
The vision of Snapfinger Elementary School is Thriving Together to Improve Student Achievemnt.
Mission Statement
Our mission 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: School, Family, Community Engagement	
Goal Area III: Recruit, develop, and Retain Talent	
Goal Area IV: Culture and Climate	
Goal Area V: Mental Health and Wellness	
Goal Area VI: Organizational Excellence	
School Improvement Team Membership	Name
Principal	Rickey L. Wright Jr.
Assistant Principal	Terri Dunlap
Academic Coach	Audriea Benjamin
Classified Staff Member	Jamal Mullins
Parent Liason	Lottie Rivers
Parent Representative	Carlissa Dampier
Academic Coach	Raiko Collier
Counselor	Dr. Clifford Johnson
Community Member	Candi Jordan
Student Support Specialist	Karsten Edwards

Media Center	Meredith Bates
MTSS	Kaija Spencer
Reading Specialist	Imen Edmond
Paraprofessional	Nathaniel Williams
LTSE	Shanquinita Dyson
Counselor	Jason Townsend

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

1. List the data used to identify valid needs for improvement (Ex. demographics (African American/Black, Hispanic, ELL, Asian, Students with Disabilities & Economically Disadvantaged), student learning (MAP, Georgia GMAS), Non-Cognitive Data (Attendance, Behavioral), perception (Climate Survey)).

Snapfinger Elementary School is located in the southwest region of Decatur, GA. Snapfinger serves approximately 570 students in grades PreK through five. Snapfinger serves a highly transient population and all students qualify for free and reduced lunch. Current demographics are as follows: 88.8% black, 1.2% white, 5.4% Hispanic, 0.2% American Indian/Alaska Native, 0.5% Asian Pacific Islander, 3.9% multiracial, 2.6% English Language Learners, 9% students with a disability, and 100% economically disadvantaged. MAP Assessment, College and Career Readiness Performance Index (CCRPI), Georgia Milestones Data, School Climate, Attendance, I-Station(K-3), and Discipline Data will be used to identify needs for improvement.

2. What are the results of your Root Cause Analysis using the Five Whys Protocol?

ELA: 80% of 3rd-5th grade students are performing below grade level in the area of English Language Arts. Students' Lexile scores are below grade level. Lexile scores are below grade level expectations because teachers have gaps in their instructional delivery. For example, teachers spend very little time teaching the fundamentals of reading, as well as supporting students' use of foundational skills while reading. Students do not have multiple opportunities to practice reading throughout the day in every subject area. Most instruction for grades 3-5 focuses on comprehension. Teachers have gaps in instructional delivery because they have not had extended training on phonics, phonemic awareness, vocabulary, and fluency. In addition, some teachers are resistant to participating in collaborative planning and professional learning opportunities. Lastly, teachers have a false sense of pedagogical prowess and have not fully taken ownership of student data so they can reflect upon and improve daily instructional practices.

Math/Science: Students are struggling with development of problem solving and critical thinking skills need to be successful in inquiry based learning such as 5E Models for Math and Science. 92 % of 3rd-5th grade students perform below grade level in mathematics and 91% of 5th graders students are performing below grade level in science. The development of these skills may be due to lack of content knowledge and/or lack of number sense/scientific thinking. In addition, the development may be directly related to foundational skills gaps in skills that currently exist in all content areas. Additionally, teachers are just starting to learn the New Math Framework/ 5E Model. Finally, both teachers and student may have not developed mathematical practice skills/ engineering design process skills that often sharpen and facilitate problem-solving and critical thinking skills.

Culture and Climate: 50% of teachers do not buy into schoolwide rituals, routines, and norms all of which directly impact school culture and climate. Teacher buy-in may be related to cultural bias where they think that certain behaviors are normal for the community we serve. Teachers may hesitate to buy into norms they are comfortable with their own classroom system, our illuminating and CSIP monitoring shows overall individual classroom systems were effective. Teachers may hesitate to buy in because they weren't apart of the planning process, since it took place over the summer as a continuation of the culture and climate teams plan. Teacher's may be hesitant because several are veterans and social-emotional/pbis based norms might be uncomfortable or unfamiliar to them. Teachers may also be hesitant due to all the academic changes that happened this year, so they may have felt they didn't have the bandwidth to implement one more new thing.

3. 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 immediately after the COVID pandemic. In 2023, ELA content mastery increased to 27.48. 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 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.

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

This data was not reported in 2022. In 2023, all subgroups except for students with disabilities met their improvement targets in ELA and science.

Snapfinger's 2019 CCRPI overall Progress Score increased 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 Milestones data and there is a lack of MAP data. Also, a progress score was not reported in 2022. In 2023, the ELA progress score was 83.63, while the math progress score was 58.63. Overall, progress for both ELA and math have increased steadily.

In 2022, the achievement scores for each content area are the following: ELA: 20.01 MATH: 28.74, Science: 4.62. In 2023, the achievement scores for each content area are the following: ELA: 27.48, which is a growth of 7.47 points, Math: 27.76, which is a slight loss of 0.98, and Science 16.85 which is a growth of 12.23 percentage points. Content mastery for ELA has been inconsistent, has shown gains in math, and has decreased for science, with the exception of the 2022-23 year where there was an increase.

In 2022, our subgroup data is as follows for ELA: ED (economically disadvantaged) students: 69.33% at Level 1, 22.67% at Level 2, 6.67% at Level 3, and 1.33% at Level 4. For math the percentages are as follows: 58.48% at Level 1, 28.57% at Level 2, 9.82% at Level 3, and 3.13% at Level 4. For our SWDsub group, 100% of students scores at Level 1 in ELA. For math, 91.3% of SWD students scored at Level 1, while 8.7% of students scored at Level 2. In 2023, our subgroup data is as follows for ELA: ED (economically disadvantaged) students: 60.44% at Level 1, 25.57% at Level 2, 13.19% at Level 3, and 1.1% at Level 4. For math the percentages are as follows: 56.59% at Level 1, 32.97% at Level 2, 8.79% at Level 3, and 1.65% at Level 4. For SWD, 100% of students scores at Level 1 in ELA. For math, 88% of SWD students scored at Level 1, while 12% of students scored at Level 2. Title I funds are used to hire academic coaches and parent liasion to support student achievement. Additionally, Title I funds are used to purchase supplement resources for students. ED Media Funds are used to purchase books for the library for students to use for increasing literacy across the content. PTSA funds are used school celebration activities.

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

4. 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).

An analysis of data sources show that Snapfinger is a school where opportunities exist in all areas. While progress has gained steadily as measured by the Georgia Milestones, Milestones achievement data has been inconsistent over the years. Schoolwide MAP data in both growth and achievement indicate the need for improvement in teaching across grade levels. Areas in need for ELA include foundational skills, language and writing, and literary and informational text. Areas in need for math include numerical and algebraic reasoning and measurement and data reasoning.

