



## Title I Schoolwide/School Improvement Plan Clayton County Public Schools

TITLE I SCHOOLWIDE PLAN		
<b>School Name:</b> Jewell C Anderson Elementary	<b>District Name:</b> Clayton County Public Schools	
<b>Principal Name:</b>	<b>School Year:</b> 2021-2022	
<b>School Mailing Address:</b> 4199 Old Rock Cut Rd Conely, Ga. 30288		
<b>Telephone:</b> (770) 473-3269		
<b>District Title I Director/Coordinator Name:</b> Katrina Thompson		
<b>District Title I Director/Coordinator Mailing Address:</b> 1058 Fifth Avenue, Jonesboro, GA 30236		
<b>Email Address:</b> katrina.thompson@clayton.k12.ga.us		
<b>Telephone:</b> 678-817-3081		
ESSA ACCOUNTABILITY STATUS		
<b>Comprehensive Support</b> <input type="checkbox"/>	<b>Targeted Support</b> <input type="checkbox"/>	<b>Promise School</b> <input type="checkbox"/>
BUDGET MODEL		
<b>Title I, Part A Budget</b> <input checked="" type="checkbox"/>	<b>Title I School Improvement Grant (SIG)</b> <input type="checkbox"/>	
<b>L4GA Budget</b> <input checked="" type="checkbox"/>		
SIGNATURES AND REVISION DATE		
<b>Principal's Signature:</b>		<b>Date:</b>
<b>Title I Director's Signature:</b>		<b>Date:</b>
<b>Revision Date:</b>	<b>Revision Date:</b>	<b>Revision Date:</b>



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## District Strategic Goals

- Goal 1: By 2022, Clayton County Public Schools will increase by 3% of the gap between the baseline year, 2019, all students group percent proficient and distinguished and 100% in each content area.
  - Sample: 28.1% proficient/distinguished in 2019, ELA
  - Performance Target =  $(100 - 28.0) \times 0.03 = 2.16$ ; 2022 performance target is  $28.1 + 2.16 = 30.2\%$
- Goal 2: By 2022, Clayton County Public Schools will increase by 3% of the gap between the baseline year, 2020, all students group 4-year cohort graduation rate and 100%.
  - Sample: 76.6% all students group graduated in 2020
  - Performance Target =  $(100 - 76.6) \times 0.03 = 0.70$ , 2022 performance target is  $76.6 + 0.70 = 77.3\%$

### 2021-2022 Clayton County Public School District Improvement Performance Targets

2018-2019 Georgia Milestones End of Grade						Expected 2021-2022 EOG Performance Target			
Subject	Grade	BL	DL	PL	DSL	P + DSL Baseline (2019)	Maximum Score	3% Growth from Baseline	Expected (% P+DSL)
English Language Arts	3 to 8	38.5%	33.5%	22.7%	5.4%	28.0	100	2.16	30.2
Mathematics	3 to 8	37.0%	38.3%	19.8%	4.9%	24.7	100	2.26	26.9
Science	5 and 8	49.9%	28.0%	18.4%	3.6%	22.0	100	2.34	24.4
Social Studies	8	34.5%	45.0%	15.0%	5.4%	20.5	100	2.39	22.8
2018-2019 Georgia Milestones End of Course						Expected 2021-2022 EOC Performance Target			
Subject	Grade	BL	DL	PL	DSL	P + DSL Baseline (2019)	Maximum Score	3% Growth from Baseline	Expected (% P+DSL)
Algebra I	High	50.5%	31.7%	15.2%	2.6%	17.8	100	2.47	20.3
American Lit and Comp	High	32.0%	39.3%	26.3%	2.4%	28.6	100	2.14	30.8
Biology	High	48.0%	23.8%	23.3%	4.9%	28.2	100	2.15	30.4
US History	High	32.9%	35.6%	25.9%	5.6%	31.5	100	2.06	33.6
2020 4-Year Cohort Graduation Rate						Expected 2021-2022 4-Year Cohort Graduation Rate			
Graduation Rate	2020					2020 Grad Rate Baseline	Maximum Rate	3% Growth from Baseline	Expected (Grad Rate)
All Students	76.6%					76.6	100	0.70	77.3

