

**Justification of Expenses for FY16 Title I
School Improvement Grant Funding
Title I-Part A, School Improvement 1003(a)**

(To be submitted as an attachment to the Consolidated Application under ATTACHMENTS for auditing purposes)

System: DeKalb County
School: Canby Lane Elementary
Principal: Keshier M. Smikle

Persons assisting with budget (GaDOE School Effectiveness Specialists, RESA SIS and Consultants, System Title I Coordinator, Instructional Coaches, Leadership Team members, and others):

Name	Position	Signature
Keshier Smikle	Principal	
Kia Dennis	Assistant Principal	
Tekeema Williams	Literacy Coach	
Tamika Winkfield-Riley	Mathematics Coach	
LaTanja Shelton	Gifted	
Alexis Prince	Instructional Support Specialist	
Rhonda Collins	Counselor	
Marcus Hope	Student Support Specialist	
Cecilia Chavis	STEM/Technology	
Sharah Bell	EIP Teacher (Primary)	
Erika Clark	EIP Teacher (Primary)	
Christine Reed	Reading Intervention Specialist	
Johnnie Quillet	EIP Teacher (4-5)	
Audria Means	Teacher	
Loriel Leach	Teacher	
Kesha Fletcher	Teacher	
Courtney Brown	Teacher	
Traven Hardnett	Teacher	
Quintin Sanders	Special Area	
Latasha Spearman	Interrelated Teacher	
Tami Gordon	MOID/MID Teacher	
Shannon Pearson	Parent	

Signature of principal and GaDOE School Effectiveness Specialist (Priority Schools) or principal and RESA School Effectiveness Specialist (Focus Schools) REQUIRED:

Justification of Purchases

(budgeted for Configured Function/Objects on following pages)

Canby Lane Elementary is a Focus School based on the following criteria:

- *Title I School*
- *Must not Meet the Definition of A Priority School*
- *3-year average of achievement gap scores*
-Achievement Gap will be weighted by school enrollment with more than one grade band.
-Schools must have years of data
- *Ranked by 3-year average of achievement gap scores*
- *Selected lowest 10%*

Canby Lane Elementary is a possible Opportunity School based on the following criteria:

- *CCPRI overall score < 60 for 3 consecutive years*

The summative data indicates a need for improvement in all core content areas with our greatest challenges in the core content are of ELA, mathematics, writing, science, and social studies. For each standardized assessment a graph and commentary will describe the strengths and challenges for progressing forward during the 2016-2017 school year. Canby Lane Elementary current CCRPI data reveals an overall score of fifty-four and nine tenths. The achievement gaps points earned were five. The progress points earned were thirty-one. The challenge points received from the ELL and SWD programs were none. The achievement points earned were eighteen and four tenths.

Canby Lane Elementary College and Career Ready Performance Index

OVERALL CCRPI RESULTS					
	2012	2013	2014	2015	2016
Overall CCRPI SCORE	58.3	58.3	48.6	54.9	
• Achievement	35.7/60	36.3/60	33/60	18.4/50	/50
• Progress	12.4/25	15.1/25	13.6/25	31/40	/40
• Achievement Gap	6/15	6/15	2/15	5/10	/10
• Challenge Pts.					
District Overall CCRPI Score	64.1	62.9	62.2	64.8	
State Overall CCRPI Score	74.5	77.8	72.7	68.8	
1. ACHIEVEMENT					