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

Snapfinger is still awaiting 2023-24 Spring MAP data, as well as CCRPI and GMAS data. MAP data will be entered as soon as GMAS is over and the Spring MAP assessment is given. GMAS and CCRPI will be entered when these scores are calculated and/or released by the state.

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
Priority Area 2: MATH Inquiry Based Learning
Priority Area 3: Culture & Climate
Priority Area 4:

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

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

Priority Area 1	ELA
*SMARTIE Goal with Performance Measures * Specific, Measurable, Actionable, Realistic, Time-bound, Inclusive, Equitable - Must include subgroup targets.	By the end of the 2024 - 2025 school year, all 3rd-5th grade students will show growth in content mastery in English Language Arts as measured by: (1) meeting the 3% target with an increase from 27.48% to 28.30% of all students in grades 3-5 achieving developing or higher on the Georgia Milestones End of Grade Assessment in ELA. (2) meeting the 3% target with an increase from 0% to 3.00% (SWD), from 27.48% to 28.30% (ED), and from 27.74% to 28.57% (Black) students in grades 3-5 achieving developing or higher in ELA on the Georgia Milestones End of Grade Assessment. (3) an increase of 3% of students in grades K-5 showing growth on the 2025 Spring MAP assessment in comparison to the 2023 - 2024 Winter MAP assessment.

DCSD Strategic Plan Goal	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>Structured Literacy</i>		<i>SYSTEM 1: Standards and Curriculum Implementation</i>		
Action Steps/Tasks to Implement Improvement Strategy (Who, What, When, Where, How, Funding Source)		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1) Teachers will implement foundational skills lessons daily into the reading block in order to explicitly teach word identification/decoding strategies. Teachers in grades K-2 will use Wonders while teachers in grades 3-5 will use myView foundational lessons. (August 2024-May 2025)	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teachers/Academic Coaches	Administration	\$35,000.00
2) Grades K-5 teachers will implement the gradual release of responsibility model daily during their reading lessons. 3rd-5th grade teacher will use the Ready Reading books to supplement reading lessons. (August 2024-May 2025)	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teachers/Academic Coaches	Administration	\$0.00
3) The instructional leadership team will monitor and review CSIP strategy implementation every 4-6 weeks and will make adjustments as necessary	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Academic Coaches/LTSE/Administration	Leadership team	\$0.00

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

<p>4) Special Education teachers will implement the different co-teaching models to maximize literacy 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 2024 - May 2025)</p>	<p><i>SYSTEM 1: Standards and Curriculum Implementation</i></p>	<p>Teachers/LTSE</p>	<p>Administration</p>	<p>\$0.00</p>
<p>5) Instructional Leadership Team and coaches will conduct learning walks using the DCSD walkthrough rubric to monitor and assist with the effective implementation of the structured literacy classroom strategy. Reflective conversations on teaching and learning will occur after walkthroughs to impact teacher practice. (August 2024-May 2025)</p>	<p><i>SYSTEM 6: Instructional Feedback and Professional Learning</i></p>	<p>Adminstration</p>	<p>Academic Coaches</p>	<p>\$0.00</p>
<p>6) Students will participate in during the day tutorial to receive supplemental/ enrichment support in ELA from tutors and/or classroom paraprofessionals. (August 2024-May 2025)</p>	<p><i>SYSTEM 5: Academic and Behavioral Support</i></p>	<p>Teachers/Academic Coaches</p>	<p>Administration</p>	<p>\$0.00</p>
<p>7)</p>				<p>\$0.00</p>
<p>8)</p>				<p>\$0.00</p>
<p>9)</p>				<p>\$0.00</p>
<p>10)</p>				<p>\$0.00</p>
<p>11)</p>				<p>\$0.00</p>

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

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.		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, General, Grant, PTA, Donation, After School, Foundations)
12) School leadership and faculty will have opportunities to participate in professional learning (including extended PL sessions) through school, district, and state conferences/workshops to learn innovative strategies best practices related to core instruction in order to enhance district initiatives. (August 2024 - June 2025)	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Academic Coaches/Administration	District staff, PLF	\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
17) Parent Liaison and Academic Coaches, will implement "Lunch and Learn" and "Make and Take" parent and family workshops, emphasizing literacy strategies digital platform parent usage, activities and district initiatives, to demonstrate best practices that are used during literacy instruction. Improving home to school connection through newsletter, classdojo, website, and parent resource center. (August 2024-May 2025)	<i>SYSTEM 5: Academic and Behavioral Support</i>	Parent Liaison/Academic Coaches	Administration	\$0.00
18) Parent Liaison, Academic Coaches, and Teachers will implement a literacy event that provides stakeholders with information and opportunities to participate and that provide input/feedback and request resources to assist their children at home with ELA content and transitioning to the next grade level. (August 2024-May 2025)	<i>SYSTEM 5: Academic and Behavioral Support</i>	Parent Liaison/Academic Coaches	Administration	\$0.00
19) The parent liaison and leadership team will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting inquiry-based learning, 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, Dugout with Mr. Wright, Curriculum Night, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences, email, website) (August 2024-May 2025)	<i>SYSTEM 5: Academic and Behavioral Support</i>	Parent Liaison, and Academic Coaches/Counselors	Administration	\$0.00
20)				\$0.00

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

21)

\$0.00

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

IMPROVEMENT STRATEGY #2

<i>Writing Process</i>		<i>SYSTEM 1: Standards and Curriculum Implementation</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Time, General, Grants, or Donation, After School, Foundations)
1) Teachers will use Wonders and MyView resources to teach the writing process by modeling and providing feedback during writing conferences. The Write Score program will be used for Grades 3-5, along with the Georgia Writer's Checklists.	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teacher/Academic Coaches	Administration	\$2,790.25
2) Special Education teachers will implement the different co-teaching models to maximize literacy 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 2024-May 2025)	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teachers/LTSE	Administration	\$0.00
3) Instructional Leadership Team and coaches will conduct learning walks using the Writing Look Fors Checklist rubric to monitor and assist with the effective implementation of the Writer's Workshop strategy. Reflective conversations on teaching and learning will occur after walkthroughs to impact teacher practice. (August 2024-May 2025)	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Administration	Academic Coaches	\$0.00
4) The instructional leadership team will monitor and review CSIP strategy implementation every 4-6 weeks and will make adjustments as necessary	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Academic Coaches/LTSE/Administration	Leadership team	\$0.00
5)				\$0.00
6)				\$0.00
7)				\$0.00
8)				\$0.00
9)				\$0.00
10)				\$0.00
11)				\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step