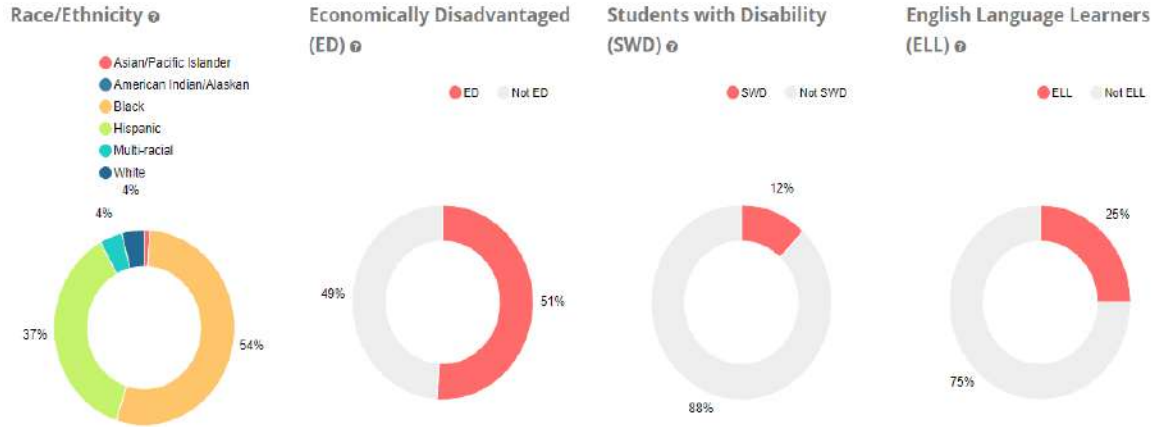




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**Data:**

## Profile of Learners



## Attendance Comparison

**2019-2020**

**2020-2021**

2019-2020			2020-2021		
Anderson Elementary	PK	95.63%	Anderson Elementary	PK	94.22%
Anderson Elementary	KK	95.71%	Anderson Elementary	KK	95.01%
Anderson Elementary	1	96.35%	Anderson Elementary	1	93.94%
Anderson Elementary	2	96.31%	Anderson Elementary	2	94.36%
Anderson Elementary	3	96.84%	Anderson Elementary	3	96.28%
Anderson Elementary	4	97.25%	Anderson Elementary	4	95.43%
Anderson Elementary	5	96.83%	Anderson Elementary	5	96.98%
Total		96.53%	Total		95.32%

**There was a decline in attendance by 1.21 percent. This could be a result of the Covid-19 Pandemic as many students had difficulty with the Virtual Platform.**



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### Student Discipline Data

Anderson Elementary School											
Student Discipline (Total Days)											
Year	Type	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
2017-2018	OSS Days	0	3	9	4	6	1	6	10	4	
2018-2019	OSS Days	0	12	11	5	3	0	3	4	0	1
2019-2020	OSS Days	0	0	2	3	2	0	9			
2020-2021	OSS Days	0	0	0	0	0	0				

The data shows an improvement with discipline issues that result in an OSS. In 17-18 there were 43 OSS. From 18-19 there were 39 OSS, this is down by 4 OSS to 19-20 which resulted in 16 OSS down by 23. There was an overall decrease in OSS from 17-18 to 19-20 by 27.

Next, for the year 20-21 there were no OSS. This could be the result of students spending the majority of the year working at home virtually due to the Covid-19 Pandemic.

Anderson saw an increase in the number of STARS for our climate rating. We went from 2 STARS in the school year 2018 to 3 STARS for the 2019 school year.

Performance Snapshot from The Governor’s Office on student achievement based on CCRPI scores for 2018 shows the following:

- Anderson Elementary School's [overall performance](#) is higher than 19% of schools in the state and is similar to its district.
- Its students' [academic growth](#) is higher than 45% of schools in the state and higher than its district.
- 28.7% of its 3rd grade students are [reading at or above the grade level target](#).



# Title I Schoolwide/School Improvement Plan Clayton County Public Schools

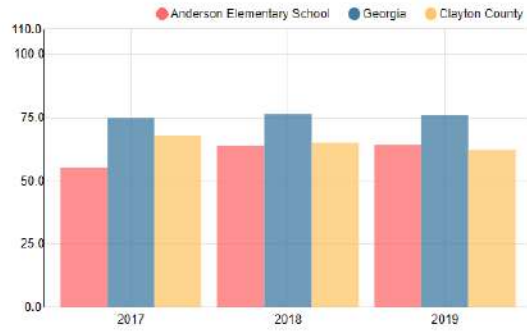
## School Wide

**D 64.4** <sup>o</sup>

Year	Anderson Elementary School
2019	D
2018	D
2017	F
2016	D
2015	C

Grade conversion	
A	90 - 100
B	80 - 89.9
C	70 - 79.9
D	60 - 59.9
F	0 - 59.9

CCRPI Single Score <sup>o</sup>



There was no CCRPI score for 2019-2020 due to the Covid-19 Pandemic. During the school year of 2020-2021, parents were given the option to opt out of taking the Georgia Milestones due to the continuance of the Covid-19 Pandemic.