1a. Content Mastery (P ≥ 95%)					
	2012	2013	2014	2015	2016
Language Arts	81.8	76.2	74.1	35.60	
Reading	85.5	87	84.3		
Math	72.4	70.7	60.8	34.6	
Science	57.1	57.8	61.1	30.38	
Social Studies	58.6	64.4	64.4	36.68	
1b. Post ES Readiness					
EL Access Performance* (%)	TFS	TFS	80.9	82.14	
SWD 80% LRE* (%) – Benchmark at 65%	76.9	68.8	28.3	42.44	
% scoring M/E on Grade 5 Writing Assessment					
3 rd Lexile (%) > 650	42.7	45.9	32.5	27.38	
5 th Lexile (%) > 850	48.9	44.7	35.7	49.39	
2 or more Career (%)	n/a	73.3	66.9	98.63	
Attendance Rate* (%)	96.3	96	96	69.78	
1c. Predictor for HS Graduation					
Grade 5 passing 4 Core Content (CRCT M/E)					
% Exceeding CRCT (2012-2014) % Proficient/Distinguished EOG	34.1	34.1	26	15.488	
2. PROGRESS Points					
	2012	2013	2014	2015	2016
Language Arts	50.6	49.2	57.1	66.04	
Reading	51.4	65.7	57.3		
Math	53	63.1	48.6	60.6	
Science	48.3	64.1	65.3	49.7	
Social Studies	42.5	60.3	44.4	60.9	
3. ACHIEVEMENT GAP Points*					
Language Arts	1	0	1	2	

Reading	2	2	0		
Math	1	0	0	2	
Science	0	2	1	1	
Social Studies	2	2	0	1	
4. ED/EL/SWD PERFORMANCE* (Maximum 10 points)					
Potential Points	9.6	9.2	9.2	9.2	
Points Earned	4	1	0	0	
5. SCHOOL CLIMATE RATING (up to 5			☆☆☆☆		
Number of stars			2	2	
*Note:					
ACHIEVEMENT Points					
<ul style="list-style-type: none"> • 2012, 2013, and 2014 - out of 60 pts • 2015, 2016 - out of 50 pts 					
Content Mastery:					
<ul style="list-style-type: none"> • 2012-2014 CRCT - Percent meets and exceeds • 2015 EOG – Weighted Percent developing and above 					
EL:					
<ul style="list-style-type: none"> • 2012, 2013, and 2014 benchmarks were 90.6 • 2015 benchmark was 91.3 					
On this form, the “Adjusted Performance Rates” were reported in the following areas: EL’s, SWD, and Attendance					

Grade Level	ELA / Year	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner
3	2015	95	459.9	63.2	21.1	14.7	1.1
3	2016	101	461.9	63.4	23.8	11.9	1.0
4	2015	101	470.6	57.4	26.7	14.9	1.0
4	2016	96	468.0	58.3	27.1	14.6	0.0
5	2015	97	483.4	43.3	35.1	20.6	1.0
5	2016	104	479.1	48.1	34.6	15.4	1.9

Grade Level	MATH / Year	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner
3	2015	95	487.7	40.0	43.2	15.8	1.1
3	2016	102	481.5	53.9	28.4	15.7	2.0
4	2015	101	487.2	41.6	44.6	11.9	2.0
4	2016	97	484.9	51.5	28.9	16.5	3.1
5	2015	97	471.0	60.8	30.9	7.2	1.0
5	2016	104	472.4	57.7	36.5	3.8	1.9

Grade Level	SCIENCE / Year	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner
3	2015	95	479.3	46.3	40.0	12.6	1.1
3	2016	101	483.2	44.6	40.6	11.9	3.0
4	2015	100	462.5	64.0	32.0	3.0	1.0
4	2016	97	468.6	60.8	28.9	10.3	0.0
5	2015	97	468.7	53.6	41.2	4.1	1.0
5	2016	104	456.2	76.9	17.3	4.8	1.0

Grade Level	SS / Year	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner
3	2015	95	480.3	48.4	33.7	14.7	3.2
3	2016	102	475.8	47.1	48.0	3.9	1.0
4	2015	100	475.7	54.0	33.0	9.0	4.0
4	2016	97	460.0	68.0	26.8	4.1	1.0
5	2015	97	478.3	49.5	44.3	4.1	2.1
5	2016	104	472.8	61.5	31.7	3.8	2.9

Canby Lane ES is scoring below the state's average in each content area and in each indicator. Our greatest academic challenges are found in ELA, mathematics, science, and social studies.

We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including

- i. Economically disadvantaged students: ninety-nine percent
- ii. Students from major racial and ethnic groups: ninety-nine percent African-American, less than one percent other and Caucasian.
- iii. Students with disabilities: one percent
- iv. Students with limited English proficiency: less than one percent

The data has helped us reach conclusions regarding achievement or other related data.

The major strengths we found in our program were increase the numbers of students operating within grade level lexile bands. Domains of strength were literary comprehension and reading skills and vocabulary acquisition for the core content area of reading. In the core content area of English language arts, the domain of grammar and sentence construction was the strength across all grade levels. In mathematics, the number of students performing as a distinguished learner increased. Also, geometry is a highlighted domain for grades three and four. In science, the number of students performing as a proficient or distinguished learners have increased. In addition, students demonstrated a greater understanding and increased performance in the domain of physical science.

The major needs we discovered were in the core content areas of reading, greater than fifty percent of the students are performing two grade-level lexile bands below the expected standard. In mathematics, greater than fifty percent of the student are performing as a beginning or developing learners. In science, greater than seventy percent of the students are performing as a beginning or developing learners.

The needs we will address for each content areas are listed:

English Language Arts/Reading

Canby Lane ES is scoring below the state's average in the content area of English Language Arts. Our greatest academic challenges are found in the total number of students with a high percentage scoring as a beginning and developing learner.

The major strengths we found are: Thirteen percent of our students scored proficient or distinguished in third grade, fifteen percent of our fourth grade students scored proficient or distinguished, and seventeen percent of our fifth grade students scored proficient or distinguished.

However, there are still major needs we discovered in the core content of English Language Arts. The needs we identified based on the Georgia Milestones Assessment are: sixty percent of our third grade students scored in the beginner and developing reader category, eight-five percent of our fourth grade students scored in the beginner and developing reader category, and eight-three percent of our fifth grade students scored in the beginner and developing reader category.

Upon reviewing the Reading lexile results, we were able to conclude that forty-seven percent of third grade students were within or above the lexile band of 520-820 while fifty-three percent of third grade students were below the band of 520. The fourth grade students' lexile data showed that thirty-two percent of students were above or within the band of 740-940, while sixty-nine percent were below the band of 740. The data exhibits forty-three percent of fifth grade students scored within or above the band of 830-1010.

At Canby Lane, we will address the needs of the above population by:

- Analyzing the data using MAP (Multiple Assessment Program) to determine student scoring below grade level at the beginning of the year.
- Utilize DCSD assessments every nine weeks to monitor the academic progress of each student after each unit based on the standards.
- Schedule a pull-out support for identified students to receive intense literacy intervention and support.
- Provide EIP support for students that are reading below grade level.
- Implement Guided Reading using leveled-text for instructional and independent reading levels of students based on different genres of writing.
- Conduct parent meetings to explain Lexile Scores, standards, and academic goals.
- Provide each homeroom teacher with a set of Accelerated Reader books.
- Implement Accelerated Reader to monitor the growth or regression of reading level based on lexile.
- Implement Daily Oral Language to increase and improve language usage and conventions in writing.
- Implementation of Assess

Mathematics

Canby Lane ES is scoring below the state's average in the content area of mathematics. Our greatest academic challenges are found in the total number of students with a high percentage scoring as a beginning and developing learner.

The major strengths we found in our mathematical program was in the domain of geometry, students in grades three and four increased their level of proficiency. In grade three, sixteen percent performed at the proficient learner level. In grade four, sixteen percent of the students performed at the proficient learner level.

However, there were still major needs we discovered in the core content of mathematics. Students in grades three through five decreased in performance in the range of proficiency and distinguished learner. Out of one-hundred two students, eighty-two percent of three grade students performed at beginning and developing level. Out of ninety-seven fourth graders, eighty-one percent performed at beginning and

developing learners. Lastly, out of one hundred four fifth graders, ninety –five percent performed at beginning and developing levels. These results correlate with the poor performance in previous years. Meaning, the assessment data for majority of the current fifth graders that performed below proficiency in all domains correlates with their performance data in the third and fifth grades. As a result, it is evident that students are continuously challenged in all domains of math. These standards of learning require a higher acquisition by synthesizing, applying and evaluating conceptual content knowledge.

The needs we will address are Moreover, the teachers will utilize a variety of teaching methods, catering to the unique learning styles of the students. These methods are aligned to the designed curriculum and parallel to DSCD mission statement. Canby Lane instructional staff will incorporate technology into all core content areas for instructional and assessment purpose. As a result, the cohesiveness throughout the curriculum will provide students with more opportunities to develop and use a greater depth of knowledge in oral and written responses in the learning environment. Teachers and administration will utilize the Six-Step Data Protocols to identify students and provide an intentional, documented process of remediation for the lowest twenty-five percentile of the students in each class/grade level.

Parents will also be involved in the learning process. Workshops will be held to build and further parent knowledge of the mathematics standards, curriculum frameworks and student expectations. This will allow them to help their children at home. Additionally, tutorial support will be provided for students who are performing in the “beginning and developing learner” performance categories.

are the need for students to read more informational text. Classroom libraries will be purchased, so that teachers will have access to classroom sets of informational and narrative text. Teachers will also use a read aloud during the mini-lesson and opening of each core content area to expose students to more informational text and higher order thinking questioning and activities. Students must be able to scan a text for responses which need to be developed more by teachers giving more guidance and modeling of how to obtain answers from text in both word and graphic presentation.

In addition, the teachers will utilize a variety of teaching methods, catering to the unique learning styles of the students. These methods are aligned to the designed curriculum and parallel to DSCD mission statement. Canby Lane instructional staff will incorporate technology in all core content areas for instructional and assessment purpose. Furthermore, the cohesiveness throughout the curriculum will provide students with more opportunities to develop and use a greater depth of knowledge in oral and written responses in the learning environment. Teachers and administration will utilize the Six-Step Data Protocols to identify students and provide an intentional, documented process of remediation for the lowest twenty-five percentile of the students in each class/grade level.

The specific academic needs of those students that are to be addressed in the school-wide program plan: Canby Lane’s analysis of data yielded the following areas of opportunities to improve its overall organizational effectiveness. These areas include: increasing the rigor of instruction for students with disabilities in grades 1-5, increasing the use of technology across all core content areas and grade levels, implement after-school and summer school tutorial and enrichment programs, and

disaggregating achievement data according to specific student groups: lowest twenty-five percentile. Also, increase student achievement and rigor in all core content areas.

Our school-wide professional development will take place weekly and monthly during faculty and teacher meetings. Teachers will analyze student data during grade level and vertical team meetings with the administrative team.

Specific reading and math concepts will be addressed during the after-school and summer tutorials that will be integrated into the social studies and science curriculum. The emphasized skills will include: reading informational text, reading for information, research/writing process, data analysis, measurement and geometry, and multiplication skills in all grade levels. Assessments from the SRA Reading program will provide independent and instructional reading levels for students to determine the challenges students are encountering as they move to be more fluent and strategic readers. Also this data will assist the teacher in identifying students for small, flexible grouping and teaching them accordingly. The students will receive small group and differentiated instruction. For science and social studies students will be familiarized with the vocabulary necessary for mastery and conceptual understanding. All intervention is inclusion of the entire school academic population using teacher assessment, diagnostic assessments, IEP accommodations and modifications.

Parents will also be involved in the learning process. Workshops will be held to build parent capacity to allow them to help their children at home.

The root cause(s) that we discovered for each of the needs are . . . Canby Lane instructional staff described the root causes being the shift from GPS to CCGPS was instrumental in the decrease in proficient scores in all core content areas on all grade levels that were assessed. Through a professional learning survey, the instructional staff indicated the need that exist for professional learning in standards-based instructional models, guided reading and math, developing higher order thinking skills, and support in teaching comprehension and effectively modeling to students through the structure of the three-part lesson. Finally, it was indicated that some student lack many foundational skills and prior knowledge needed to test in the intermediate grades at Canby Lane Elementary.

In addition to the many administrative instructional changes, there was disconnecting in instructional expectations, monitoring of implementation, and providing immediate feedback in a timely manner.

Science

Canby Lane ES is scoring below the state's average in the domain of science. Our greatest academic challenges are found in the doamins of physical, life and earth science.

We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including

- i. Economically disadvantaged students: ninety-nine percent

- ii. Students from major racial and ethnic groups: ninety-nine percent African-American, less than one percent other and Caucasian.
- iii. Students with disabilities: seven percent
- iv. Students with limited English proficiency: three percent

The data has helped us reach conclusions regarding achievement or other related data.

The major strengths we found in our science program were that four percent of the students in grades 3-5 performed in the range of distinguished learner in the core content area of science based on school-wide data. The domain of earth science was identified as the strength in the core content area of science.

However, there were still major needs we discovered in the domains of physical, life and earth science. Students in grades 3-5 decreased in performance in the range of proficiency and distinguished learner. Out of one-hundred one students, eighty-six percent of our third graders were performing at beginning and developing learners. Out of ninety-seven fourth graders, ninety percent were performing at beginning and developing learners. Lastly, out of one-hundred four fifth graders, ninety-four percent were performing at beginning and developing learners. These results correlate with the poor performance in previous years. Meaning, the assessment data for majority of the current fifth graders that performed below proficiency in all domains correlates with their performance data in the third and fifth grades. As a result, it is evident that students are continuously challenged in all domains of science. These standards of learning require a higher acquisition by synthesizing, applying and evaluating content knowledge.

The needs we will address are students need to read more informational text and engage in hands-on learning opportunities while focusing on the application, evaluation and the synthesizing of information. As a result, we will revise the schedule to allot adequate time for teaching science to provide rigorous science instruction that differentiates the domains of science. It is our goal to utilize the science lab to support the science curriculum and the implementation of STEM to include field experiences and experiments.

Teachers will engage in professional learning opportunities to ensure they use data to drive instruction: WOW Days- Fall & Winter. Moreover, the teachers will utilize a variety of teaching methods, catering to the unique learning styles of the students. These methods are aligned to the designed curriculum and parallel to DSCD mission statement. Canby Lane instructional staff will incorporate technology into all core content areas for instructional and assessment purpose. As a result, the cohesiveness throughout the curriculum will provide students with more opportunities to develop and use a greater depth of knowledge in oral and written responses in the learning environment. Teachers and administration will utilize the Six Step Data Protocols to identify students and provide an intentional, documented process of remediation for the lowest twenty-five percentile of the students in each class/grade level.

Parents will also be involved in the learning process. Workshops will be held to build and further parent knowledge of the science standards, curriculum frameworks and student expectations. This will allow them to help their children at home. Additionally, tutorial support will be provided for students who are functioning below grade level through the Summer School Ramp Up program. This program will be implemented for 1st through rising 6th grade students from June 12-29, 2017.

FY16 School Improvement 1003(a) Expenditures:

Instruction Function 1000		
Charge Code	Amount	Justification
		Who what when where and why?

**Function and Object Codes found in the Consolidated Application
For Title I, Part A, School Improvement Grant 1003(a)**

Configured Function 1000 – Instruction (Configured Objects below)

- 110 – TEACHERS
- 113 – SUBSTITUTE
- 115 – EXTENDED DAY – TEACHERS
- 116 – PROFESSIONAL DEVELOPMENT STIPENDS
- 117 – EXTENDED YEAR
- 140 – AIDES AND PARAPROFESSIONALS
- 161 – TECHNOLOGY SPECIALIST
- 162 – PLANNING & EVALUATION PERSONNEL
- 199 – Other Salaries and Compensation
- 200 – EMPLOYEE BENEFITS
- 210 – State Health Insurance

220 – FICA
230 – Teachers Retirement System
260 – Workmen’s Compensation
290 – Other Employee Benefits
300 – Purchased Professional and Technical Service
321 – Contracted Service – Teachers
442 – Rental of Equipment and Vehicles
530 – COMMUNICATION
580 – TRAVEL – EMPLOYEES
595 – OTHER PURCHASED SERVICES
610 – SUPPLIES
611 – Supplies – Technology Related
612 – COMPUTER SOFTWARE
615 – EXPENDABLE EQUIPMENT
616 – EXPENDABLE COMPUTER EQUIPMENT
641 – TEXTBOOKS
642 – BOOKS (OTHER THAN TEXTBOOKS) AND PERIODICALS
734 – PURCHASE OR LEASE – PURCHASE OF COMPUTERS
810 – DUES AND FEES
890 – OTHER EXPENDITURES

Configured Function 2100– Pupil Services (Configured Objects below)

191 – OTHER ADMINISTRATIVE PERSONNEL

Configured Function 2210 – Improvement of Instructional Services (Configured Objects below)

110 – TEACHERS
113 – SUBSTITUTE
115 – EXTENDED DAY – TEACHERS
116 – PROFESSIONAL DEVELOPMENT STIPENDS
117 – EXTENDED YEAR
140 – AIDES AND PARAPROFESSIONALS
161 – TECHNOLOGY SPECIALIST
162 – PLANNING & EVALUATION PERSONNEL
191 – OTHER ADMINISTRATIVE PERSONNEL
199 – Other Salaries and Compensation
200 – EMPLOYEE BENEFITS
210 – State Health Insurance
220 – FICA
230 – Teachers Retirement System
260 – Workmen’s Compensation
290 – Other Employee Benefits
300 – PURCHASED PROFESSIONAL AND TECHNICAL SERVICES
580 – TRAVEL – EMPLOYEES
595 – OTHER PURCHASED SERVICES
610 – SUPPLIES
611 – Supplies – Technology Related
612 – COMPUTER SOFTWARE
615 – EXPENDABLE EQUIPMENT
616 – EXPENDABLE COMPUTER EQUIPMENT
641 – TEXTBOOKS
642 – BOOKS (OTHER THAN TEXTBOOKS) AND PERIODICALS
810 – DUES AND FEES
890 – OTHER EXPENDITURES

Configured Function 2220 – EDUCATIONAL MEDIA SERVICES (Configured Objects below)

610 – SUPPLIES
615 – EXPENDABLE EQUIPMENT
642 – BOOKS (OTHER THAN TEXTBOOKS) AND PERIODICALS

Configured Function 2300 – GENERAL ADMINISTRATION (Configured Objects below)

190 – OTHER MANAGEMENT PERSONNEL
191 – OTHER ADMINISTRATIVE PERSONNEL
199 – Other Salaries and Compensation
200 – EMPLOYEE BENEFITS
210 – State Health Insurance
220 – FICA
230 – Teachers Retirement System
300 – PURCHASED PROFESSIONAL AND TECHNICAL SERVICES
332 – DRUG AND ALCOHOL TESTING, Fingerprinting
595 – OTHER PURCHASED SERVICES

610 – SUPPLIES
890 – OTHER EXPENDITURES

Configured Function 2700 – STUDENT TRANSPORTATION SERVICE (Configured Objects below)

180 – BUS DRIVERS
190 – OTHER MANAGEMENT PERSONNEL
200 – EMPLOYEE BENEFITS
210 – State Health Insurance
220 – FICA
230 – Teachers Retirement System
260 – Workmen Compensation
280 – Benefit in Lieu of Social Security
595 – OTHER PURCHASED SERVICES
620 - ENERGY
890 – OTHER EXPENDITURES

Configured Function 2900 – OTHER SUPPORT SERVICES (Configured Objects below)

191 – OTHER ADMINISTRATIVE PERSONNEL
199 – OTHER SALARIES AND COMPENSATION
200 – EMPLOYEE BENEFITS
300 – PURCHASED PROFESSIONAL AND TECHNICAL SERVICES
530 – COMMUNICATION
580 – TRAVEL - EMPLOYEES
595 – OTHER PURCHASED SERVICES
610 – SUPPLIES
642- BOOKS (OTHER THAN TEXTBOOKS) AND PERIODICALS
810 – DUES AND FEES
890 – OTHER EXPENDITURES