PRIORITY AREA 1, 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, General, Grant, PTA, Donation, After School, Foundations)
12) School leadership and faculty will have opportunities to participate in professional learning (including extended PL sessions) through school, district, and state conferences/workshops to learn innovative strategies best practices related to core instruction in order to enhance district initiatives. (August 2024 - June 2025)	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Academic Coaches/Administration	District staff, PLF \$0.00
13)The Principal, Academic Coach and Teacher Leader will attend out of state and local conferences through the school year to improve student achievement and supplement core instruction.			\$0.00
14)			\$0.00
15)			\$0.00
16)			\$0.00

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

Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
17) Parent Liasion and Academic Coaches, will implement "Lunch and Learn" and "Make and Take" parent and family workshops, emphasizing literacy strategies digital platform parent usage, activities and district initiatives, to demonstrate best practices that are used during literacy instruction. Improving home to school connection through newsletter, classdojo, website, and parent resource center. (August 2024-May 2025)	<i>SYSTEM 5: Academic and Behavioral Support</i>	Parent Liasion/Academic Coaches	Administration	\$0.00
18)Parent Liasion, Academic Coaches, and Teachers will implement a literacy event that provides stakeholders with information and opportunities to participate and that provide input/feedback and request resources to assist their children at home with ELA content and transitioning to the next grade level. (August 2024-May 2025)	<i>SYSTEM 5: Academic and Behavioral Support</i>	Parent Liasion/Academic Coaches	Administration	\$0.00
19) The parent liaison and leadership team will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting literacy, 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 2024-May 2025)	<i>SYSTEM 5: Academic and Behavioral Support</i>	Parent Liaison, and Counselors	Administration	\$0.00
20)				\$0.00
21)				\$0.00
IMPROVEMENT STRATEGY #3				
<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1)	<i>Six Systems - Select 1</i>			\$0.00
2)				\$0.00
3)				\$0.00

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

4)				\$0.00
5)				\$0.00
6)				\$0.00
7)				\$0.00
8)				\$0.00
9)				\$0.00
10)				\$0.00
11)				\$0.00

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.		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, General, Grant, PTA, Donation, After School, Foundations)
12)	Six Systems - Select 1			\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	Six Systems - Select 1			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00

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

<i>CSIP Progress Monitoring Cycle 1:</i>	<u>CSIP Monitoring Cycle</u>
<i>CSIP Progress Monitoring Cycle 2:</i>	<u>CSIP Monitoring Cycle</u>
<i>CSIP Progress Monitoring Cycle 3:</i>	<u>CSIP Monitoring Cycle</u>

TITLE I PROGRAM WORKSHEET (SWP and TA)

School Name: **Snapfinger Elementary School**

School Number: **4000**

Principal: Rickey L. Wright Jr.

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

Priority Area 1

ELA

Improvement Strategy #1

Structured Literacy

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1) Teachers will implement foundational skills lessons daily into the reading block in order to explicitly teach word identification/decoding strategies. Teachers in grades K-2 will use Wonders while teachers in grades 3-5 will use myView foundational lessons. (August 2024-May 2025)	Schoolwide Reform Strategies (TA & SWP)	Instructional Supplies	402.1000.561000. 40024.4000.1750. FAC.030.2025	\$35,000.00						
2) Grades K-5 teachers will implement the gradual release of responsibility model daily during their reading lessons. 3rd-5th grade teacher will use the Ready Reading books to supplement reading lessons. (August 2024-May 2025)	Schoolwide Reform Strategies (TA & SWP)									
3) The instructional leadership team will monitor and review CSIP strategy implementation every 4-6 weeks and will make adjustments as necessary	Schoolwide Reform Strategies (TA & SWP)									
4) Special Education teachers will implement the different co-teaching models to maximize literacy 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 2024 - May 2025)	Schoolwide Reform Strategies (TA & SWP)									
5) Instructional Leadership Team and coaches will conduct learning walks using the DCSD walkthrough rubric to monitor and assist with the effective implementation of the structured literacy classroom strategy. Reflective conversations on teaching and learning will occur after walkthroughs to impact teacher practice. (August 2024-May 2025)	Schoolwide Reform Strategies (TA & SWP)									
6) Students will participate in during the day tutorial to receive supplemental/ enrichment support in ELA from tutors and/or classroom paraprofessionals. (August 2024-May 2025)	Schoolwide Reform Strategies (TA & SWP)									
7)										
8)										
9)										

TITLE I PROGRAM WORKSHEET (SWP and TA)

10)										
11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12) School leadership and faculty will have opportunities to participate in professional learning (including extended PL sessions) through school, district, and state conferences/workshops to learn innovative strategies best practices related to core instruction in order to enhance district initiatives. (August 2024 - June 2025)										
13)										
14)										
15)										
16)										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17) Parent Liasion and Academic Coaches, will implement "Lunch and Learn" and "Make and Take" parent and family workshops, emphasizing literacy strategies digital platform parent usage, activities and district initiatives, to demonstrate best practices that are used during literacy instruction. Improving home to school connection through newsletter, classdojo, website, and parent resource center. (August 2024-May 2025)	2) Offer a flexible number of meetings									
18) Parent Liasion, Academic Coaches, and Teachers will implement a literacy event that provides stakeholders with information and opportunities to participate and that provide input/feedback and request resources to assist their children at home with ELA content and transitioning to the next grade level. (August	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide program plans									
19) The parent liaison and leadership team will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting inquiry-based learning, as well as help with their child's transition from Headstr/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, Dugout with Mr. Wright, Curriculum Night, Core Content Nights, CSIP,	2) Offer a flexible number of meetings									
20)										
21)										

TITLE I PROGRAM WORKSHEET (SWP and TA)

Improvement Strategy #2

Writing Process

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1) Teachers will use Wonders and MyView resources to teach the writing process by modeling and providing feedback during writing conferences. The Write Score program will be used for Grades 3-5, along with the Georgia Writer's Checklists.	Schoolwide Reform Strategies (TA & SWP)	Instructional Contracted Services	402.1000.530000. 40024.4000.1750. FAC.030.2025	\$2,790.25						
2) Special Education teachers will implement the different co-teaching models to maximize literacy 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 2024-May 2025)	Schoolwide Reform Strategies (TA & SWP)									
3) Instructional Leadership Team and coaches will conduct learning walks using the Writing Look Fors Checklist rubric to monitor and	Schoolwide Reform Strategies (TA & SWP)									
4) The instructional leadership team will monitor and review CSIP strategy implementation every 4-6 weeks and will make	Schoolwide Reform Strategies (TA & SWP)									
5)										
6)										
7)										
8)										
9)										
10)										
11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12) School leadership and faculty will have opportunities to participate in professional learning (including extended PL sessions) through school, district, and state conferences/workshops to learn innovative strategies best practices related to core instruction in order to enhance district initiatives. (August 2024 - June 2025)										

TITLE I PROGRAM WORKSHEET (SWP and TA)

13) The Principal, Academic Coach and Teacher Leader will attend out of state and local conferences through the school year to improve student achievement and supplement core instruction.										
14)										
15)										
16)										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
17) Parent Liaison and Academic Coaches, will implement "Lunch and Learn" and "Make and Take" parent and family workshops, emphasizing literacy strategies digital platform parent usage, activities and district initiatives, to demonstrate best practices that are used during literacy instruction. Improving home to school connection through newsletter, classdojo, website, and parent resource center. (August 2024-May 2025)	2) Offer a flexible number of meetings									
18) Parent Liaison, Academic Coaches, and Teachers will implement a literacy event that provides stakeholders with information and opportunities to participate and that provide input/feedback and request resources to assist their children at home with ELA content and transitioning to the next grade level. (August 2024-May 2025)	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide program plans									
19) The parent liaison and leadership team will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting literacy, as well as help with their child's transition from Headstr/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	2) Offer a flexible number of meetings									
20)										
21)										

Improvement Strategy #3

Type Improvement Strategy Here

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

TITLE I PROGRAM WORKSHEET (SWP and TA)

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

TITLE I PROGRAM WORKSHEET (SWP and TA)

School Name: **Snapfinger Elementary School**

School Number: **4000**

Priority Area 1

ELA

Improvement Strategy #1

Structured Literacy

#4			#5			#6			Total Federal Funding for Action Step
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	
									\$35,000.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00

TITLE I PROGRAM WORKSHEET (SWP and TA)

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

TITLE I PROGRAM WORKSHEET (SWP and TA)

									\$0.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
								Subtotal #2:	\$2,790.25

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

TITLE I PROGRAM WORKSHEET (SWP and TA)

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

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 Inquiry Based Learning
*SMARTIE Goal with Performance Measures * Specific, Measurable, Actionable, Realistic, Time-bound, Inclusive, Equitable - Must include subgroup targets.	By the end of the 2024 - 2025 school year, all K-5 students will show growth in content mastery in Math as measured by: (1) meeting the 3% target with an increase from 27.76% to 28.59% Math in grades 3-5 achieving developing or higher on the Georgia Milestones End of Grade Assessment in Math. (2) meeting the 3% target with an increase from 6% to 6.18%(SWD), from 27.76 to 28.59 (ED), and from 27.15 to 27.96 (Black) students in grades 3-5 achieving developing or higher in Math on the Georgia Milestones End of Grade Assessment. (3) an increase of 3% of all students in grades K-5 showing growth on the 2025 Spring MAP assessment in comparison to the 2023 - 2024 Winter MAP assessment.
DCSD Strategic Plan Goal	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>Math Inquiry-Based Learning</i>		<i>SYSTEM 1: Standards and Curriculum Implementation</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teachers/Academic Coach	Administration	\$0.00
2) Teachers will implement Number Talks, 3 read protocol/UPS check strategy in math, utilizing the CRA(Concrete, Representational, Abstract) . In addition the 3 part instructional framework, will be used to increase students ability to read, conceptually comprehend, and solve problems in a differentiated small group setting. (August 2024- May 2025)	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teachers/Academic Coach	Administration	\$23,030.91
3) 3) Students will participate in during the day tutorial to receive supplemental/ enrichment support in math from tutors and/or classroom paraprofessionals. (August 2024-May 2025)	<i>SYSTEM 5: Academic and Behavioral Support</i>	Teachers/Academic Coach	Administration	\$0.00
4) Special Education teachers will implement 3 read protocol/ UPS check strategy within their various co-teaching models to maximize math instruction. Academic Coach and LTSE will support teachers in collaborative planning/classroom and LTSE and administration will monitor co-teaching practices during math. The co-teaching models will help to increase student mastery as well as meet student IEP goals. (August	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Teachers/LTSE	Administration	\$0.00
5) Instructional Leadership Team will conduct learning walks using the DCSD walkthrough rubric/3 Read/UPS Check to monitor and assist with the effective implementation of the 3 Read Protocol/UPS Check strategy . (August 2024- May 2025)	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Teachers/Academic Coach/MTSS/Counselors	Administration	\$0.00
6)				\$0.00
7)				\$0.00

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

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

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
School leadership and faculty will have opportunities to participate in professional learning (including extended PL sessions) through school, district, and state conferences/workshops to learn innovative strategies best practices related to core instruction in order to enhance district initiatives. (August 2024 - June 2025)	<i>SYSTEM 6: Instructional Feedback and Professional Learning</i>	Academic Coaches/Administration	District Staff and PLF	\$0.00
The Principal, Academic Coach and Teacher Leader will attend out of state and local conferences through the school year to improve student achievement and supplement core	<i>SYSTEM 1: Standards and Curriculum Implementation</i>	Academic Coaches/Administration	District Staff and PLF	\$38,500.00
14)				\$0.00
15)				\$0.00
16)				\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
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 2024-May 2025)	<i>SYSTEM 5: Academic and Behavioral Support</i>	Parent Liaison/Academic Coach	Administration	\$0.00
Parent Liaison, Academic Coach, and Teachers will implement Math 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 content and transitioning to the next grade level. (August 2024-May 2025)	<i>SYSTEM 5: Academic and Behavioral Support</i>	Parent Liaison, Academic Coach, Teachers	Administration	\$0.00
The parent liaison and leadership team will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting inquiry-based learning, 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, Dugout with Mr. Wright, CSIP, compact and policy development, parent/teacher conferences, email, website) (August 2024-May 2025)	<i>SYSTEM 5: Academic and Behavioral Support</i>	Parent Liaison, and Academic Coaches/Counselors	Administration	\$0.00
20)				\$0.00
21)				\$0.00
IMPROVEMENT STRATEGY #2				
<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		

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

Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1)	<i>Six Systems - Select 1</i>			\$0.00
2)				\$0.00
3)				\$0.00
4)				\$0.00
5)				\$0.00
6)				\$0.00
7)				\$0.00
8)				\$0.00
9)				\$0.00
10)				\$0.00
11)				\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
12)	<i>Six Systems - Select 1</i>			\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	<i>Six Systems - Select 1</i>			\$0.00
18)				\$0.00
19)				\$0.00

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

20)				\$0.00
21)				\$0.00

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

IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1)	<i>Six Systems - Select 1</i>			\$0.00
2)				\$0.00
3)				\$0.00
4)				\$0.00
5)				\$0.00
6)				\$0.00
7)				\$0.00
8)				\$0.00
9)				\$0.00
10)				\$0.00
11)				\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
12)	<i>Six Systems - Select 1</i>			\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00

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

Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	Six Systems - Select 1			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00
CSIP Progress Monitoring Cycle 1: CSIP Monitoring Cycle				
CSIP Progress Monitoring Cycle 2: CSIP Monitoring Cycle				
CSIP Progress Monitoring Cycle 3: CSIP Monitoring Cycle				

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

School Name: **Snapfinger Elementary School**
 Principal: Rickey L. Wright Jr.
 LEA Name/Number: DeKalb County School District (644)

School Number: **4000**

Priority Area 2

MATH Inquiry Based Learning

Improvement Strategy #1

Math Inquiry-Based Learning

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
0										
2) Teachers will implement Number Talks, 3 read protocol/UPS check strategy in math, utilizing the CRA(Concrete, Representational, Abstract) . In addition the 3 part instructional framework, will be used to increase students ability to read, conceptually comprehend, and solve problems in a differentiated small group setting. (August 2024- May 2025)	Schoolwide Reform Strategies (TA & SWP)	Instructional Supplies	402.1000.561000. 40024.4000.1750. FAC.030.2025	\$23,030.91						
3) 3) Students will participate in during the day tutorial to receive supplemental/ enrichment support in math from tutors and/or classroom paraprofessionals. (August 2024-May 2025)	Schoolwide Reform Strategies (TA & SWP)									
4) Special Education teachers will implement 3 read protocol/ UPS check strategy within their various co-teaching models to maximize math instruction. Academic Coach and LTSE will support teachers in collaborative planning/classroom and LTSE and administration will monitor co-teaching practices during math. The co-teaching models will help to increase student mastery as well as meet student IEP goals. (August	Schoolwide Reform Strategies (TA & SWP)									
5) Instructional Leadership Team will conduct learning walks using the DCSD walkthrough rubric/3 Read/UPS Check to monitor and assist with the effective implementation of the 3 Read Protocol/UPS Check strategy . (August 2024- May 2025)	Schoolwide Reform Strategies (TA & SWP)									
6)										
7)										
8)										
9)										
10)										

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
School leadership and faculty will have opportunities to participate in professional learning (including extended PL sessions) through school, district, and state conferences/workshops to learn innovative strategies best practices related to core instruction in order to enhance district initiatives. (August 2024 - June 2025)										
The Principal, Academic Coach and Teacher Learner will attend out of state and local conferences through the school year to improve student achievement and supplement core instruction using interdisciplinary approach.		PL Travel of Employees	402.2213.558000. 40024.4000.1750. FAC.030.2025	\$30,000.00	PL Registration Fees	402.2213.581000. 40024.4000.1750. FAC.030.2025	\$8,500.00			
14)										
15)										
16)										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
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 2024-May 2025)	1) Convene a Title I Annual public meeting									
Parent Liaison, Academic Coach, and Teachers will implement Math 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 content and transitioning to the next grade level. (August 2024-May 2025)	2) Offer a flexible number of meetings									
The parent liaison and leadership team will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting inquiry-based learning, as well as help with their child's transition from Headstr/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, Dugout with Mr. Wright, CSIP, parent and teacher development	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide program plans									
20)										
21)										

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

Type Improvement Strategy Here

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1)	Select from drop down menu									
2)										
3)										
4)										
5)										
6)										
7)										
8)										
9)										
10)										
11)										

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

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

Improvement Strategy #3

Type Improvement Strategy Here

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

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

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

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

School Name: **Snapfinger Elementary School**

School Number: **4000**

Priority Area 2

MATH Inquiry Based Learning

Improvement Strategy #1

Math Inquiry-Based Learning

#4			#5			#6			Total Federal Funding for Action Step
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	
									\$0.00
									\$23,030.91
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$38,500.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
								Subtotal #1:	\$61,530.91

Improvement Strategy #2

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

Type Improvement Strategy Here

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

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

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

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

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

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	Culture & Climate
*SMARTIE Goal with Performance Measures * Specific, Measurable, Actionable, Realistic, Time-bound, Inclusive, Equitable - Must include subgroup targets.	For the 2024 - 2025 school year, the school will reduce the number of daily absences by 3% as measured by the ADA/ADM data on attendance resolutions from 90.12% to 93% for all students, from 93.57% to 96.57% for ELL students, 88.35% to 93.35% for EIP students, and 92.65% to 95.65% for SPED students.
DCSD Strategic Plan Goal	Goal Area IV: Culture and Climate

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>Creating a safe and positive culture and learning environment for students</i>		<i>Six Systems - Select 1</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
The school discipline committee (comprised of teachers, counselors, support staff and Admin Team) will compile school attendance and discipline data, as well as student and staff input/feedback to improve the learning environment. (August 2024- May 2025)	<i>SYSTEM 5: Academic and Behavioral Support</i>	Discipline Committee		\$0.00
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 2024- May 2025)	<i>SYSTEM 5: Academic and Behavioral Support</i>	Administration		\$0.00
Teachers and support staff will establish a positive learning environment by creating classroom norms, consequences, and rewards to improve the school climate and reinforce Class Dojo expectations. In addition, students will model and practice desired behaviors. The school discipline committee will meet monthly to review discipline data and present during staff meetings. (August 2024- May 2025)	<i>SYSTEM 5: Academic and Behavioral Support</i>	Administration		\$0.00
The Discipline Committee will implement the character education program so that student will learn to make better choices. (August 2024- May 2025)	<i>SYSTEM 5: Academic and Behavioral Support</i>	Administration		\$0.00
The Leadership Team/Discipline Team will create positive reward spaces and a reward system to foster positive behaviors and academic growth. (August 2024- May 2025)	<i>SYSTEM 5: Academic and Behavioral Support</i>	Administration		\$0.00
6)				\$0.00
7)				\$0.00

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

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

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
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 2024- May 2025)		School leadership/Faculty		\$0.00
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 2024- May 2025)		School discipline committee		\$0.00
The school discipline committee will train teachers on ClassDojo, Infinite Campus, and the (SOP) standard operating procedures and schoolwide behavior matrix for discipline to decrease discipline referrals. (August 2024- May 2025)		School discipline committee		\$0.00
15)				\$0.00
16)				\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
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 2024- May 2025)		Discipline Committee/Parent Liaison		\$0.00
Parents will be given information from the school discipline committee (comprised of teachers, counselors, support staff, and the leadership team) on the school discipline plan and its procedures to increase awareness and support/sustain positive engagement. (August 2024- May 2025)		Counselors/Parent Liaison/SSS		\$2,000.00
The parent liaison, assistant principal, counselors, and academic coaches will provide stakeholders information and opportunities to give input and 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, Dugout with Mr. Wright, CSIP, compact and policy development, parent/teacher conferences, email, website). (August 2024- May 2025)		Parent Liaison, counselors, Academic Coach		\$1,510.00
20)				\$0.00
21)				\$0.00

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

IMPROVEMENT STRATEGY #2

<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1)	<i>Six Systems - Select 1</i>			\$0.00
2)				\$0.00
3)				\$0.00
4)				\$0.00
5)				\$0.00
6)				\$0.00
7)				\$0.00
8)				\$0.00
9)				\$0.00
10)				\$0.00
11)				\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
12)	<i>Six Systems - Select 1</i>			\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)

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

17)	<i>Six Systems - Select 1</i>			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00

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

IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1)	<i>Six Systems - Select 1</i>			\$0.00
2)				\$0.00
3)				\$0.00
4)				\$0.00
5)				\$0.00
6)				\$0.00
7)				\$0.00
8)				\$0.00
9)				\$0.00
10)				\$0.00
11)				\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
12)	<i>Six Systems - Select 1</i>			\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00

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

Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	Six Systems - Select 1			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00
CSIP Progress Monitoring Cycle 1: CSIP Monitoring Cycle				
CSIP Progress Monitoring Cycle 2: CSIP Monitoring Cycle				
CSIP Progress Monitoring Cycle 3: CSIP Monitoring Cycle				

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

School Name: **Snapfinger Elementary School**

School Number: **4000**

Principal: Rickey L. Wright Jr.

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

Priority Area 3

Culture & Climate

Improvement Strategy #1

Creating a safe and positive culture and learning environment for students

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
The school discipline committee (comprised of teachers, counselors, support staff and Admin Team) will compile school attendance and discipline data, as well as student and staff input/feedback to improve the learning environment. (August 2024- May 2025)	Schoolwide Reform Strategies (TA & SWP)									
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 2024- May 2025)	Schoolwide Reform Strategies (TA & SWP)									
Teachers and support staff will establish a positive learning environment by creating classroom norms, consequences, and rewards to improve the school climate and reinforce Class Dojo expectations. In addition, students will model and practice desired behaviors. The school discipline committee will meet monthly to review discipline data and present during staff meetings. (August 2024- May 2025)	Schoolwide Reform Strategies (TA & SWP)									
The Discipline Committee will implement the character education program so that student will learn to make better choices. (August 2024- May 2025)	Schoolwide Reform Strategies (TA & SWP)									
The Leadership Team/Discipline Team will create positive reward spaces and a reward system to foster positive behaviors and academic growth. (August 2024- May 2025)	Schoolwide Reform Strategies (TA & SWP)									
6)										
7)										
8)										
9)										
10)										

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)										
11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
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 2024- May 2025)										
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 2024- May 2025)										
The school discipline committee will train teachers on ClassDojo, Infinite Campus, and the (SOP) standard operating procedures and schoolwide behavior matrix for discipline to decrease discipline referrals. (August 2024- May 2025)										
15)										
16)										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
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 2024- May 2025)	1) Convene a Title I Annual public meeting									
Parents will be given information from the school discipline committee (comprised of teachers, counselors, support staff, and the leadership team) on the school discipline plan and its procedures to increase awareness and support/sustain positive engagement. (August 2024- May 2025)	12) Ensure that information is clear and understandable for parents, translate as needed	PFE Communications	402.2100.553000. 30124.4000.1750. FAC.030.2025	\$2,000.00						
The parent liaison, assistant principal, counselors, and academic coaches will provide stakeholders information and opportunities to give input and 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, Dugout with Mr. Wright, CSIP, compact and policy development, parent/teacher conferences, email, website).	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide program plans	PFE Supplies	402.2100.561000. 30124.4000.1750. FAC.030.2025	\$1,510.00						
20)										
21)										

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

Improvement Strategy #2

Type Improvement Strategy Here

Action Steps to Implement Improvement Strategy	Title I Schoolwide Component	#1			#2			#3		
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
1)	Select from drop down menu - you may select more than one									
2)										
3)										
4)										
5)										
6)										
7)										
8)										
9)										
10)										
11)										
Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount
12)										
13)										
14)										
15)										
16)										
Parent/Family Engagement Action Steps	Title I Parent/Family Engagement Component	Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code	Amount

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

17)	You may select more than one component from the following components - Components 1-13 are required									
18)										
19)										
20)										
21)										

Improvement Strategy #3

Type Improvement Strategy Here

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

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

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

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

School Name: **Snapfinger Elementary School**

School Number: **4000**

Priority Area 3

Culture & Climate

Improvement Strategy #1

Creating a safe and positive culture and learning environment for students

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

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$2,000.00
									\$1,510.00
									\$0.00
									\$0.00
								Subtotal #1:	\$3,510.00

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

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

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
SMARTIE Goal with Performance Measures <small> Specific, Measurable, Actionable, Realistic, Time-bound, Inclusive, Equitable - Must include subgroup targets.</small>	
DCSD Strategic Plan Goal	Click here and select the area of the DCSD Strategic Plan from the dropdown menu

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

IMPROVEMENT STRATEGY #1

Type Improvement Strategy Here		Six Systems - Select 1		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1)	Six Systems - Select 1			\$0.00
2)				\$0.00
3)				\$0.00
4)				\$0.00
5)				\$0.00
6)				\$0.00
7)				\$0.00
8)				\$0.00
9)				\$0.00
10)				\$0.00
11)				\$0.00

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
12)	Six Systems - Select 1			\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	Six Systems - Select 1			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00
IMPROVEMENT STRATEGY #2				
<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1)	Six Systems - Select 1			\$0.00
2)				\$0.00
3)				\$0.00
4)				\$0.00
5)				\$0.00
6)				\$0.00

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

7)				\$0.00
8)				\$0.00
9)				\$0.00
10)				\$0.00
11)				\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
12)	<i>Six Systems - Select 1</i>			\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	<i>Six Systems - Select 1</i>			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00

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

IMPROVEMENT STRATEGY #3

<i>Type Improvement Strategy Here</i>		<i>Six Systems - Select 1</i>		
Action Steps/Tasks to Implement Improvement Strategy		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Funding Budgeted to Support Action Step
		Person/Position Responsible	Other (Optional, for school use)	Title I, General, Grant, PTA, Donation, After School, Foundations)
1)	<i>Six Systems - Select 1</i>			\$0.00
2)				\$0.00
3)				\$0.00
4)				\$0.00
5)				\$0.00
6)				\$0.00
7)				\$0.00
8)				\$0.00
9)				\$0.00
10)				\$0.00
11)				\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
12)	<i>Six Systems - Select 1</i>			\$0.00
13)				\$0.00
14)				\$0.00
15)				\$0.00
16)				\$0.00

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

Action Steps/Tasks to Implement Associated with Parent/Family Engagement		Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		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, General, Grant, PTA, Donation, After School, Foundations)
17)	Six Systems - Select 1			\$0.00
18)				\$0.00
19)				\$0.00
20)				\$0.00
21)				\$0.00
CSIP Progress Monitoring Cycle 1: CSIP Monitoring Cycle				
CSIP Progress Monitoring Cycle 2: CSIP Monitoring Cycle				
CSIP Progress Monitoring Cycle 3: CSIP Monitoring Cycle				

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

School Name: **Snapfinger Elementary School**

School Number: **4000**

Principal: Rickey L. Wright Jr.

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

Priority Area 4

0

Improvement Strategy #1

Type Improvement Strategy Here

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

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

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

Improvement Strategy #2

Type Improvement Strategy Here

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

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

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

Improvement Strategy #3

Type Improvement Strategy Here

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

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

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

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

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

Improvement Strategy #2

Type Improvement Strategy Here

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

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

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

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

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

TITLE I POSITION SALARY WORKSHEET (1-6)

School Name/Number:	Snapfinger Elementary School	4000
Principal:	Rickey L. Wright Jr.	
LEA Name/Number:	DeKalb County School District (644)	

Position #	#1	#2	#3	#4	#5	#6
Employee Number:		20071348	19765438			
Last Name of Title I Paid Person		Collier	Rivers			
First Name of Title I Paid Person		Raiko	Lottie			
Position		Academic Coach	Parent Liasion, Title I			
Position Number:						
Budget Account Code	#N/A	402.2213.519100.40024.400 0.1750.FAC.030.2025	402.2100.517700.40024.400 0.1750.FAC.030.2025	#N/A	#N/A	#N/A
Grade Level		K-5th	K-5th		40	
Subject Licensed		Elementary ED	Elementary Ed			
Certified or Non-Certified		Certified	Non-Certified			
Regular DCSD Employee		Yes	No			
% Title I Paid	0%	100%	100%			
% Paid by Other Sources	0%	0%	0%	0%		
Base Salary for Year		\$92,000.00	\$15,000.00			
Salary Adjustment %	0.00%	2.50%	2.50%	0.00%	0.00%	0.00%
Salary Adjustment Annual Amt.	\$0.00	\$2,300.00	\$375.00	\$0.00	\$0.00	\$0.00
Annual Salary	\$0.00	\$94,300.00	\$15,375.00	\$0.00	\$0.00	\$0.00
Alternative Benefits	\$0.00	\$2,498.95	\$1,176.19	\$0.00	\$0.00	\$0.00
Retirement	\$0.00	\$19,708.70	\$0.00	\$0.00	\$0.00	\$0.00
Health Insurance	\$0.00	\$21,120.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Benefits	\$0.00	\$43,327.65	\$1,176.19	\$0.00	\$0.00	\$0.00
Total Cost of Position	\$0.00	\$137,627.65	\$16,551.19	\$0.00	\$0.00	\$0.00
FTEs	0.00	1.00	1.00	0.00	0.00	0.00

TITLE I POSITION SALARY WORKSHEET (7-12)

Snapfinger Elementary School	4000
Rickey L. Wright Jr.	
DeKalb County School District (644)	

#7	#8	#9	#10	#11	#12
#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
0.00	0.00	0.00	0.00	0.00	0.00

TUTOR WORKSHEET

School Name/Number:

Snapfinger Elementary School

School Number: **4000**

Principal:

Rickey L. Wright Jr.

LEA Name/Number:

DeKalb County School District (644)

Person's Name or Vacant	No Of Pos.	Daytime or After School	Regular DCSD Employee (Also works as teacher, asst., etc.)	Title I Paid Hours per Week (Not to exceed 28.5)	Total Number of Weeks	Total Hours for School Year	Hourly Rate	Salary for Year	FICA	Total Cost of Positions	TOTALS			
Vacant	1	Daytime	No	0	30	0	40.00	0.00	0.00	0.00				
Vacant	1	Daytime	No			0		0.00	0.00	0.00				
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00				
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00				
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	Salary - Daytime	0.00		
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	Salary - AfterSchool	0.00		
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	FICA - Daytime	0.00		
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	FICA - AfterSchool	0.00		
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	FICA - Total	0.00		
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	Cost - Daytime	0.00		
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	Cost - AfterSchool	0.00		
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	Total Cost - All	0.00		

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

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

TOTALS

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

TOTALS

Person's Name or Vacant	No Of Pos.	Daytime or After School	Regular DCSD Employee (Also works as teacher, asst., etc.)	Title I Paid Hours per Week (Not to exceed 28.5)	Total Number of Weeks	Total Hours for School Year	Hourly Rate	Salary for Year	FICA	Total Cost of Positions	TOTALS
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
	1	Select from drop down menu	Select from drop down menu			0		0.00	0.00	0.00	
Totals					30	0		0.00	0.00	0.00	

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

TITLE I BUDGET SHEET

TITLE I BUDGET SHEET

School Name: **Snapfinger Elementary School**
 Principal: Rickey L. Wright Jr.
 LEA: DeKalb County School District (644)

School Number: 4000

Title I Allocation
\$256,620.00

BudgetCode	Budget Category	Total	Description	Evidence Level
402.1000.511000.40024.4000.1750.FA	Teacher Salary	\$0.00		
402.1000.521000.40024.4000.1750.FA	Teacher and Paraprofessional Group Health	\$0.00		
402.1000.523000.40024.4000.1750.FA	Teacher and Paraprofessional Retirement	\$0.00		
402.1000.514000.40024.4000.1750.FA	Paraprofessional Salary	\$0.00		
402.1000.511300.40024.4000.1750.FA	Substitutes for Certified Teacher Salaries	\$0.00		
402.1000.519900.40024.4000.1750.FA	Afterschool/Daytime Tutorial	\$0.00		
402.1000.522000.40024.4000.1750.FA	Instructional FICA (Teacher,Para,Subs,Tutor)	\$0.00		
			Write Score supplemental program for grades 3-5 to enhance my view writing components to improve student achievement throughout the school day.	
402.1000.530000.40024.4000.1750.FA	Instructional Contracted Services	\$2,790.25		Strong
402.1000.532100.40024.4000.1750.FA	Instructional Contracted Services Teacher Salary (Charter Schools Only)	\$0.00		
			Supplemental supplies for students in grades K-5, to supplement core instruction during the schools day. Copy paper, toner, educational games, workbooks, composition writing books, home to school instructional materials, pens, pencils, folders, and journals.	
402.1000.561000.40024.4000.1750.FA	Instructional Supplies	\$58,030.91		Strong
402.1000.561100.40024.4000.1750.FA	Instructional Technology Supplies	\$0.00		

402.1000.553200.40024.4000.1750.FA	Instructional Computer Software	\$0.00		
402.1000.561500.40024.4000.1750.FA	Instructional Equipment	\$0.00		
402.1000.573400.40024.4000.1750.FA	Instructional Equipment (greater than or equal to \$5000)	\$0.00		
402.1000.561600.40024.4000.1750.FA	Instructional Computers	\$0.00		
402.1000.564200.40024.4000.1750.FA	Instructional Books and Periodicals	\$0.00		
402.1000.519900.40024.4000.1750.FA	ADD PFE Facilitator Extra Activity	\$0.00		
402.1000.522000.40024.4000.1750.FA	ADD PFE Facilitator Extra Activity FICA	\$0.00		
402.2100.530000.40024.4000.1750.FA	ADD PFE Contracted Services	\$0.00		
402.2100.553000.40024.4000.1750.FA	ADD PFE Communications	\$0.00		
402.2100.558000.40024.4000.1750.FA	ADD PFE Travel of Employees	\$0.00		
402.2100.581000.40024.4000.1750.FA	ADD PFE Registration Fees	\$0.00		
402.2100.561000.40024.4000.1750.FA	ADD PFE Supplies	\$0.00		
402.2100.553200.40024.4000.1750.FA	ADD PFE Computer Software	\$0.00		
402.2100.561100.40024.4000.1750.FA	ADD PFE Technology Supplies	\$0.00		
402.2100.561500.40024.4000.1750.FA	ADD PFE Expendible Equipment	\$0.00		
402.2100.561600.40024.4000.1750.FA	ADD PFE Expendible Computer Equipment	\$0.00		
402.2100.564200.40024.4000.1750.FA	ADD PFE Books and Periodicals	\$0.00		
402.2100.517700.40024.4000.1750.FA	Parent Liaison Salary	\$15,375.00	Salary for 1 part-time Parent Liaison to support parent family engagement during the school year.	Strong
402.2100.521000.40024.4000.1750.FA	Parent Liaisons Group Health	\$0.00		
402.2100.523000.40024.4000.1750.FA	Parent Liaisons Teacher Retirement	\$0.00		
402.2100.522000.40024.4000.1750.FA	Parent Liaisons FICA	\$1,176.19	Alternative benefits for 1 part-time Parent Liaison	
402.2213.511400.40024.4000.1750.FA	PL Substitutes for Certified Teacher	\$0.00		
402.2213.522000.40024.4000.1750.FA	PL FICA (Subs, Stips, Academic Coach)	\$2,498.95	Alternative benefits for 1 Academic Coaches	
402.2213.511600.40024.4000.1750.FA	PL Stipends	\$0.00		

402.2213.519100.40024.4000.1750.FA	Academic Coach Salaries	\$94,300.00	Salary for 1 full time academic coaches to supplement core instruction for students in Grades k-12 fro jobembedded professional learning in ELA, reading, math, science and /or Social Studies, modeling pedagogy and providing supplemental content strategies.	Strong
402.2213.521000.40024.4000.1750.FA	Academic Coach Group Health	\$21,120.00	Group Health for 1 Full time Academic Coaches	
402.2213.523000.40024.4000.1750.FA	Academic Coach Teacher Retirement	\$19,708.70	Retirement for 1 full time academics coaches	
402.2213.530000.40024.4000.1750.FA	PL Contracted Services	\$0.00		

402.2213.558000.40024.4000.1750.FA	PL Travel of Employees	\$30,000.00	academic coach, and teacher leader will attend the 2025 National Summit For Educational Equity (Washington DC): Airfare (4x469=1876),Baggage (4x35x4= 560) and hotel (4x1,099=4,396.00) , Transportation (45x4=180).The principal, academic coach, and teacher leader will attend the Innovative Schools Summit: Hotel in Las Vegas (4x984=3,936), Airfare (4x699=2,796), Baggage(3x35x3= 420),Transportation (45x2=90), Get your teach on conference , Hotel (5x327=1,635),	Strong
402.2213.581000.40024.4000.1750.FA	PL Registration Fees	\$8,500.00	Registration for 3 staff members to attend the 2025 Innovative School Summit (4 X \$795 = \$3180) and 4 staff members to attend the National Summit For Educational Equity (4 X \$599 = \$2396)	Strong
402.2213.561000.40024.4000.1750.FA	PL Supplies	\$0.00		
402.2213.553200.40024.4000.1750.FA	PL Computer Software	\$0.00		
402.2213.561500.40024.4000.1750.FA	PL Equipment	\$0.00		
402.2213.564200.40024.4000.1750.FA	PL Books and Periodicals	\$0.00		
402.2220.564200.40024.4000.1750.FA	Educational Media Books and Periodicals	\$0.00		
402.2600.518600.40024.4000.1750.FA	Custodian Extra Activity	\$0.00		
402.2600.522000.40024.4000.1750.FA	Custodian FICA	\$0.00		
402.2700.518000.40024.4000.1750.FA	Transportation Bus Driver Extra Activity	\$0.00		

402.2700.522000.40024.4000.1750.FA	Transporation Bus Driver FICA	\$0.00		
402.2700.562000.40024.4000.1750.FA	Transportation Gas or Diesel Fuel	\$0.00		
402.2100.559500.40024.4000.1750.FA	Transportation For Parents	\$0.00		
TOTAL BUDGET		\$253,500.00		
DIFFERENCE		\$3,120.00		
(red)=overbudget				
black=underbudget/balanced				

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

TITLE I BUDGET SHEET

TITLE I BUDGET SHEET

School Name: **Snapfinger Elementary School**
 Principal: Rickey L. Wright Jr.
 LEA: DeKalb County School District (644)

School Number: 4000

Parent/Family Engagement Set-Aside
\$2,866.50

BudgetCode	Budget Category	Total	Description	Evidence Level
402.2100.519900.30124.4000.1750.FAC	PFE Facilitator Extra Activity	\$0.00		
402.2100.522000.30124.4000.1750.FAC	PFE FICA	\$0.00		
402.2100.530000.30124.4000.1750.FAC	PFE Contracted Services	\$0.00		
402.2100.553000.30124.4000.1750.FAC	PFE Communications	\$2,000.00	Postage to send communication home to parents 10 books of \$20	Strong
402.2100.558000.30124.4000.1750.FAC	PFE Travel of Employees	\$0.00		
402.2100.581000.30124.4000.1750.FAC	PFE Registration Fees	\$0.00		
402.2100.561000.30124.4000.1750.FAC	PFE Supplies	\$1,510.00	Materials used for make and take, Literacy Night, Math Night, Science Night	Strong
402.2100.553200.30124.4000.1750.FAC	PFE Computer Software	\$0.00		
402.2100.561100.30124.4000.1750.FAC	PFE Technology Supplies	\$0.00		
402.2100.561500.30124.4000.1750.FAC	PFE Expendible Equipment	\$0.00		
402.2100.561600.30124.4000.1750.FAC	PFE Expendible Computer Equipment	\$0.00		
402.2100.564200.30124.4000.1750.FAC	PFE Books and Periodicals	\$0.00		
TOTAL BUDGET		\$3,510.00		
DIFFERENCE		(\$643.50)		
(red)=overbudget				

black=underbudget/balanced			
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