The graph above shows CCRPI data over a three year period

Year	CCRPI Score
2017	55.2
2018	63.8
2019	64.4

**The trend data shows a 9.2 % increase from 2017 to 2019**



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Anderson Elementary School					
CCRPI Components Prior to 2018	2016	2017	CCRPI Components as of 2018	2018	2019
	Score	Score		Score	Score
Achievement Points	23.1	23.5	Content Mastery	42.2	42.8
Progress Points	31.9	26.9	Progress	77.9	81.8
Achievement Gap Points	5	3.3	Closing Gap Points	63.6	56.8
Content Mastery Performance	44.3	42.4	Readiness	71.2	74.6
			Graduation Rate	N/A	N/A

Year	Content Mastery	ELA	Math	Science	Social Studies
2018	63.8	36.5	48.28	44.79	40.01
2019	64.4	41.80	50.60	29.42	35.89
2020	No Data	No Data	No Data	No Data	No Data
2021	Low Participation rate due to opting out	Low Participation rate due to opting out	Low Participation rate due to opting out	Low Participation rate due to opting out	Low Participation rate due to opting out

Year	Progress	Closing Gaps	Readiness	Progress toward ELL Proficiency
2018	77.9	63.6	71.2	83.65
2019	81.8	56.8	71.9	95.59

Include student achievement data charts/graphs and a written summary of the data that represent the schools' various subgroups (Academics, Discipline, and Attendance). Samples of student achievement data reports (iReady, MAP, Access Reports, EOC, Milestones, DIBELS).

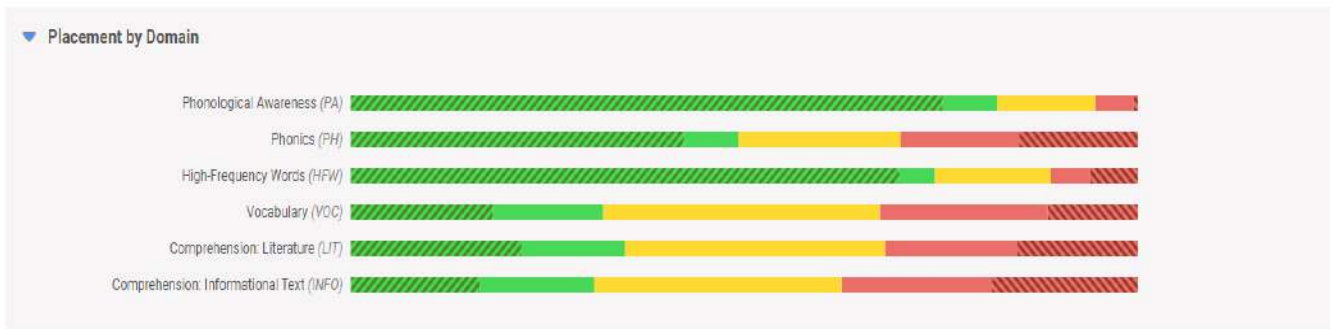
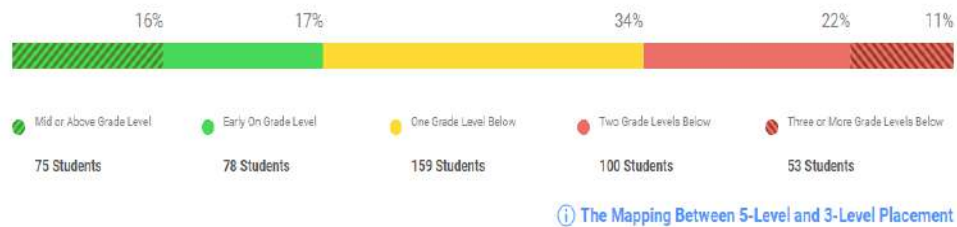


# Title I Schoolwide/School Improvement Plan Clayton County Public Schools

## MAP Data Winter 2020 Reading Overall Performance

There were 465 students out of 469 to take the MAP Assessment. Next, 16% of the students are mid to above grade level and 17% are on grade level. At this juncture, we have 33% of our students at or above grade level. In addition, 34% are 1 grade level behind, 22% are 2 grade levels behind and 11% are 3 or more grade levels behind. In essence, we have 67% of our students who are behind grade level.

The domain areas that need work and support as represented in the second graph below are vocabulary, comprehension; 81.8% especially with informational text.







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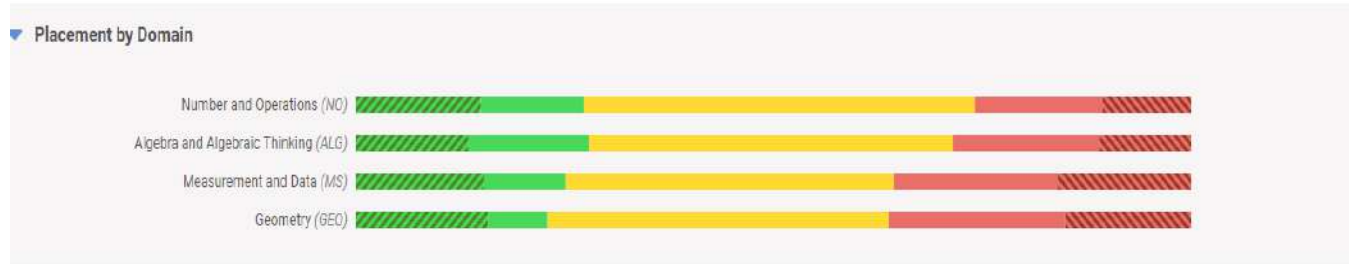
## MAP Data Winter 2020 Math Overall Performance

There were 463 students out of 469 to take the MAP Assessment. Next, 11% of the students are mid to above grade level and 10% are early to on grade level. At this juncture, we have 47% of our students our 1 grade level below, 19% of our students are 2 grade levels below and 14% of our students are 3 or more grade levels below.

The domain areas that need work and support as represented in the second graph below are: numbers and operations and algebra and algebraic thinking.



[The Mapping Between 5-Level and 3-Level Placement](#)





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### DIBELS DATA 2020-2021

#### Kindergarten Well Below

BOY	MOY	EOY
64%	71%	69%

#### Kindergarten Below

BOY	MOY	EOY
10%	12%	10%

#### Kindergarten at Benchmark

BOY	MOY	EOY
14%	12%	13%

#### Kindergarten above Benchmark

BOY	MOY	EOY
12%	5%	8%

The students in kindergarten well below benchmark increased by 5%, below benchmark stayed the same at 10%, at benchmark decreased by 1% and above benchmark decreased by 4%.



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### First Grade Well Below

BOY	MOY	EOY
53%	62%	61%

### First Grade Below

BOY	MOY	EOY
16%	6%	8%

### First Grade at Benchmark

BOY	MOY	EOY
17%	16%	14%

### First Grade above Benchmark

BOY	MOY	EOY
14%	16%	17%

**The first grade students well below benchmark increased by 8%, below benchmark decreased by 8%, at benchmark decreased by 3% and above benchmark increased by 3%.**



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### Comprehensive Needs Assessment:

#### 1. Comprehensive Needs Assessment: Sec. 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that considers information of the academic achievement of children in relation to the challenging State academic standards, **particularly the needs of those children who are failing, or are at-risk of failing**, to meet the challenging State academic standards and any other factors as determined by the local educational agency; Sec. 1114(b)(1)(A)

#### Describe the Comprehensive Needs Assessment Process used to develop your needs and goals for your school for this year's Title I schoolwide/school improvement plan.

*Response:*

A. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Those persons involved were members of the leadership team as outlined on the previous page. These stakeholders participated in the initial development of this plan. The initial plan was taken back to the school to afford staff, and parents the opportunity to be involved and provide input in the plan's development.

Although the majority of the student achievement data is lagging data, we used data points from GMAS 2019, DIBELS, i-Ready, MAP, attendance data as well as discipline data. This "living document" will be shared with the community and parents through meetings/forums, print publication, and posted on the school's website. During the revision periods, the school/community and stakeholders will share in the opportunity of the revision process.

B. We have used the following instruments, procedures or processes to obtain our information to engage in continuous school improvement and to develop our plan:

- Strategic school improvement brainstorming and planning session held during pre-planning with the Leadership Team and grade level team members
- Information gleaned from staff/faculty input during school improvement focused faculty meetings and Collaborative Planning held every Thursday of each month.
- Information gleaned from parent input during Annual Title I meeting held August 2021
- End of the Year (EOY) (May 2021) Acadience

*Dynamic Indicators of Basic Early Literacy Skills assessment is used to measure students' acquisition of literacy skills in grades K-1. The skills assessed reflect the Five Components of Reading (Phonological Awareness, Phonics, Vocabulary, Comprehension, and Fluency). Benchmarks are administered three (3) times during the school year (August, January, and May). Teachers are responsible for scheduled progress monitoring and providing targeted, intentional intervention. Most assessments are one minute in length.*

*i-Ready Reading and Math Diagnostic is administered three times per year. Teachers are able to track students' progress through the Usage and Progress report. Students should be on i-Ready a minimum of 45 minutes and a maximum of 50 minutes per week.*



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- *Georgia Kindergarten Inventory of Developing Skills (GKIDS)*

*The Georgia Kindergarten Inventory of Developing Skills is a year-long, performance-based assessment aligned to the state mandated content standards. GKIDS allows teachers to assess student performance during instruction, record student performance data in an on-line database. At the end of the year, summary reports are generated based on the data the teacher has entered throughout the year.*

- *Students with Disabilities compliance data*
- *Retention data*
- *Attendance data (Student and Staff)*
- *Teacher Keys Effectiveness System (TKES) data*
- *Brainstorming session for Professional Development Needs Assessment*
- *Operational Procedures for 2021-2022*
- *Georgia Milestones Spring 2019 data with full participation*
- *2018 and 2019 CCRPI Data*
- *Clayton County Public Schools Strategic Goals and Academic Achievement Plan*

### *Retention Rate*

*Student retentions from FY2020-2021 school year was 13 students.*

*2-Kindergarten*

*3- 1<sup>st</sup> grade*

*1-2<sup>nd</sup> grade*

*0- 3<sup>rd</sup> grade*

*1-4<sup>th</sup> grade*

*0-5<sup>th</sup> grade*

### *Student Attendance Rate*

*Student attendance rate for 2020-2021 was 85.5%.*

### *English Language Learners*

*Currently, we have 125 active students, 1 (M1), 1 (M2), and 5 (M3). One student enrolled today, so she may change our number to 126.*

### *Teacher Retention/Attrition*

*Anderson Elementary has maintained Highly Qualified Teachers for the past 3 years. During the 2020-2021 school year, we had two teachers to leave Anderson. One of the teachers retired and the other teacher moved to Savannah, Georgia. Our instructional staff consists of 35 certified teachers.*



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### Discipline Infractions

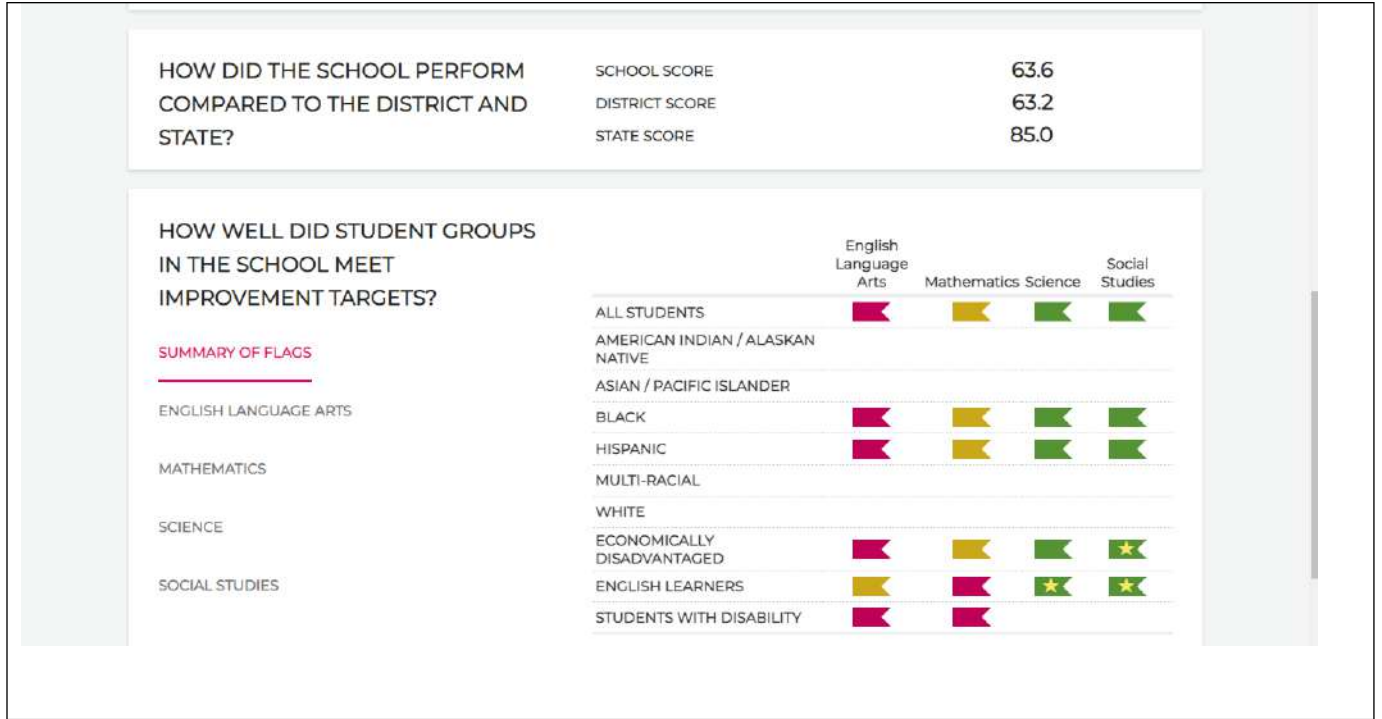
Anderson Elementary School											
Student Discipline (Total Days)											
Year	Type	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
2017-2018	OSS Days	0	3	9	4	6	1	6	10	4	
2018-2019	OSS Days	0	12	11	5	3	0	3	4	0	1
2019-2020	OSS Days	0	0	2	3	2	0	9			
2020-2021	OSS Days	0	0	0	0	0	0				

**Review your data by subgroup and note areas of deficit, specifically the needs of those children who are failing or are at-risk of failing. (ED, EL, Race, Migrant, Foster Care, SWD)**

**Anderson's 2018 subgroup data for the GMAS**



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**Subgroups: Black, Hispanic, English Language Learners, Economically Disadvantage and Students with Disabilities**

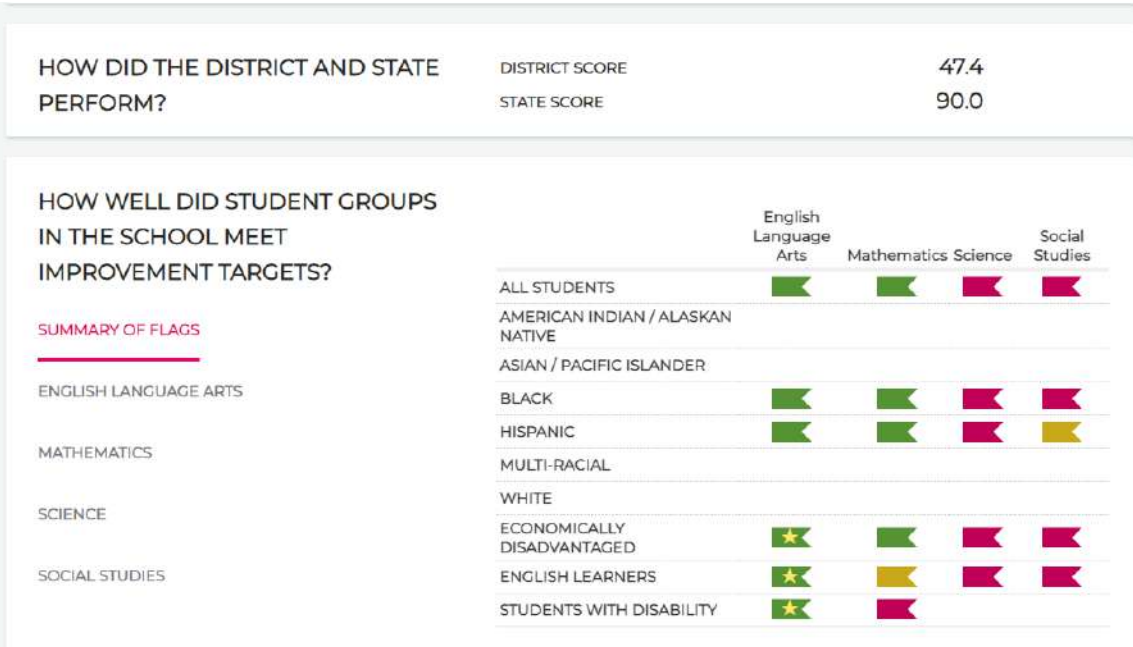
The 2018 GMAS subgroup data shows all student in ELA did not make progress and did not meet improvement target except for the ELL subgroup. The ELL subgroup made progress but did meet improvement target.

In science ELL met their 6% improvement with all other subgroups meeting improvement target. For social studies, Economically Disadvantage and ELL learners met their 6% improvement target. All other subgroups met their improvement target.

Anderson’s 2019 subgroup data for the GMAS



# Title I Schoolwide/School Improvement Plan Clayton County Public Schools



**Subgroups: Black, Hispanic, English Language Learners, Economically Disadvantage and Students with Disabilities**

**The 2019 GMAS subgroup data shows tremendous improvement for all subgroups for ELA. The Economically Disadvantage and ELL learners met 6% of improvement target. All other subgroups met improvement target. Also, in math all subgroups met their target except the ELL subgroup who made progress but did not meet target and the Student with Disabilities who did not make progress or their target.**

**In science no subgroup made progress and no subgroup met improvement target. Finally, in social studies, the Hispanic subgroup made progress but did not meet improvement target. All other subgroups did not make progress or meet improvement target.**

Recent MAP Data for Fall 2021

**Second Grade MAP Data Fall 2021**





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2 <sup>nd</sup> Grade Math										2 <sup>nd</sup> Grade Reading									
<b>Summary</b>					<b>Summary</b>					<b>Summary</b>					<b>Summary</b>				
Total Number of Students With Valid Growth Scores					Total Number of Students With Valid Growth Scores					Total Number of Students With Valid Growth Scores					Total Number of Students With Valid Growth Scores				
Mean RIT Score					Mean RIT Score					Mean RIT Score					Mean RIT Score				
Standard Deviation					Standard Deviation					Standard Deviation					Standard Deviation				
District Grade-Level Mean RIT					District Grade-Level Mean RIT					District Grade-Level Mean RIT					District Grade-Level Mean RIT				
Students At or Above District Grade-Level Mean RIT					Students At or Above District Grade-Level Mean RIT					Students At or Above District Grade-Level Mean RIT					Students At or Above District Grade-Level Mean RIT				
Grade-Level Mean RIT					Grade-Level Mean RIT					Grade-Level Mean RIT					Grade-Level Mean RIT				
Students At or Above Grade-Level Mean RIT					Students At or Above Grade-Level Mean RIT					Students At or Above Grade-Level Mean RIT					Students At or Above Grade-Level Mean RIT				
<b>Overall Performance</b>										<b>Overall Performance</b>									
Growth: Math K-2 GA 2015 / GA Standards of Excellence Mathematics 2015										Growth: Reading K-2 GA 2015 / GA Standards of Excellence English Language Arts 2015									
Instructional Area RIT Range										Instructional Area RIT Range									
Number and Operations										Operations and Algebraic Thinking									
Fractions and Decimals										Measurement and Data									
Geometry										Language: Understand, Edit, Mechanics									
Language: Understand, Edit for Grammar, Usage										Writing: Write, Revise Texts for Purpose and Audience									
Language: Understand, Edit for Grammar, Usage										Language: Understand, Edit for Grammar, Usage									
<b>Summary</b>										<b>Summary</b>									
Total Number of Students With Valid Growth Scores										Total Number of Students With Valid Growth Scores									
Mean RIT Score										Mean RIT Score									
Standard Deviation										Standard Deviation									
District Grade-Level Mean RIT										District Grade-Level Mean RIT									
Students At or Above District Grade-Level Mean RIT										Students At or Above District Grade-Level Mean RIT									
Grade-Level Mean RIT										Grade-Level Mean RIT									
Students At or Above Grade-Level Mean RIT										Students At or Above Grade-Level Mean RIT									
<b>Overall Performance</b>										<b>Overall Performance</b>									
Growth: Language 2-2 GA 2015 / GA Standards of Excellence English Language Arts 2015										Growth: Language 2-2 GA 2015 / GA Standards of Excellence English Language Arts 2015									
Instructional Area RIT Range										Instructional Area RIT Range									
Language: Understand, Edit Mechanics										Language: Understand, Edit Mechanics									
Writing: Write, Revise Texts for Purpose and Audience										Writing: Write, Revise Texts for Purpose and Audience									
Language: Understand, Edit for Grammar, Usage										Language: Understand, Edit for Grammar, Usage									

## Third Grade MAP Data Fall 2021

3 <sup>rd</sup> Grade Math										3 <sup>rd</sup> Grade Reading									
<b>Summary</b>					<b>Summary</b>					<b>Summary</b>					<b>Summary</b>				
Total Number of Students With Valid Growth Scores					Total Number of Students With Valid Growth Scores					Total Number of Students With Valid Growth Scores					Total Number of Students With Valid Growth Scores				
Mean RIT Score					Mean RIT Score					Mean RIT Score					Mean RIT Score				
Standard Deviation					Standard Deviation					Standard Deviation					Standard Deviation				
District Grade-Level Mean RIT					District Grade-Level Mean RIT					District Grade-Level Mean RIT					District Grade-Level Mean RIT				
Students At or Above District Grade-Level Mean RIT					Students At or Above District Grade-Level Mean RIT					Students At or Above District Grade-Level Mean RIT					Students At or Above District Grade-Level Mean RIT				
Grade-Level Mean RIT					Grade-Level Mean RIT					Grade-Level Mean RIT					Grade-Level Mean RIT				
Students At or Above Grade-Level Mean RIT					Students At or Above Grade-Level Mean RIT					Students At or Above Grade-Level Mean RIT					Students At or Above Grade-Level Mean RIT				
<b>Overall Performance</b>										<b>Overall Performance</b>									
Growth: Math 2-3 GA 2015 / GA Standards of Excellence Mathematics 2015										Growth: Reading 2-3 GA 2015 / GA Standards of Excellence English Language Arts 2015									
Instructional Area RIT Range										Instructional Area RIT Range									
Operations										Informational Text									
Number and Operations										Literature									
Operations and Algebraic Thinking										Vocabulary Acquisition and Use									
Measurement and Data										Science									
<b>Summary</b>										<b>Summary</b>									
Total Number of Students With Valid Growth Scores										Total Number of Students With Valid Growth Scores									
Mean RIT Score										Mean RIT Score									
Standard Deviation										Standard Deviation									
District Grade-Level Mean RIT										District Grade-Level Mean RIT									
Students At or Above District Grade-Level Mean RIT										Students At or Above District Grade-Level Mean RIT									
Grade-Level Mean RIT										Grade-Level Mean RIT									
Students At or Above Grade-Level Mean RIT										Students At or Above Grade-Level Mean RIT									
<b>Overall Performance</b>										<b>Overall Performance</b>									
Growth: Language 2-2 GA 2015 / GA Standards of Excellence English Language Arts 2015										Growth: Science 3-5 GA 2016 / GA Standards of Excellence Science 2016									
Instructional Area RIT Range										Instructional Area RIT Range									
Language: Understand, Edit Mechanics										Life Science									
Writing: Write, Revise Texts for Purpose and Audience										Earth and Space Science									
Language: Understand, Edit for Grammar, Usage										Physical Science									



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## Fourth Grade MAP Data Fall 2021

4 <sup>th</sup> Grade										Open with									
<b>Math</b>					<b>Reading</b>					<b>Math</b>					<b>Reading</b>				
<b>Summary</b> Total Number of Students With Valid Growth Scores: 77 Mean RIT Score: 185.2 Standard Deviation: 12.7 District Grade-Level Mean RIT: - Students At or Above District Grade-Level Mean RIT: - Grade-Level Mean RIT: 192.0 Students At or Above Grade-Level Mean RIT: 9					<b>Summary</b> Total Number of Students With Valid Growth Scores: 77 Mean RIT Score: 182.9 Standard Deviation: 16.3 District Grade-Level Mean RIT: - Students At or Above District Grade-Level Mean RIT: - Grade-Level Mean RIT: 196.7 Students At or Above Grade-Level Mean RIT: 22					<b>Summary</b> Total Number of Students With Valid Growth Scores: 75 Mean RIT Score: 164.4 Standard Deviation: 16.7 District Grade-Level Mean RIT: - Students At or Above District Grade-Level Mean RIT: - Grade-Level Mean RIT: 197.3 Students At or Above Grade-Level Mean RIT: 21					<b>Summary</b> Total Number of Students With Valid Growth Scores: 76 Mean RIT Score: 185.6 Standard Deviation: 10.9 District Grade-Level Mean RIT: - Students At or Above District Grade-Level Mean RIT: - Grade-Level Mean RIT: 194.6 Students At or Above Grade-Level Mean RIT: 17				
<b>Overall Performance</b> Growth: Math 2-5 GA 2015 / GA Standards of Excellence Mathematics: 2015					<b>Overall Performance</b> Growth: Reading 2-5 GA 2015 / GA Standards of Excellence English Language Arts: 2015					<b>Overall Performance</b> Growth: Language 2-12 GA 2015 / GA Standards of Excellence English Language Arts: 2015					<b>Overall Performance</b> Growth: Science 3-5 GA 2015 / GA Standards of Excellence Science: 2015				
<b>Instructional Area RIT Range</b> Geometry: 35 (47%) 27 (36%) 8 (11%) 5 (7%) 0 (0%) Number and Operations: 26 (46%) 20 (27%) 12 (16%) 6 (8%) 1 (1%) Operations and Algebraic Thinking: 29 (32%) 21 (28%) 11 (15%) 3 (4%) 1 (1%) Measurement and Data: 41 (56%) 17 (23%) 12 (16%) 4 (5%) 1 (1%)					<b>Instructional Area RIT Range</b> Informational Text: 30 (51%) 18 (27%) 8 (10%) 12 (16%) 2 (3%) Literature: 35 (45%) 12 (16%) 13 (17%) 14 (18%) 3 (4%) Vocabulary Acquisition and Use: 31 (40%) 20 (26%) 17 (22%) 6 (8%) 4 (5%)					<b>Instructional Area RIT Range</b> Language: Understand, Edit Mechanics: 33 (44%) 11 (15%) 18 (24%) 10 (13%) 3 (4%) