

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

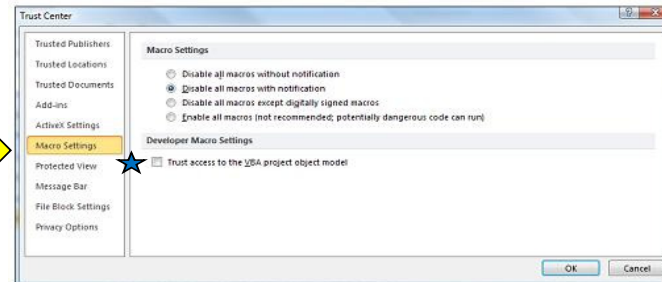
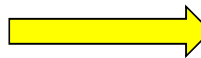
These directions are provided as a quick guide and complement the Support Sessions offered and the DCSD CSIP Screen Cast.

ALL SCHOOLS

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

Change macro settings in the Trust Center.

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



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

All schools will complete the following worksheets/tabs:

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

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

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

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

Cover Sheet

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

Data Analysis/ Comprehensive Needs Assessment

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

Priority Area Worksheets

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

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

Structure/Processes:

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

Monitoring for Fidelity:

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

Resources:

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

Professional Learning:

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

Family Engagement:

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

Personnel:

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

For Title I Schools:

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

ALL TITLE I SCHOOLS

Title I Worksheets

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

Priority Area, Improvement Strategies, and Action Steps

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

Title I Components

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

Budget Category

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

Budget Code

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

Amount

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

Total Federal Funding for Action Step

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

Professional Learning

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

Parent and Family Engagement

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

Tutor Worksheet

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

Person's Name or Vacant

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

Daytime or After school Tutoring

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

Regular DCSD Employee

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

Title I Paid Hours per Week

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

Total Number of Weeks

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

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

Title I Position Salary Worksheet (1-8)

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

Person's Employee Number, if known

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

Last name of the Title I Paid Position

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

First name of the Title I Paid Position

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

Position name

- From the drop down menu, select the position.

Position/Job number

- Enter the position/job number, if known.

Grade Level and/or Subject

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

Subject(s) Licensed

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

Certified or Non-Certified

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

Years of experience

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

Certificate Type/Pay Grade

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

Months

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

Regular DCSD Employee

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

% Title I paid

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

% Paid by other

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

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

Title I Schoolwide Budget Sheet

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

Signature Page

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

CONTINUOUS SCHOOL IMPROVEMENT PLAN (CSIP)

School Name	Snapfinger Elementary School	School Number: 400
School Address	1365 Snapfinger Road, Decatur, GA 30032	
Principal	Mr. Johnny Potter	
District Name/State Local Education Agency (LEA) Number	DeKalb County School District (644)	
Date of Initial Local School Council Vote of Approval	2/6/2020, 7/8/2020	
Date of Last Review/Update		
Principal Signature	_____ (Signature On File)	
Director of Title I Signature	_____ (Signature On File)	

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

District Strategic Plan Goal Alignment
Goal Area I: Student Success with Equity and Access
Goal Area II: Stakeholder Engagement and Communication
Goal Area III: Staff Effectiveness
Goal Area IV: Culture and Climate
Goal Area V: Organizational Excellence
Goal Area VI: Facilities

School Improvement Team Membership	Name
Principal	Mr. Johnny Potter
Parent Representative	Ms. Keyanna Thomas
Math Team Chair	Audriea Davis
Classified Staff Member	Silvester Lolley
Parent Liason	Lottie Rivers
Assistant Principal	Yvonne Browder
Assistant Principal	
Academic Coach	Tamika Sumrall/ Audriea Davis
Counselor	Angelia Garnett
Counselor	Dr. Clifford Johnson
Community Member	Willie Mosley
Parent Representative	Ms. Tameeka Palmer
Literacy Team Chair	Brenda Head
Student Support Specialist	Karsten Edwards
Media Specialist	Meredith Bates
Instructional Support Specialist	Ebony Cobb

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

1. List the data used to identify valid needs for improvement (demographics, student learning, process, perception).

MAP Assessment, College and Career Readiness Performance Index (CCRPI), Georgia Milestones Data, School Climate, and Discipline Data

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

Our 3-year overall CCRPI trend data reflects a 4 point increase from 2018 to 2019. (2017 - 55.3, 2018 - 42.5 and 2019 - 46.9). The overall Closing Gap (Target) increased by 17.4 from 21.9 (2018) to 39.3 (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 of 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.

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 (2018) to 74.25 (2019). The 2019 Math CCRPI Progress score increased by 6.03 from 42.2 (2018) to 48.23 (2019). Due to COVID-19 In 2020, there is no milestone data and lack of MAP data.

To continue to make academic gains, Snapfinger teachers are required to meet weekly in collaborative planning with the support of our Academic Coaches. We are still continuing with the implementation of a 7 period day where teachers are able to increase their educational pedagogy.

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

3. What does the data analysis and/or comprehensive needs assessment tell you about the school's gaps or opportunities for improvement? Based on the analysis, provide a narrative that describes the trend data as the rationale for identification of the gaps or opportunities for improvement (no charts or graphs).

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

Three year trend data demonstrates that Snapfinger Elementary School has struggled to meet state standards, which is noted by the following CCRPI scores: 55.3 (2017), 42.5 (2018), and 46.9 (2019). Although there was an increase from the 2018 score to 2019 score, we are still performing below the district and state. No data reported for 2020, due to the COVID-19 Pandemic.

The three year trend data shows that approximately 55-65% of students in Grades 3-5 at Snapfinger Elementary School consistently perform at the Beginning level on the Georgia Milestones EOG Assessment. During the 2017-2018 school year, 59.5% of our 3-5 students performed at the Beginning level in the area of English Language Arts and 62.6% of our 3-5 students performed at the Beginning level in the area of Math. During the 2018-2019 school year, 55.9% of our 3-5 students performed at the Beginning level in the area of English Language Arts and 65.0% of our 3-5 students performed at the Beginning level in the area of Math. According to Snapfinger Elementary School's 2019-2020 NWEA MAP Projected Proficiency Summary Report, 58.9% of our 3-5 students are projected to perform at the Beginning level on the Georgia Milestones EOG Assessment in the area of English Language Arts and 56.3% of our 3-5 students are projected to perform at the Beginning level in the area of Math.

The percentage of students in Grades 3-5 scoring as Developing Learners on the Georgia Milestones EOG Assessment in the area of English Language Arts are as follows: 32.8% (2017) and 31.3% (2018). According to Snapfinger Elementary School's 2019-2020 NWEA MAP Projected Proficiency Summary Report, 28.1% of our 3-5 students are projected to perform as a Developing Learner on the GA Milestones EOG Assessment in the area of English Language Arts. The percentage of students in Grades 3-5 scoring as Developing Learners on the Georgia Milestones EOG Assessment in the area of Math are as follows: 32.3% (2017) and 25.4% (2018). According to Snapfinger Elementary School's 2019-2020 NWEA MAP Projected Proficiency Summary Report, 34.2% of our 3-5 students are projected to perform as a Developing Learner on the GA Milestones EOG Assessment in the area of Math.

Snapfinger Elementary School's students continue to strive for growth at the Proficient and Distinguished levels. During the 2017-2018 school year, 7.6% of our 3-5 students scored on the Proficient and Distinguished levels in ELA and 5.1% of our 3-5 students scored on the Proficient and Distinguished levels in Math. During the 2018-2019 school year, 12.8% of our 3-5 students scored on the Proficient and Distinguished levels in ELA and 9.6% of our 3-5 students scored on the Proficient and Distinguished levels in Math. Based on the most recent (2019) CCRPI content area target data, students met the target for ELA (29.72 of 26.46 - target met). The students did not meet the target for Math, but showed improvement (23.04 of 23.55 - made progress but did not meet the target). According to Snapfinger Elementary School's 2019-2020 NWEA MAP Projected Proficiency Summary Report, 13% of our 3-5 students are projected to score on the Proficient and Distinguished levels on the Georgia Milestones EOG Assessment in ELA and 9.5% of our 3-5 students are projected to score on the Proficient and Distinguished levels in Math.

For our SWD subgroup, the percentage of SWD students scoring as Beginning Learners in the area of English Language Arts on the Georgia Milestones EOG Assessment are as follows: 81.40% (2017) and 85.29% (2018). For our SWD subgroup, the percentage of SWD students scoring at Beginning Learner in the area of Mathematics on the Georgia Milestones EOG Assessment are as follows: 86.05% (2017) and 91.18% (2018).

For our SWD subgroup, the percentage of SWD students scoring as Developing Learners in the area of English Language Arts on the Georgia Milestones EOG Assessment are as follows: 16.28% (2017), and 8.82% (2018). The percentage of SWD students scoring as Developing Learners in the area of Math on the Georgia Milestones EOG Assessment are as follows: 13.95%(2017), and 2.94% (2018).

For our SWD subgroup, the percentage of SWD students scoring as Proficient Learners in the area of English Language Arts on the Georgia Milestones EOG Assessment are as follows: 2.33% (2017), and 5.88% (2018). During the 2018-2019 school year, the SWD subgroup did not show improvement in English Language Arts (10.29 of 13.03 - subgroup did not meet the target). For our SWD subgroup, the percentage of SWD students scoring as Proficient Learners in the area of Math on the Georgia Milestones EOG Assessment are as follows: 0% (2017), and 5.88% (2018). During the 2018-2019 school year, the SWD subgroup showed improvement in Math, but they did not reach the target (7.35 of 9.80 - subgroup made progress but did not meet the target). During the 2017 and 2018 school years, the percentage of SWD students scoring at the Distinguished Learner level is currently 0.0%.

Snapfinger Elementary School's Climate rating has been consistent as reflected by the following: 2 stars at 83.0 (2017), 2 stars at 86.9 (2018), and 2 stars at 84.30 (2019).

Snapfinger's Elementary School's discipline referrals have been relatively high based on the 3-year trend data: 2017-18 - (32 discipline referrals), 2018-19 - (94 discipline referrals) - , 2019-20 (151 discipline referrals). Our out-of-school suspensions data has increased based on our 3-year trend data: 2017-18 - (43 OSS), 2018-19 - (98 OSS) - , 2019-20 (102 OSS) Based on our climate rating, numbers of discipline referrals, and number of out-of-school suspensions, school culture is a priority area for Snapfinger Elementary School.

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

Teacher turnover data has not been collected. Exit Interview questions will be created for teachers leaving the school. In the future, Snapfinger will track the percentage of teachers leaving. Kindergarten GKIDS scores will be analyzed by the administration.

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

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SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

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

Priority Area 1:

English Language Arts

Priority Area 2:

Math

Priority Area 3:

School Culture

Priority Area 4:

'build students' confidence while increasing comprehension and fluency. Key to any leveled reading program, leveled books support instruction in comprehension, vocabulary, close reading of text, and more.

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

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

Priority Area 1	English Language Arts
*SMART Goal with Performance Measures * Student-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	

DCSD Strategic Plan Goal	DCSD Goal Area 1: 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>Guided Reading</i>		FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step	
	Person/Position Responsible	Other (Optional, for school use)	Title I	
1.) Teachers will implement the daily 3-part lesson framework to build activities that use guided reading strategies. 2.) Students mastery will be measured by scored monthly running records. 3.) Guided reading will be used to increase student's proficiency in ELA using leveled text from the book room. (August 2021- May 2022)	Teachers/Academic Coach	Administration		\$0.00
Teachers will use MAP data to determine lexile levels and match students to level text. Guided reading will support daily instruction of the Readers Workshop Model to increase fluency, reading comprehension and writing across the disciplines. (August 2021- May 2022)	Teachers/Academic Coach	Administration		\$689.80
Students will participate during the day/after school tutorial, and Summer Enrichment to receive supplemental support in reading. (August 2021- May 2022)	Teachers/Academic Coach	Administration		\$2,504.25
5. Students will use Nearpod and I-Ready in centers daily during intervention to improve their Reading skills. (August 2021 - May 2022). Teachers will use Classworks and I-Ready daily to provide individualized instruction, along with monitoring reports to close instructional gaps and monitor progress. (August 2021- May 2022)	Teachers/Academic Coach	Administration		\$0.00
Special Education teachers will implement the different co-teaching models to maximize reading/literacy instruction. Academic Coach/LTSE will support teachers by modeling desired strategies and monitoring co-teaching practices during literacy. The co-teaching models will help to increase student mastery as well as meet student IEP goals. (August 2021- May 2022)	Teachers/Academic Coach/LTSE	Administration		\$0.00
Teachers will use MAP and Georgia Milestone data to identify students in our lowest performing quartile to be served through Leveled Literacy intervention. Administration will revise the master schedule in to order embed intervention groups/classes into the daily schedule. (August 2021- May 2022)	Teachers/Academic Coach	Administration		\$0.00
Instructional Leadership Team and teachers will conduct learning walks using the DCSD walkthrough rubric to monitor and assist with the effective implementation of the Guided Reading strategy. (August 2021- May 2022)	Teachers/Academic Coach	Administration		\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
During Collaborative Planning the Academic Coach will support PL on the use of Guided Reading, during the 3-part lesson plan framework based on district initiatives in order for Teachers to integrate new concepts, strategies, teaching/co-teaching models, and/or materials. - (August 2021- May 2022)	Academic Coach/PLF/LTSE/Teachers	Administration	\$0.00
During Collaborative Planning, Teachers will participate in weekly data talks using Data Analysis Protocol Forms (including MAP, Georgia Milestones, Nearpod and common assessments) to identify instructional gaps, develop interventions, match instructional strategies, differentiate groups and prioritize instruction. -(August 2020- May 2021)	Teachers/Academic Coach	Administration	\$0.00
Extended PL sessions will occur during contractual times (subs and stipends needed) and non-contractual times (afterschool and summers).These sessions are necessary to provide teachers time to analyze literacy data to make the necessary adjustments to the content, process and product of their daily guided reading instruction, LLI, and tready to support students' reading levels.(August 2021- May 2022)	Academic Coach/PLF	Administration	\$2,079.00
School leadership and faculty will have opportunities to participate in professional learning through school, district, state and national conferences/workshops to address the literacy needs of students. (August 2021- June 2022)	Academic Coach/Teachers	Administration	\$0.00
			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
Parent Liaison, Teachers, and Academic Coach will host Literacy Event for parents and families with emphasis on reading strategies and technology resources to support students at home. (August 2021- May 2022).	Parent Liaison/Teachers/Academic Coach	Administration	\$2,555.55
Parent Liaison and Academic Coach will conduct parent Lunch and Learn(If in building) and "Make and Take" sessions to provide parents and families reading strategies, activities and resources. (August 2021- May 2022)	Parent Liaison/Academic Coach	Administration	\$0.00
The parent liaison, assistant principal, counselor, and academic coach will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting the Guided Reading strategy as well as help with their child's transition from pre-K to kindergarten and from 5th grade to middle school. Translations will be made available based on need/requests (stakeholder input meetings, annual meeting, Curriculum Night, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences, email, website) (August 2021 - May 2022)	Parent Liaison/Assistant Principal/Counselor/Academic Coach/Teachers	Administration	\$0.00
			\$0.00
			\$0.00

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

IMPROVEMENT STRATEGY #2

Writing Instruction			FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard	
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step	
	Person/Position Responsible	Other (Optional, for school use)	Title I	
Teachers will implement the daily 3-part lesson framework to build activities that use writing strategies. (August 2021- May 2022)	Teachers/Academic Coach/ISS	Administration		\$0.00
Teachers will individually and collectively score student writing artifacts (i.e. routine short and extended constructed responses) using checklists and rubrics to measure student mastery of writing skills across the genres. (August 2021- May 2022)	Teachers/Academic Coach/ISS	Administration		\$3,801.33
Students will be exposed and utilize writing strategies to increase their proficiency in ELA using Lucy Calkins and Write Score. (August 2021- May 2022)	Teachers/Academic Coach/ISS	Administration		\$2,847.00
Teachers will use components of the writer's workshop model that provides direct instruction, modeling, scaffolding, flexible student groupings, conferencing, and feedback. (August 2021- May 2022)	Teachers/Academic Coach/ISS	Administration		\$0.00
Students will participate during the day/after school tutorial, and Summer Enrichment to receive supplemental support in writing. (August 2021- June 2022)	Teachers/Academic Coach/ISS	Administration		\$0.00
Special Education teachers will implement the different co-teaching models to maximize writing instruction. Academic Coach/LTSE will support teachers by modeling desired strategies and monitoring co-teaching practices during literacy. The co-teaching models will help to increase student mastery as well as meet student IEP goals. (August 2021- May 2022)	Teachers/Academic Coach/ISS	Administration		\$0.00
Instructional Leadership Team and teachers will conduct learning walks using the DCSD walkthrough rubric to monitor and assist with the effective implementation of the Writing Instruction strategy. (August 2021- May 2022)				\$0.00
Students will use the writing process daily for planning, evaluating, revising and self editing. (August 2021- May 2022)				\$0.00
Students will be provided opportunities daily, to write in multiple content areas. (August 2021 - May 2022)				\$0.00
				\$0.00
				\$0.00
				\$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)			Supplemental Title I Funding Budgeted to Support Action Step	
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I	
During Collaborative Planning the Academic Coach will support PL on the use of Writing Instruction, during the 3-part lesson plan framework based on district initiatives in order for Teachers to integrate new concepts, strategies, teaching/co-teaching models, and/or materials. - (August 2021- May 2022)	Academic Coach/ISS/PLF/LTSE/ Teachers	Administration		\$0.00
During Collaborative Planning, Teachers will participate in weekly data talks using Data Analysis Protocol Forms (including MAP, Georgia Milestones, Classworks, Iready, Raz Kids and common assessments) to identify instructional gaps, develop interventions, match instructional strategies, differentiate groups and prioritize instruction. (August 2021- May 2022)	Academic Coach/ISS/PLF/LTSE/ Teachers	Administration		\$0.00
Teachers will participate in Extended PL sessions that will occur during contractual times (subs and stipends needed) and non-contractual times (afterschool and summers). These sessions are necessary to provide teachers time to analyze literacy data to make the necessary adjustments to the content, process and product of their daily guided reading instruction to support students' reading	Academic Coach/ISS/PLF/LTSE/ Teachers	Administration		\$0.00
	Academic Coach/ISS/PLF/LTSE/ Teachers	Administration		\$0.00
				\$0.00

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

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
Identify parent/family engagement activities, providers, and the dates activities will begin and end.			
Parent Liaison, Teachers, and Academic Coach/ISS will host Literacy Event for parents and families with emphasis on reading strategies and technology resources to support students at home. (August - May).	Parent Liaison/Academic Coach/ISS	Administration	\$0.00
Parent Liaison, Academic Coach/ISS will conduct parent Lunch and Learn and "Make and Take" sessions to provide parents and families reading strategies, activities and resources. (August-May)	Parent Liaison/Academic Coach/ISS	Administration	\$0.00
The parent liaison, assistant principal, counselor, and academic coach will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting the Guided Reading strategy as well as help with their child's transition from pre-K to kindergarten and from 5th grade to middle school. Translations will be made available based on need/requests (stakeholder input meetings, annual meeting, Curriculum Night, Core Content Nights, CSIP, compact and policy	Parent Liaison/Academic Coach/ISS	Administration	\$0.00
			\$0.00
			\$0.00

IMPROVEMENT STRATEGY #3

FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard

Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
			\$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

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
			\$3,173.70
			\$0.00
			\$0.00
			\$0.00
			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$3,173.70

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

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

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

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

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

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

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

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

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

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

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

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

We will adjust strategies accordingly, but will continue to implement some CSIP strategies for ELA and Math that impacted student achievement. Due to Covid-19, students did not participate in Spring MAP assessment and Milestone assessment. Based on our 3 year trend data, we will adjust our strategies to meet the needs of our students and priority areas will remain the same for the 2021-22 school year.

TITLE I PROGRAM WORKSHEET (SWP and TA)

School Name: **Snapfinger Elementary School**

School Number: **400**

Principal: Mr. Johnny Potter

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

Priority Area 1

English Language Arts

Improvement Strategy #1

Guided Reading

Action Steps to Implement Improvement Strategy	Title I Program Component	#1			#2			#3	
		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code
1.)Teachers will implement the daily 3-part lesson framework to build activities that use guided reading strategies. 2.)Students mastery	Schoolwide Reform Strategies (TA & SWP) Activities for children experiencing difficulty	Instructional Supplies	204-38-53-00-400204-400-1750						
Teachers will use MAP data to determine lexile levels and match students to level text. Guided reading will support daily instruction of the	Schoolwide Reform Strategies (TA & SWP) Activities for children experiencing difficulty Coordination & Integration of Federal, State, and	Instructional Supplies	204-38-53-00-400204-400-1750	\$689.80					
Students will participate during the day/after school tutorial, and Summer Enrichment to receive supplemental support in reading.	Activities for children experiencing difficulty Coordination & Integration of Federal, State, and Local Services - (TA & SWP)	Transportation Bus Driver Extra Activity	204-56-17-00-400204-400-1750	\$1,500.29	Instructional Supplies	204-38-53-00-400204-400-1750	\$500.00	Transportation Gas or Diesel Fuel	204-56-95-00-400204-400-1750
5. Students will use Nearpod and I-Ready in centers daily during intervention to improve their Reading skills. (August 2021 - May 2022).	Schoolwide Reform Strategies (TA & SWP) Strategies to attract teachers that meet state determined professional qualifications to high-need								
Special Education teachers will implement the different co-teaching models to maximize reading/literacy instruction. Academic									
Teachers will use MAP and Georgia Milestone data to identify students in our lowest performing quartile to be served through									
Instructional Leadership Team and teachers will conduct learning walks using the DCSD walkthrough rubric to monitor and assist with									
0									
0									
0									
0									
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
During Collaborative Planning the Academic Coach/ will support PL on the use of Guided Reading, during the 3-part leasson plan framework based on district initiatives in order for Teachers to integrate new concepts, strategies, teaching/co-teaching models, and/or materials. - (August 2021-									
During Collaborative Planning, Teachers will participate in weekly data talks using Data Analysis Protocol Forms (including MAP, Georgia Milestones, Nearpod and common assessments) to identify instructional gaps, develop interventions, match instructional strategies, differentiate groups									

TITLE I PROGRAM WORKSHEET (SWP and TA)

Extended PL sessions will occur during contractual times (subs and stipends needed) and non-contractual times (afterschool and summers). These sessions are necessary to provide teachers time to analyze literacy data to make the necessary adjustments to the content, process and product of their daily guided reading instruction, LLI, and Iready to support students' reading levels. (August School leadership and faculty will have opportunities to participate in professional learning through school, district, state and national conferences/workshops to address the literacy needs of students. (August 2021- June 2022)		PL Stipends	204-44-12-00-400204-400-1750	\$2,079.00					
0				\$0.00	PL Travel of Employees	204-44-33-00-400204-400-1750	\$0.00		
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
Parent Liaison, Teachers, and Academic Coach will host Literacy Event for parents and families with emphasis on reading strategies and	5) Provide regular opportunities for parents to meet with school staff	PFE Supplies	204-42-53-00-301204-400-1750	\$1,555.55	PFE Contracted Services	204-42-95-00-301204-400-1750	\$1,000.00		
Parent Liaison and Academic Coach/ will conduct parent Lunch and Learn (If in building) and "Make and Take" sessions to provide	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and	PFE Books and Periodicals	204-42-62-00-301204-400-1750						
The parent liaison, assistant principal, counselor, and academic coach will provide stakeholders information and opportunities to	12) Ensure that information is clear and understandable for parents, translate as needed 9) Provide materials and training to help parents								
	0								
	0								

Improvement Strategy #2

Writing Instruction

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
Teachers will implement the daily 3-part lesson framework to build activities that use writing strategies. (August 2021- May 2022)	Select from drop down menu - you may select more than one Schoolwide Reform Strategies (TA & SWP)								
Teachers will individually and collectively score student writing artifacts (i.e. routine short and extended constructed responses) using	Schoolwide Reform Strategies (TA & SWP) Activities for children experiencing difficulty	Instructional Supplies	204-38-53-00-400204-400-1750	\$3,801.33					
Students will be exposed and utilize writing strategies to increase their proficiency in ELA using Lucy Calkins and Write Score. (August	Schoolwide Reform Strategies (TA & SWP)	Instructional Contracted Services	204-38-95-00-400204-400-1750	\$2,847.00					
Teachers will use components of the writer's workshop model that provides direct instruction, modeling, scaffolding, flexible student									
Students will participate during the day/after school tutorial, and Summer Enrichment to receive supplemental support in writing. (August									
Special Education teachers will implement the different co-teaching models to maximize writing instruction. Academic Coach/LTSE will support									
Instructional Leadership Team and teachers will conduct learning walks using the DCSD walkthrough rubric to monitor and assist with									
Students will use the writing process daily for planning, evaluating, revising and self editing. (August 2021- May 2022)									

TITLE I PROGRAM WORKSHEET (SWP and TA)

Students will be provided opportunities daily, to write in multiple content areas. (August 2021 - May 2022)										
0										
0										
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		
During Collaborative Planning the Academic Coach will support PL on the use of Writing Instruction, during the 3-part lesson plan framework based on district initiatives in order for Teachers to integrate new concepts, strategies, teaching/co-teaching models, and/or materials. - (August 2021-										
During Collaborative Planning, Teachers will participate in weekly data talks using Data Analysis Protocol Forms (including MAP, Georgia Milestones, Classworks, Iready, Raz Kids and common assessments) to identify instructional gaps, develop interventions, match instructional strategies,										
Teachers will participate in Extended PL sessions that will occur during contractual times (subs and stipends needed) and non-contractual times (afterschool and summers).These sessions are necessary to provide teachers time to analyze literacy data to make the necessary adjustments to										
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0										
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	
Parent Liaison, Teachers, and Academic Coach/ISS will host Literacy Event for parents and families with emphasis on reading	You may select more than one component from the following components - Components 1-13 are required									
Parent Liaison, Academic Coach/ISS will conduct parent Lunch and Learn and "Make and Take" sessions to provide parents and families	3) Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs and Schoolwide									
The parent liaison, assistant principal, counselor, and academic coach will provide stakeholders information and opportunities to										
0										
0										
Improvement Strategy #3										
0										
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	
0	Select from drop down menu - you may select more than one									
0										

TITLE I PROGRAM WORKSHEET (SWP and TA)

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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
0		Instructional Supplies	204-38-53-00-400204-400-1750	\$3,173.70					
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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
0	You may select more than one component from the following components - Components 1-13 are required								
0									
0									
0									
0									



Amount

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\$503.96

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TITLE I PROGRAM WORKSHEET (SWP and TA)

School Name: **Snappfinger Elementary School**

School Number: **400**

Priority Area 1

English Language Arts

Improvement Strategy #1

Guided Reading

#4			#5			#6			
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$689.80
									\$2,504.25
									\$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
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)

									\$2,079.00
									\$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
									\$2,555.55
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
								Subtotal #1:	\$7,828.60

Improvement Strategy #2

Writing Instruction

#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
									\$3,801.33
									\$2,847.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00

TITLE I PROGRAM WORKSHEET (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
									\$0.00
								Subtotal #2:	\$6,648.33

Improvement Strategy #3									
0									
#4			#5			#6			
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00

TITLE I PROGRAM WORKSHEET (SWP and TA)

									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (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
									\$3,173.70
									\$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:	\$3,173.70

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
*SMART Goal with Performance Measures * <u>S</u> tudent-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	By the end of the 2021-2022 school year, Snapfinger ES will improve 3rd and 5th grade student mastery of academically rigorous learning standards in numbers and operations and mathematical fluency as measured: 1.) By a 3% increase in the number of students showing growth on the GA Milestones. 2.) Meet state and subgroup performance targets for economically disadvantaged students and students with disabilities. 3.) Meet and exceed mean expected growth projection for mathematics RIT scores on the MAP assessment.
DCSD Strategic Plan Goal	DCSD Goal Area 1: Student Success with Equity and Access

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

IMPROVEMENT STRATEGY #1

Number Talks	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
Students will utilize the number talks routine to build flexibility and accuracy in mathemactic to increase math proficiency and number sense. (August 2021- May 2022). Students will utilize math manipulative kits to improve accuracy in mathemactic to increase math proficiency and number sense.	Teachers/Academic Coach	Administration	\$18,000.00
Special Education teachers will implement the different co-teaching models to maximize math instruction. Academic Coach/LTSE will support teachers by modeling desired strategies and monitoring co-teaching practices during math. The co-teaching models will help to increase student mastery as well as meet student IEP goals. (August 2021- May 2022)	Teachers/Academic Coach/LTSE	Administration	\$0.00
Instructional Leadership Team and teachers will conduct learning walks using the DCSD walkthrough rubric to assist with the effective implementation of the Number Talk strategy. (August 2021- May 2022)	Teachers/Academic Coach	Administration	\$0.00
Students will participate in during the day/afterschool tutorial, and Summer Enrichment to receive supplemental support in math. (August 2021- June 2022). (August 2021- May 2022)	Teacher	Administration	\$0.00
Students will be assessed through common formative assessments to ensure progress towards mastering the standards and progress of computation skills.. (August 2021- May 2022)	Teacher/Academic Coach.	Administration	\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00

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

			\$0.00
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PRIORITY AREA 2, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
During Collaborative Planning the Academic Coach will support PL on the use of 3Read Protocol and Number Talks, during the 3-part lesson plan framework based on district initiatives in order for Teachers to integrate new concepts, strategies, teaching/co-teaching models, and/or materials. - (August 2021- May 2022)	Teachers/Academic Coach/ LTSE	Administration	\$0.00
During Collaborative Planning Teachers will participate in weekly data talks using data analysis protocol forms(including MAP, GA Milestones, Nearpod, I-Ready and Common Assessments) to identify instructional gaps, develop interventions, match instructional strategies, differentiate groups, and prioritize instruction. (August 2021- May 2022)	Teachers/Academic Coach.	Administration	\$0.00
School leadership and faculty will have opportunities to participate in professional learning through school, district, state and national conferences/workshops to learn innovative strategies best practices related to core instruction in order to enhance district initiatives . (August 2021- June 2022)	Academic Coach	Administration	\$0.00
Teachers will participate in Extended PL sessions during contractual times (subs and stipends needed) and non-contractual time (afterschool and summers). These sessions are necessary to provide teachers time to analyze math data and make the necessary adjustments to the content, process and product of their daily math instruction . (August 2021- May 2022)	Academic Coach	Administration	\$0.00
			\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify parental engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
Parent Liaison, Teachers and Academic Coach will conduct Math Event for parent and families with emphasis on number and operation strategies. (August 2021- May 2022)	Parent Liaison, Academic Coach.	Administration	\$0.00
Parent Liaison will conduct parent Lunch and Learn and "Make and Take" sessions to provide parents and families math strategies, activities and resources. (August 2021- May 2022)	Parent Liaison/Academic	Administration	\$0.00
The parent liaison, assistant principal, counselor, and academic coach, will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting the Number Talk strategy as well as help with their child's transition from pre-K to kindergarten and from 5th grade to middle school. Translations will be made available based on need/requests (stakeholder input meetings, annual meeting, Curriculum Night, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences, email, website) (August 2021 - May 2022)	Parent Liaison, Assistant Principal, Academic Coach, Teachers, & counselors	Administration	\$260.00
			\$0.00
			\$0.00

IMPROVEMENT STRATEGY #2

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

<i>3 Read Protocol</i>	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
Teacher will implement the 3 read protocol within the 3 part math lesson framework to increase students ability to read, comprehend, and solve math problems. (August 2021- May 2022)	Teachers/Academic Coach	Administration	\$0.00
Students will utilize UPS problem solving approach within the 3 read protocol to understand the question, identify relevant and irrelevant information, choose a plan to solve the problem, solve it, and check answers. (August 2021- May 2022)	Teachers/Academic Coach	Administration	\$0.00
Students will participate in during the day/after school tutorial, and Summer Enrichment to receive supplemental support in math. (August 2021- June 2022). (August 2021- May 2022)	Academic Coach	Administration	\$0.00
Teachers will assess regularly through MAP, common formative assessments and Benchmarks to plan for instruction and intervention to ensure that students demonstrate progress toward mastering the standards. Student data will be analyzed mid-year to determine who will continue, who will exit and who will be added to the intervention groups. (August 20201- May 2022)	Teachers/Academic Coach	Administration	\$0.00
Special Education teachers will implement the different co-teaching models to maximize math instruction. Academic Coach and LTSE will support teachers by modeling desired strategies and monitoring co-teaching practices during math. The co-teaching models will help to increase student mastery as well as meet student IEP goals. (August 2021- May 2022)	Teacher/Academic Coach/ISS/LTSE	Administration	\$0.00
Instructional Leadership Team and teachers will conduct learning walks using the DCSD walkthrough rubric/3 Read Protocol look-for form to monitor and assist with the effective implementation of the 3 Read Protocol strategy. (August 2021- May 2022)	Teachers/Academic Coach	Administration	\$0.00
Students will be assessed frequently using MAP, and Common formative Assessments, to make sure they understand the first read(Understand Context), second read(Understand the Math) and third read(Elicit questions based on the scenerio). (August 2021 - May 2022)	teachers/Academic Coach	Administration	\$0.00
	Teachers/Academic Coach	Administration	\$0.00
Students will have daily discussions and conversations discussing the math story, making connections to their own experiences, and learn new math vocabulary. (August 2021 - May 2022)	Teachers/Academic Coach	Administration	\$0.00
			\$0.00
			\$0.00
Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
During Collaborative Planning Teachers will participate in weekly data talks using data analysis protocol forms(including MAP, GA Milestones, Nearpod, I-Ready and Common Assessments) to identify instructional gaps, develop interventions, match instructional strategies, differentiate groups, and prioritize instruction. (August 2021- May 2022)	Teachers/Academic Coach	Administration	\$0.00
			\$0.00

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

School leadership and faculty will have opportunities to participate in professional learning through school,district, and state conferences/workshops to learn innovative strategies best practices related to core instruction in order to enhance district initiatives. (August 2021 - June 2022)	Teachers/Academic Coach	Administration	\$0.00
During Collaborative Planning the Academic Coach will support PL on the use of the 3-Read Protocol strategy, during the 3-part leasson plan framework based on district initiatives in order for Teachers to integrate new concepts, strategies, teaching/co-teaching models, and/or materials. - (August-May)	Academic Coach & Math PLF's/LTSE/Teachers	Administration	\$0.00
Teachers will participate in Extended PL sessions during contractual times (subs and stipends needed) and non-contractual time (afterschool and summers). These sessions are necessary to provide teachers time to analyze math data and make the necessary adjustments to the content, process, and product of their daily math instruction.(August-May)	Academic Coach & Math PLF's	Administration	\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
Parent Liasion, and Academic Coach, will implement Lunch and Learn and "Make and Take" parent and family workshops, emphasizing mathematical strategies, activities and district initiatives, to demonstrate best practices that are used during math instruction. (August 2021-May 2022)	Parent Liaison/Academic Coach	Administration	\$300.00
Parent Liasion, Academic Coach, and Teachers will implement Math Event to provide stakeholders with information and opportunities to participate input/feedback and request resources to assist their children at home with Math content and transition to the next grade level. (August - May)	Parent Liaison, Academic Coach, Teachers	Administration	\$0.00
The parent liaison, assistant principal, counselor, and academic coach will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting the 3 Read Protocol strategy as well as help with their child's transition from pre-K to kindergarten and from 5th grade to middle school. Translations will be made available based on need/requests (stakeholder input meetings, annual meeting, Curriculum Night, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences, email, website) (August 2021 - May 2022)	Parent Liaison and Academic Coach/counselors	Administration	\$0.00
			\$0.00
			\$0.00

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

IMPROVEMENT STRATEGY #3

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

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

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
Identify parent/family engagement activities, providers, and the dates activities will begin and end.			
17)			\$0.00
18)			\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00
Review and Reflect: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make based upon the outcomes of the strategy implementation (ACT).			
How will you determine whether the strategies led to reaching the SMART Goal? (Include formative, benchmark, and summative data as appropriate.)			
We will use formative and summative assessments, local school benchmark data and MAP data for data talks to measure whether we are progressing or have met the SMART goal. In addition, we will conduct weekly meetings with the Instructional Leadership Team (ILT) and monitor weekly collaborative/instructional planning to will help us determine if our improvement strategies are being implemented as designed. We will monitor the following: (1) Monthly/Bi-Monthly Department Chair Meetings (face-to-face and Virtual)-AP's will monitor and report to ILT weekly; (2) Classroom Observations-ILT will monitor weekly/bi-weekly along with LTSE; (3) Student "Support Watch List" Logs-Counselor will monitor and report to ILT weekly (4) RTI/MTSS Updates-Student Support Specialist will monitor and report to Head Counselor/ILT; (5) Weekly			
What data will be used to determine whether the improvement strategies were deployed with fidelity?			
(1) MAP Assessment; (2) District Benchmarks; (3) Pre/Post Tests (Common); (4) Signature Logs from PLC; (5) Grade level and Curriculum Leader's Meetings Notes; (6) Response to Intervention from Infinite Campus; (7) Data Talks; (8) Portal Usage Report from Infinite Campus; (9) GA Milestones Assessment; (10) CCRPI Overall Points			
What does the data/evidence show regarding the results of the implemented strategies?			
Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?			
ELA and Math teachers analyzed Pre/Post unit data, Benchmark Data, and Fall MAP data to determine students' area of needs during weekly collaborative planning. The Academic Coach and grade level administrators review lesson plans and provide feedback to teachers. Teachers' lesson plans must include differentiated instruction to increase students master, reflect the 3-part lesson, and include formative assessments throughout lesson plans. We have determined that our teachers need of additional professional learning on ELA and Math strategies, Academic Coaches and administration will increase classroom observations to monitor implementation of CSIP strategies, and instructional planning will be monitored to ensure teachers are reviewing and collaborating about student data. We will not change our ELA and math			
Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?			
We will not change CSIP strategies but will continue to implement CSIP strategies for ELA and math. The Academic Coaches has planned to work with teachers with the RACE strategy to support writing. Our Winter MAP data did reflect an increase of beginning learners from our Fall MAP assessments. Our administration and the Academic Coaches will work with teachers to identify high-impact students and targeted students to prepare for Milestone assessment. Each teacher will review MAP data during collaborative planning to develop their CCRPI support plan. These plans will be monitored by the Academic Coaches to gauge students' growth.			
Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?			
We will adjust CSIP strategies but will continue to implement some CSIP strategies for ELA as well as math that impacted student achievement. Our teachers continued collaborative planning and monitoring student progress by utilizing Illuminate for common assessments during extended learning time. Due to Covid-19, students did not participate in Spring MAP assessment and Milestone assessment. Based on our 3-year trend data, we will adjust our strategies to meet the needs of our students and our priority areas will remain the same for the 2020-21 school year.			

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

School Name: **Snapfinger Elementary School**

School Number: **400**

Principal: Mr. Johnny Potter

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

Priority Area 2

Math

Improvement Strategy #1

Number Talks

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
Students will utilize the number talks routine to build flexibility and accuracy in mathematic to increase math proficiency and number sense.	Activities for children experiencing difficulty Schoolwide Reform Strategies (TA & SWP)	Instructional Supplies	204-38-53-00-400204-400-1750	\$18,000.00					
Special Education teachers will implement the different co-teaching models to maximize math instruction. Academic Coach/LTSE will support	Activities for children experiencing difficulty Schoolwide Reform Strategies (TA & SWP)								
Instructional Leadership Team and teachers will conduct learning walks using the DCSD walkthrough rubric to assist with the effective	Schoolwide Reform Strategies (TA & SWP) Activities for children experiencing difficulty Strategies to attract teachers that meet state								
Students will participate in during the day/afterschool tutorial, and Summer Enrichment to receive supplemental support in									
Students will be assessed through common formative assessments to ensure progress towards mastering the standards and progress									
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0									
0									
0									
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
During Collaborative Planning the Academic Coach will support PL on the use of 3Read Protocol and Number Talks, during the 3-part leasson plan framework based on district initiatives in order for Teachers to integrate new concepts, strategies, teaching/co-teaching models, and/or materials. -									
During Collaborative Planning Teachers will participate in weekly data talks using data analysis protocol forms(including MAP, GA Milestones, Nearpod, I-Ready and Common Assessments) to identify instructional gaps, develop interventions, match instructional strategies, differentiate groups,									
School leadership and faculty will have opportunities to participate in professional learning through school, district, state and national conferences/workshops to learn innovative strategies best practices related to core instruction in order to enhance district initiatives . (August 2021- June 2022)	PL Travel of Employees		204-44-33-00-400204-400-1750	\$0.00	PL Registration Fees	204-44-36-00-400204-400-1750	\$0.00		

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

Teachers will participate in Extended PL sessions during contractual times (subs and stipends needed) and non-contractual time (afterschool and summers). These sessions are necessary to provide teachers time to analyze math data and make the necessary adjustments to the content,									
0									
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
Parent Liaison, Teachers and Academic Coach will conduct Math Event for parent and families with emphasis on number and operation	8) Provide parent assistance on understanding state academic content standards and student academic achievement standards, monitoring, and								
Parent Liaison will conduct parent Lunch and Learn and "Make and Take" sessions to provide parents and families math strategies, activities	13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children								
The parent liaison, assistant principal, counselor, and academic coach, will provide stakeholders information and opportunities to	13) Provide opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory children	PFE Supplies	204-42-53-00-301204-400-1750	\$260.00					
0									
0									

Improvement Strategy #2

3 Read Protocol

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
Teacher will implement the 3 read protocol within the 3 part math lesson framework to increase students ability to read, comprehend,	Select from drop down menu Schoolwide Reform Strategies (TA & SWP) Strategies to attract teachers that meet state								
Students will utilize UPS problem solving approach within the 3 read protocol to understand the question, identify relevant and	Schoolwide Reform Strategies (TA & SWP) Strategies to attract teachers that meet state determined professional qualifications to high-need								
Students will participate in during the day/afterschool tutorial, and Summer Enrichment to receive supplemental support in	Schoolwide Reform Strategies (TA & SWP) Strategies to attract teachers that meet state determined professional qualifications to high-need								
Teachers will assess regularly through MAP, common formative assessments and Benchmarks to plan for instruction and	Activities for children experiencing difficulty								
Special Education teachers will implement the different co-teaching models to maximize math instruction. Academic Coach and LTSE will	Activities for children experiencing difficulty								
Instructional Leadership Team and teachers will conduct learning walks using the DCSD walkthrough rubric/3 Read Protocol look-for									
Students will be assessed frequently using MAP, and Common formative Assessments, to make sure they understand the first									
Students will take part in story sessions where they will have 3 reads of the same math story or book. (August 2021 - May 2022)									
Students will have daily discussions and conversations discussing the math story, making connections to their own experiences,									
0									

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

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TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

Professional Development Action Steps (Beginning and Ending Dates of Activity, Consultants Providing Training, and Description of Services)		Budget Category 1 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 2 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 3 (May select up to six Budget Categories for each action step.)	Budget Code
During Collaborative Planning Teachers will participate in weekly data talks using data analysis protocol forms(including MAP, GA Milestones, Nearpod, I-Ready and Common Assessments) to identify instructional gaps, develop interventions, match instructional strategies, differentiate groups,									
0									
School leadership and faculty will have opportunities to participate in professional learning through school,district, and state conferences/workshops to learn innovative strategies best practices related to core instruction in order to enhance district initiatives. (August 2021 - June 2022)									
During Collaborative Planning the Academic Coach will support PL on the use of the 3-Read Protocol strategy, during the 3-part lesson plan framework based on district initiatives in order for Teachers to integrate new concepts, strategies, teaching/co-teaching models, and/or materials. -									
Teachers will participate in Extended PL sessions during contractual times (subs and stipends needed) and non-contractual time (afterschool and summers). These sessions are necessary to provide teachers time to analyze math data and make the necessary adjustments to the content,									
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
Parent Liasion, and Academic Coach, will implement Lunch and Learn and "Make and Take" parent and family workshops,	You may select more than one component from the following components - Components 1-13 are required	PFE Supplies	204-42-53-00-301204-400-1750	\$300.00					
Parent Liasion, Academic Coach, and Teachers will implement Math Event to provide stakeholders with information and opportunities	6) Provide for parent comments and feedback on the content of the Schoolwide program plan								
The parent liaison, assistant principal, counselor, and academic coach will provide stakeholders information and opportunities to									
0									
0									

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
1)	Select from drop down menu								
2)									
3)									
4)									
5)									
6)									

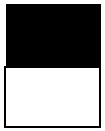
TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

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



Amount
Amount

Amount
Amount



Amount
Amount
Amount

Amount
Amount

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

School Name: **Snapfinger Elementary School**

School Number: **400**

Priority Area 2

Math

Improvement Strategy #1

Number Talks

#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	
									\$18,000.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
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									\$0.00

TITLE I PROGRAM WORKSHEET 2 (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
									\$260.00
									\$0.00
									\$0.00
								Subtotal #1:	\$18,260.00

Improvement Strategy #2

3 Read Protocol

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

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

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

Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$300.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
								Subtotal #2:	\$300.00

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

TITLE I PROGRAM WORKSHEET 2 (SWP and TA)

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

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

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

Priority Area 3	School Culture
*SMART Goal with Performance Measures * Student-Focused, <u>M</u> onitored, <u>A</u> ligned/Actionable, <u>R</u> esults-Oriented, <u>T</u> ime bound	SMART Goal: By the end of the school year 2021-2022 we will increase student attendance and positive student behavior by: decreasing the number of out of school suspensions by 3% as measured in Infinite Campus decreasing the number of student referrals by 3% as measured in Infinite Campus.
DCSD Strategic Plan Goal	DCSD Goal Area III: Staff Efficacy and Excellence

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

IMPROVEMENT STRATEGY #1

Components of PBIS	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
The school discipline committee (comprised of teachers, counselors, support staff and the leadership team) will gather school attendance and discipline data, as well as student and staff input/feedback to improve the learning environment. (August 2021- May 2022)	The school discipline committee	Administration	\$0.00
Students and teachers will use Class Dojo to communicate with parents regarding student academics, behavior, class and school activities to improve student behavior. (August 2021- May 2022)	All teachers	Administration	\$0.00
Students and teachers and students will establish a positive learning environment by creating rules, consequences and rewards to improve school climate. (August 2021- May 2022)	All teachers	Administration	\$0.00
Counselors will implement the character education program so that student will learn to make better choices. (August 2021- May 2022)	Counselor/Parent Liason/SSS	Administration	\$0.00
The school discipline committee will meet monthly to review discipline data and present during staff meetings. (August 2021- May 2022)	The school discipline committee	Administration	\$0.00
Counselors will establish a mentoring program with the staff and students including SWD students to improve student's behavior. (August 2021- May 2022)	Counselor/Parent Liason/SSS	Administration	\$0.00
All teachers, students and parents will use Class Dojo to communicate academics, discipline, school and class information. (August 2021- May 2022)	All teachers	Administration	\$0.00
Students will assist teacher in creating a classroom purpose statement with a clear goal. (August 2021)	All teachers	Administration	\$0.00
Students will assist the teacher in creating expectations for appropriate behavior and be able to define them clearly. (August 2021 - May 2022)	All teachers	Administration	\$0.00
Students associated with "Boys of Promise" in house club will be taught and understand behavior expectations and how it will be monitored. (August 2021 - May 2022)	All teachers	Administration	\$0.00
Students will model and practice desired behaviors. (August 2021 - May 2022)	All teachers	Administration	\$0.00

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

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
School leadership and faculty will have opportunities to participate in professional learning through school, district, state and/or national conferences/workshops to address the socio-emotional needs of our building. - (August 2021 - May 2022)	School leadership/Faculty	Administration	\$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 its procedures. (August 2021 - May 2022)	School discipline committee	Administration	\$0.00
The school discipline committee (comprised of teachers, counselors, support staff and the leadership team) will manage, monitor the use of, and provide training/professional learning for the staff on Class Dojo			\$0.00
The school discipline committee (comprised of teachers, counselors, support staff and the leadership team) will manage, monitor the use of, and provide training/professional learning for the staff on Class Dojo to improve student behavior. (August 2021 - May 2022)	School discipline committee	Administration	\$0.00
The school discipline committee will train teachers on ClassDojo and the (SOP) standard operating procedures for discipline to decrease discipline referrals. (August 2021)	School discipline committee	Administration	\$0.00
Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I or Magnet Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
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 so that they can receive information regarding student academics, behavior, class and school activities. (August 2021 - May 2022)	Discipline Committee/Parent Liaison	Administration	\$486.40
Parents will be given information from the school discipline committee (comprised of teachers, counselors, support staff and the leadership team) on school discipline plan and its procedures to increase awareness and support/sustain positive engagement. (August 2020 - May 2022)	Counselor/Parent Liaison/SSS	Administration	\$0.00
The parent liaison, assistant principal, counselor, and academic coach will provide stakeholders information and opportunities to give input, feedback, and request resources to assist their children at home with supporting the School Discipline Plan/Committee as well as help with their child's transition from pre-K to kindergarten and from 5th grade to middle school. Translations will be made available based on need/requests (stakeholder input meetings, annual meeting, Curriculum Night, Core Content Nights, CSIP, compact and policy development, parent/teacher conferences, email, website). (August 2021 - May 2022)	Parent Liaison, counselor, Academic Coach	Administration	\$0.00
Parents, the school discipline and culture committee, comprised of teachers, counselors, support staff, and the leadership team will work with our in house club "Boys of Promise" to increase awareness and support (obtain positive engagement)			\$0.00
			\$0.00

SEE NOTE ABOVE

SEE NOTE ABOVE

IMPROVEMENT STRATEGY #2			
	FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard		
Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00

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

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00

SEE NOTE ABOVE

SEE NOTE ABOVE

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

IMPROVEMENT STRATEGY #3

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

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

SEE NOTE ABOVE

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

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Allocated to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
Identify parent/family engagement activities, providers, and the dates activities will begin and end.			
17)			\$0.00
18)			\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00
Review and Reflect: Continuous School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make based upon the outcomes of the strategy implementation (ACT).			
How will you determine whether the strategies led to reaching the SMART Goal? (Include formative, benchmark, and summative data as appropriate.) Snapfinger will measure our student behavior by the number of referrals and type of referrals.			
What data will be used to determine whether the improvement strategies were deployed with fidelity? Snapfinger will review our discipline, attendance, MAP, and Milestones data monthly to determine the effectiveness of the improvement strategies .			
What does the data/evidence show regarding the results of the implemented strategies? <i>Review, Reflect, and Refine 1 - Based on results evidenced August through November, should strategies be changed? If so, how?</i>			
<i>Review, Reflect, and Refine 2 - Based on results evidenced December through February, should strategies be changed? If so, how?</i> We will not change CSIP strategies but will continue to implement CSIP strategies for School Culture and discipline. Our administration and Teachers will work closely to identify high-impact students with attached discipline issues in preparation for Milestone assessment.			
<i>Review, Reflect, and Refine 3 - Based on results evidenced through the end-of-year, should strategies be changed? If so, how?</i> We will adjust CSIP strategies but will continue to implement more CSIP strategies for School Culture/ discipline that impacted student achievement. Based on our 3-year trend data, we will adjust our strategies to meet the needs of our students and teachers and our priority areas will remain the same for the 2020-21 school year.			

SEE NOTE ABOVE

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

School Name: **Snappfinger Elementary School**

School Number: **400**

Principal: Mr. Johnny Potter

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

Priority Area 3

School Culture

Improvement Strategy #1

Components of PBIS

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
The school discipline committee (comprised of teachers, counselors, support staff and the leadership team) will gather school attendance	Select from drop down menu - you may select more than one High-quality and ongoing PD for teachers.								
Students and teachers will use Class Dojo to communicate with parents regarding student academics, behavior, class and school activities	Schoolwide Reform Strategies (TA & SWP)								
Students and teachers and students will establish a positive learning environment by creating rules, consequences and rewards to	Schoolwide Reform Strategies (TA & SWP)								
Counselors will implement the character education program so that student will learn to make better choices. (August 2020- May									
The school discipline committee will meet monthly to review discipline data and present during staff meetings. (August 2020- May 2021)									
Counselors will establish a mentoring program with the staff and students including SWD students to improve student's behavior.									
All teachers, students and parents will use Class Dojo to communicate academics, discipline, school and class information.									
Students will assist teacher in creating a classroom purpose statement with a clear goal. (August 2021)									
Students will assist the teacher in creating expectations for appropriate behavior and be able to define them clearly. (August 2021 - May									
Students associated with "Boys of Promise" in house club will be taught and understand behavior expectations and how it will be									
Students will model and practice desired behaviors. (August 2021 - May 2022)									
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
School leadership and faculty will have opportunities to participate in professional learning through school, district, state and/or national conferences/workshops to address the socio-emotional needs of our building. - (August 2021 - May 2022)									
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 its procedures. (August 2021 - May 2022)									
The school discipline committee (comprised of teachers, counselors, support staff and the leadership team) will manage, monitor the use of, and provide training/professional learning for the staff on Class Dojo to improve student behavior. (August 2020 - May 2021)		PL Travel of Employees	204-44-33-00-400204-400-1750	\$0.00	PL Registration Fees	204-44-36-00-400204-400-1750	\$0.00		

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

The school discipline committee (comprised of teachers, counselors, support staff and the leadership team) will manage, monitor the use of, and provide training/professional learning for the staff on Class Dojo to improve student behavior. (August 2021 - May 2022)									
The school discipline committee will train teachers on ClassDojo and the (SOP) standard operating procedures for discipline to decrease discipline referrals. (August 2021)									
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
The school discipline committee (comprised of teachers, counselors, support staff and the leadership team) along with the Parent/Family	You may select more than one component from the following components - Components 1-13 are required	PFE Supplies	204-42-53-00-301204-400-1750	\$486.40					
Parents will be given information from the school discipline committee (comprised of teachers, counselors, support staff and the	9) Provide materials and training to help parents work with their children to improve achievement. 12) Ensure that information is clear and								
The parent liaison, assistant principal, counselor, and academic coach, will provide stakeholders information and opportunities to									
Parents, the school discipline and culture committee, comprised of teachers, counselors, support staff, and the leadership team will work									
0									

Improvement Strategy #2

0

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
0	Select from drop down menu - you may select more than one Schoolwide Reform Strategies (TA & SWP)								
0									
0									
0									
0									
0									
0									
0									
0									

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

0									
0									
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
0									
0									
0									
0									
0									
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
	0 You may select more than one component from the following components - Components 1-13 are required								
	0								
	0								
	0								
	0								

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
1)	Select from drop down menu - you may select more than one								
2)									
3)									

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

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



Amount

Amount

Amount
Amount

Amount
Amount

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

School Name: **Snapfinger Elementary School**

School Number: **400**

Priority Area 3

School Culture

Improvement Strategy #1

Components of PBIS

#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
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

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

									\$0.00
									\$0.00
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$486.40
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
								Subtotal #1:	\$486.40

Improvement Strategy #2

0

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

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

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

TITLE I PROGRAM WORKSHEET 3 (SWP and TA)

									\$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 4, IMPROVEMENT STRATEGIES, AND MONITORING CYCLE (Review - Reflect - Refine)

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

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

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

IMPROVEMENT STRATEGY #1

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

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

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

Action Steps/Tasks to Implement Associated with Professional Development/Professional Learning <i>High-quality and ongoing professional development for teachers, principals, and paraprofessionals (TA & SWP)</i>	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.	Person Responsible	Other (Optional, for school use)	Title I
			\$0.00
13)			\$0.00
14)			\$0.00
15)			\$0.00
16)			\$0.00

SEE NOTE ABOVE

Action Steps/Tasks to Implement Associated with Parent/Family Engagement	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I or Magnet Funding Budgeted to Support Action Step
Identify parent/family engagement activities, providers, and the dates activities will begin and end.	Person/Position Responsible	Other (Optional, for school use)	Title I
			\$0.00
18)			\$0.00
19)			\$0.00
20)			\$0.00
21)			\$0.00

SEE NOTE ABOVE

IMPROVEMENT STRATEGY #2

FOR TITLE I FOCUS AND PRIORITY SCHOOLS ONLY - Select Georgia Performance Standard

Action Steps/Tasks to Implement Improvement Strategy	Position Responsible for the Action Step, and alignment to district and state efforts/requirements, if needed.		Supplemental Title I Funding Budgeted to Support Action Step
	Person/Position Responsible	Other (Optional, for school use)	Title I
			\$0.00
			\$0.00
			\$0.00
			\$0.00
5)			\$0.00
6)			\$0.00
7)			\$0.00
8)			\$0.00
9)			\$0.00
10)			\$0.00
11)			\$0.00

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

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

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

SEE NOTE ABOVE

SEE NOTE ABOVE

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

IMPROVEMENT STRATEGY #3

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

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

SEE NOTE ABOVE

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

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

SEE NOTE ABOVE

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

School Name: **Snapfinger Elementary School**

School Number: **400**

Principal: Mr. Johnny Potter

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

Priority Area 4

0

Improvement Strategy #1

0

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
0										
0										
0										
0										
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
0										
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
0										
18)										
19)										
20)										
21)										

Improvement Strategy #2

0

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
0										
0										
0										
0										
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
0										
0										
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
0										
0										
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)										
18)										
19)										
20)										
21)										

TITLE I PROGRAM WORKSHEET 4 (SWP and TA)

School Name: **Snapfinger Elementary School**

School Number: **400**

Priority Area 4									
0									
Improvement Strategy #1									
0									
#4			#5			#6			
Budget Category 4 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 5 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Budget Category 6 (May select up to six Budget Categories for each action step.)	Budget Code	Amount	Total Federal Funding for Action Step
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
									\$0.00
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
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

0

#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	400
Principal:	Mr. Johnny Potter	
LEA Name/Number:	DeKalb County School District (644)	

Position #	#1	#2	#3	#4	#5	#6
Employee Number:	20136525	20149207	19765438	20160591		
Last Name of Title I Paid Person	Sumrall	Davis	Rivers	Partridge		
First Name of Title I Paid Person	Tamika	Audriea	Lottie	Jamilia		
Position	Academic Coach	Academic Coach	Parent Liasion, Title I	Para, Title I		
Position Number:						
Budget Account Code	204-44-19-10-400204-400-1750	204-44-19-10-400204-400-1750	204-42-07-00-400204-400-1750	204-38-07-00-400204-400-1750	#N/A	#N/A
Grade Level	K-5th	K-5th		K-5th		
Subject Licensed						
Certified or Non-Certified	Certified	Certified	Non-Certified	Non-Certified	Non-Certified	
Regular DCSD Employee	Yes	Yes	No	Yes		
% Title I Paid	100%	100%	50%	100%		
% Paid by Other Sources	0%	0%	0%			
Base Salary for Year	\$72,027.00	\$62,847.00	\$14,364.14	\$15,000.00		
Salary Adjustment %	2.50%	2.50%	2.50%	2.50%	0.00%	0.00%
Salary Adjustment Annual Amt.	\$1,800.68	\$1,571.18	\$359.10	\$375.00	\$0.00	\$0.00
Annual Salary	\$73,827.68	\$64,418.18	\$14,723.24	\$15,375.00	\$0.00	\$0.00
Alternative Benefits	\$1,956.43	\$1,707.08	\$1,126.33	\$407.44	\$0.00	\$0.00
Retirement	\$15,429.98	\$13,463.40	\$0.00	\$3,213.38	\$0.00	\$0.00
Health Insurance	\$11,340.00	\$11,340.00	\$0.00	\$11,340.00	\$0.00	\$0.00
Total Benefits	\$28,726.42	\$26,510.48	\$1,126.33	\$14,960.81	\$0.00	\$0.00
Total Cost of Position	\$102,554.09	\$90,928.66	\$15,849.57	\$30,335.81	\$0.00	\$0.00
FTEs	1.00	1.00	0.50	1.00	0.00	0.00

TITLE I POSITION SALARY WORKSHEET (7-12)

Snapfinger Elementary School	400
-------------------------------------	------------

Mr. Johnny Potter
 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: **400**

Principal:

Mr. Johnny Potter

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	After School	Yes	3	8	24	35.00	840.00	22.26	862.26				
Vacant	1	After School	Yes	3	8	24	35.00	840.00	22.26	862.26				
Vacant	1	After School	Yes	3	8	24	35.00	840.00	22.26	862.26				
Vacant	1	After School	Yes	3	8	32	35.00	1,120.00	29.68	1,149.68				
Vacant	1	After School	Yes	3	8	24	35.00	840.00	22.26	862.26	Salary - Daytime	0.00		
Vacant	1	After School	Yes	3	8	24	35.00	840.00	22.26	862.26	Salary - AfterSchool	5,320.00		
Vacant	1	After School	Yes				35.00	0.00	0.00	0.00	FICA - Daytime	0.00		
Vacant	1	After School	Yes	0			35.00	0.00	0.00	0.00	FICA - AfterSchool	140.98		
Vacant	1	After School	Yes	0			35.00	0.00	0.00	0.00	FICA - Total	140.98		
Vacant	1	After School	Yes	0		0	35.00	0.00	0.00	0.00	Cost - Daytime	0.00		
vacant	1	After School	Yes	0		0	35.00	0.00	0.00	0.00	Cost - AfterSchool	5,460.98		
Vacant	0	Daytime				0		0.00	0.00	0.00	Total Cost - All	5,460.98		
Vacant	0	Daytime				0		0.00	0.00	0.00				
Vacant	0	Daytime				0		0.00	0.00	0.00				
Vacant	0	Daytime				0		0.00	0.00	0.00				
Vacant	0	Daytime				0		0.00	0.00	0.00				
Vacant		Daytime				0		0.00	0.00	0.00				
Vacant		Daytime				0		0.00	0.00	0.00				
Vacant		Daytime				0		0.00	0.00	0.00				
Vacant		Daytime				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
Vacant	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	
	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	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	
Totals					48	152		5,320.00	140.98	5,460.98	

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: **Mr. Johnny Potter**
 LEA: **DeKalb County School District (644)**

School Number: 400

Title I Allocation
\$288,600.00

BudgetCode	Budget Category	Total	Description	Evidence Level
204-38-05-00-400204-400-1750	Teacher Salary	\$0.00		
204-38-87-00-400204-400-1750	Teacher and Paraprofessional Group Health	\$11,340.00	Health One full-time paraprofessional to support students in grades 2-5 to provide supplemental instruction to increase student content master in ELA, math, science, and social studies.	
204-38-74-00-400204-400-1750	Teacher and Paraprofessional Retirement	\$3,213.38	Retirement One full-time paraprofessional to support students in grades 2-5 to provide supplemental instruction to increase student content master in ELA, math, science, and social studies.	
204-38-07-00-400204-400-1750	Paraprofessional Salary	\$15,375.00	One full-time paraprofessional to support students in grades 2-5 to provide supplemental instruction to increase student content master in ELA, math, science, and social studies.	Strong
204-38-16-00-400204-400-1750	Substitutes for Certified Teacher Salaries	\$0.00		
204-38-17-00-400204-400-1750	Afterschool/Daytime Tutorial	\$5,320.00	Extra activity pay for full-time certified teachers for after school tutorial and summer enrichment to remediate, reinforce and enrich standards in ELA, Math, Science and Social studies for students in Grades K-5. 6 teachers, 2 days a week, 1.5 hours per week 12 weeks, \$35 an hour = \$5,320.00	Strong
204-38-89-00-400204-400-1750	Instructional Alternative Benefits (Teacher,Para,Subs,Tutor)	\$548.42	Alternative benefits for extra activity employees at a rate of 2.65% per teacher, para and after school tutors	Strong
204-38-95-00-400204-400-1750	Instructional Contracted Services	\$2,847.00	WriteScore on-line writing assessments for students. 541 licenses for students in grades 3-5.	
204-38-95-10-400204-400-1750	Instructional Contracted Services Teacher Salary (Charter Schools Only)	\$0.00		
204-38-53-00-400204-400-1750	Instructional Supplies	\$26,164.83	Supplemental consumable supplies for student in Grades K-5for student work samples, assessment and response during the day and tutorial; composition books, workbooks, paper, chart paper, pens/pencils, highlighters, notebooks, math manipulative kits for students.	Strong
204-38-53-10-400204-400-1750	Instructional Technology Supplies	\$0.00		
204-38-53-05-400204-400-1750	Instructional Computer Software	\$0.00		Strong
204-61-92-00-400204-400-1750	Instructional Equipment	\$0.00		
204-61-92-05-400204-400-1750	Instructional Computers	\$0.00		
204-38-62-00-400204-400-1750	Instructional Books and Periodicals	\$0.00		

204-42-17-00-400204-400-1750	ADD PFE Facilitator Extra Activity		\$0.00		
204-42-89-00-400204-400-1750	ADD PFE Facilitator Alternative Benefits		\$0.00		
204-42-95-00-400204-400-1750	ADD PFE Contracted Services		\$0.00		
204-42-97-00-400204-400-1750	ADD PFE Communications		\$0.00		
204-42-33-00-400204-400-1750	ADD PFE Travel of Employees		\$0.00		
204-42-36-00-400204-400-1750	ADD PFE Registration Fees		\$0.00		
204-42-95-05-400204-400-1750	ADD PFE Other Purchased Services		\$0.00		
204-42-53-00-400204-400-1750	ADD PFE Supplies		\$0.00		
204-42-53-05-400204-400-1750	ADD PFE Computer Software		\$0.00		
204-42-53-10-400204-400-1750	ADD PFE Technology Supplies		\$0.00		
204-42-92-00-400204-400-1750	ADD PFE Expendible Equipment		\$0.00		
204-42-92-05-400204-400-1750	ADD PFE Expendible Computer Equipment		\$0.00		
204-42-62-00-400204-400-1750	ADD PFE Books and Periodicals		\$0.00		
204-42-07-00-400204-400-1750	Parent Liaison Salary		\$14,723.24	Salary for 1 part-time parent liaison for parent/family engagement to assist with Title I parent workshops, activities and classes and provide resources for parents for ELA, reading, math, science and Social Studies at home.	Strong
204-42-87-00-400204-400-1750	Parent Liaisons Group Health		\$0.00		
204-42-74-00-400204-400-1750	Parent Liaisons Teacher Retirement		\$0.00		
204-42-89-00-400204-400-1750	Parent Liaisons Alternative Benefits		\$1,126.33	Alternative benefits for 1 part time parent liaison for parent/family engagement to assist with Title I parent workshops, activities, and classes and provide resources for parents for ELA, reading, math, science and Social Studies at home.	
204-44-16-00-400204-400-1750	PL Substitutes for Certified Teacher		\$0.00		
204-44-89-00-400204-400-1750	PL Alternative Benefits (Subs, Stips, Academic Coach)		\$3,793.45	PL Alternative Benefits for substitutes for certified Title I teachers during the day for professional learning and conferences during the day and Academic Coach.	
204-44-12-00-400204-400-1750	PL Stipends		\$2,079.00	Stipends for off contract teachers for professional learning to include Data Summits, WOW days and non-DCSD consultants, DCSD employees.	Strong
204-44-19-10-400204-400-1750	Academic Coach Salaries		\$138,245.85	Salary for 2 full time academic coach to supplement core instruction for students in Grades K-12 for job embedded professional learning in ELA, reading, math, science and /or Social Studies, modeling pedagogy and providing supplemental content strategies.	Strong
204-44-87-00-400204-400-1750	Academic Coach Group Health		\$22,680.00	Group Health for 2 full time academic coaches at a rate of \$11, 340 per academic coach. (2 Academic Coach)	
204-44-74-00-400204-400-1750	Academic Coach Teacher Retirement		\$28,893.38	Teacher retirement for 2 full time academic coach at a rate of 20.90% each.	
204-44-95-00-400204-400-1750	PL Contracted Services		\$0.00		
204-44-33-00-400204-400-1750	PL Travel of Employees		\$0.00		
204-44-36-00-400204-400-1750	PL Registration Fees		\$0.00		
204-44-53-00-400204-400-1750	PL Supplies		\$0.00		
204-44-53-05-400204-400-1750	PL Computer Software		\$0.00		

204-44-62-00-400204-400-1750	PL Books and Periodicals	\$0.00		
204-44-62-05-400204-400-1750	Educational Media Books and Periodicals	\$0.00		
204-57-17-00-400204-400-1750	Custodian Extra Activity	\$0.00		
204-57-89-00-400204-400-1750	Custodian Alternative Benefits	\$0.00		
204-56-17-00-400204-400-1750	Transportation Bus Driver Extra Activity	\$1,500.29	Extra activity pay for bus drives to transport students from after school tutorial and to/from summer programs for remediation, reinforcement and enrichment of ELA, math, science and Social Studies.	Strong
204-56-89-00-400204-400-1750	Transportation Bus Driver Alternative Benefits	\$114.77	Alternate benefits for bus driver extra activity pay at a rate of 7.65%.	
204-56-95-00-400204-400-1750	Transportation Gas or Diesel Fuel	\$503.96	Fuel for buses to transport student from after school tutorial and to/from summer programs for remediation, reinforcement and enrichment of ELA, math, science and Social Studies standards.	
204-56-95-10-400204-400-1750	Transportation for Parents	\$0.00		
TOTAL BUDGET		\$278,468.90		
DIFFERENCE		\$10,131.10		
(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: Mr. Johnny Potter
 LEA: DeKalb County School District (644)

School Number: 400

Parent/Family Engagement Set-Aside

\$3,601.95

BudgetCode	Budget Category	Total	Description	Evidence Level
204-42-17-00-301204-400-1750	PFE Facilitator Extra Activity	\$0.00		
204-42-89-00-301204-400-1750	PFE Facilitator Alternative Benefits	\$0.00		
204-42-95-00-301204-400-1750	PFE Contracted Services	\$1,000.00	Speakers and facilitators for parent meetings	Strong
204-42-97-00-301204-400-1750	PFE Communications	\$0.00		
204-42-33-00-301204-400-1750	PFE Travel of Employees	\$0.00		
204-42-36-00-301204-400-1750	PFE Registration Fees	\$0.00		
204-42-95-05-301204-400-1750	PFE Other Purchased Services	\$0.00		
204-42-53-00-301204-400-1750	PFE Supplies	\$2,601.95	Materials used for make and take, Literacy Night, Math Night	Strong
204-42-53-05-301204-400-1750	PFE Computer Software	\$0.00		
204-42-53-10-301204-400-1750	PFE Technology Supplies	\$0.00		
204-42-92-00-301204-400-1750	PFE Expendible Equipment	\$0.00		
204-42-92-05-301204-400-1750	PFE Expendible Computer Equipment	\$0.00		
204-42-62-00-301204-400-1750	PFE Books and Periodicals	\$0.00		
TOTAL BUDGET		\$3,601.95		
DIFFERENCE		\$0.00		
(red)=overbudget				
black=underbudget/balanced				

TITLE I BUDGET SHEET

TITLE I BUDGET SHEET

School Name: **Snapfinger Elementary School**
 Principal: Mr. Johnny Potter
 LEA: DeKalb County School District (644)

SchoolNumber: 400

Title I Allocation
\$288,600.00

BudgetCode	Budget Category	Total	Encumbrances	Difference	Amendment	Description	Evidence Level	PA/IS/AS#
204-38-05-00-400204-400-1750	Teacher Salary	\$0.00		\$ -				
204-38-87-00-400204-400-1750	Teacher and Paraprofessional Group Health	\$11,340.00	\$ 3,780.00	\$ 7,560.00	\$ 11,340.00	for full time		
204-38-74-00-400204-400-1750	Teacher and Paraprofessional Retirement	\$3,213.38	\$ 4,385.28	\$ (1,171.91)	\$ 7,015.26	for full-time		
204-38-07-00-400204-400-1750	Paraprofessional Salary	\$15,375.00	\$ 4,195.74	\$ 11,179.26	\$ 33,565.84	full-time	Strong	
204-38-16-00-400204-400-1750	Substitutes for Certified Teacher Salaries	\$0.00		\$ -				
204-38-17-00-400204-400-1750	Afterschool/Daytime Tutorial	\$5,320.00		\$ 5,320.00	\$54,390.00	pay for full-	Strong	
204-38-89-00-400204-400-1750	Instructional Alternative Benefits (Teacher, Para, Subs, Tutor)	\$548.42	\$ 1,183.79	\$ (635.37)	\$2,330.83	benefits for 1		
204-38-95-00-400204-400-1750	Instructional Contracted Services	\$2,847.00		\$ 2,847.00				
204-38-95-10-400204-400-1750	Instructional Contracted Services Teacher Salary (Charter Schools Only)	\$0.00		\$ -				
204-38-53-00-400204-400-1750	Instructional Supplies	\$26,164.83		\$ 26,164.83	\$11,663.17	consumable		
204-38-53-10-400204-400-1750	Instructional Technology Supplies	\$0.00		\$ -				
204-38-53-05-400204-400-1750	Instructional Computer Software	\$0.00		\$ -	\$ 51,000.00	Learning,	Strong	
204-61-92-00-400204-400-1750	Instructional Equipment	\$0.00		\$ -				
204-61-92-05-400204-400-1750	Instructional Computers	\$0.00	\$ 20,950.00	\$ (20,950.00)	\$21,000.00	books @		
204-38-62-00-400204-400-1750	Instructional Books and Periodicals	\$0.00	\$ 1,123.00	\$ (1,123.00)	\$1,123.00	books for		
204-42-17-00-400204-400-1750	ADD PFE Facilitator Extra Activity	\$0.00		\$ -				
204-42-89-00-400204-400-1750	ADD PFE Facilitator Alternative Benefits	\$0.00		\$ -				
204-42-95-00-400204-400-1750	ADD PFE Contracted Services	\$0.00		\$ -				
204-42-97-00-400204-400-1750	ADD PFE Communications	\$0.00		\$ -				
204-42-33-00-400204-400-1750	ADD PFE Travel of Employees	\$0.00		\$ -				
204-42-36-00-400204-400-1750	ADD PFE Registration Fees	\$0.00		\$ -				
204-42-95-05-400204-400-1750	ADD PFE Other Purchased Services	\$0.00		\$ -				
204-42-53-00-400204-400-1750	ADD PFE Supplies	\$0.00		\$ -				
204-42-53-05-400204-400-1750	ADD PFE Computer Software	\$0.00		\$ -				
204-42-53-10-400204-400-1750	ADD PFE Technology Supplies	\$0.00		\$ -				
204-42-92-00-400204-400-1750	ADD PFE Expendible Equipment	\$0.00		\$ -				
204-42-92-05-400204-400-1750	ADD PFE Expendible Computer Equipment	\$0.00		\$ -				
204-42-62-00-400204-400-1750	ADD PFE Books and Periodicals	\$0.00		\$ -				
204-42-07-00-400204-400-1750	Parent Liaison Salary	\$14,723.24	\$ 2,438.67	\$ 12,284.57	\$15,852.88	part-time	Strong	
204-42-87-00-400204-400-1750	Parent Liaisons Group Health	\$0.00		\$ -				
204-42-74-00-400204-400-1750	Parent Liaisons Teacher Retirement	\$0.00		\$ -				
204-42-89-00-400204-400-1750	Parent Liaisons Alternative Benefits	\$1,126.33	\$ 186.56	\$ 939.77	\$1,212.74	for 1 part		
204-44-16-00-400204-400-1750	PL Substitutes for Certified Teacher	\$0.00		\$ -	\$2,000.00	for full time		
204-44-89-00-400204-400-1750	PL Alternative Benefits (Subs, Stips, Academic Coach)	\$3,793.45	\$ 214.77	\$ 3,578.68	\$2,387.62	Alternative		
204-44-12-00-400204-400-1750	PL Stipends	\$2,079.00		\$ 2,079.00	\$0.00			
204-44-19-10-400204-400-1750	Academic Coach Salaries	\$138,245.85	\$ 7,984.05	\$ 130,261.80	\$63,872.34	full time	Strong	
204-44-87-00-400204-400-1750	Academic Coach Group Health	\$22,680.00	\$ 945.00	\$ 21,735.00	\$11,340.00	for full time		
204-44-74-00-400204-400-1750	Academic Coach Teacher Retirement	\$28,893.38	\$ 1,668.66	\$ 27,224.72	\$13,349.32	retirement		
204-44-95-00-400204-400-1750	PL Contracted Services	\$0.00		\$ -	\$ -			
204-44-33-00-400204-400-1750	PL Travel of Employees	\$0.00		\$ -	\$ 6,000.00	airfare,	Rationale	
204-44-36-00-400204-400-1750	PL Registration Fees	\$0.00		\$ -	\$ 4,000.00	for	Rationale	
204-44-53-00-400204-400-1750	PL Supplies	\$0.00		\$ -				
204-44-53-05-400204-400-1750	PL Computer Software	\$0.00		\$ -				
204-44-62-00-400204-400-1750	PL Books and Periodicals	\$0.00		\$ -	\$2,800.00	learning		
204-44-62-05-400204-400-1750	Educational Media Books and Periodicals	\$0.00		\$ -				
204-57-17-00-400204-400-1750	Custodian Extra Activity	\$0.00		\$ -				
204-57-89-00-400204-400-1750	Custodian Alternative Benefits	\$0.00		\$ -				
204-56-17-00-400204-400-1750	Transportation Bus Driver Extra Activity	\$1,500.29		\$ 1,500.29	\$ 10,000.00	pay for bus		
204-56-89-00-400204-400-1750	Transportation Bus Driver Alternative Benefits	\$114.77		\$ 114.77	\$ 265.00	benefits for		
204-56-95-00-400204-400-1750	Transportation Gas or Diesel Fuel	\$503.96		\$ 503.96	\$ 3,000.00	buses to		
204-56-95-10-400204-400-1750	Transportation for Parents	\$0.00		\$ -				
TOTAL BUDGET		\$278,468.90			\$ 329,508.00			
DIFFERENCE		\$10,131.10			\$ (51,039.10)			
(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: Mr. Johnny Potter
 LEA: DeKalb County School District (644)

SchoolNumber: 400

Parent/Family Engagement Set-Aside
\$3,601.95

BudgetCode	Budget Category	Total	Encumbrances	Difference	Amendment	Description	Evidence Level	PA/IS/AS#
204-42-17-00-301204-400-1750	PFE Facilitator Extra Activity	\$0.00		\$ -				
204-42-89-00-301204-400-1750	PFE Facilitator Alternative Benefits	\$0.00		\$ -				
204-42-95-00-301204-400-1750	PFE Contracted Services	\$1,000.00		\$ 1,000.00		Speakers and facilitators for parent meetings	Strong	
204-42-97-00-301204-400-1750	PFE Communications	\$0.00		\$ -				
204-42-33-00-301204-400-1750	PFE Travel of Employees	\$0.00		\$ -				
204-42-36-00-301204-400-1750	PFE Registration Fees	\$0.00		\$ -				
204-42-95-05-301204-400-1750	PFE Other Purchased Services	\$0.00		\$ -				
204-42-53-00-301204-400-1750	PFE Supplies	\$2,601.95		\$ 2,601.95		Materials used for make and take, Literacy Night, Math Night		
204-42-53-05-301204-400-1750	PFE Computer Software	\$0.00		\$ -				
204-42-53-10-301204-400-1750	PFE Technology Supplies	\$0.00		\$ -				
204-42-92-00-301204-400-1750	PFE Expendible Equipment	\$0.00		\$ -				
204-42-92-05-301204-400-1750	PFE Expendible Computer Equipment	\$0.00		\$ -				
204-42-62-00-301204-400-1750	PFE Books and Periodicals	\$0.00		\$ -		Resources for parents (Math and Reading)	Strong	
TOTAL BUDGET		\$3,601.95			\$ -			
DIFFERENCE		\$0.00			\$ 3,601.95			
(red)=overbudget								
black=underbudget/balanced								

Title I Planning Team Signature Page

Snapfinger Elementary School

Enter Date:

Signatures below indicate participation in the development and/or revision of the Continuous School Improvement Plan (CSIP).

Parents are important stakeholders and must be included in the development and implementation of your Title I plan.

Reason for Revision of the Continuous School Improvement Plan:

Name	Signature	Date	Position or Role
x			Principal
x			Parent
x			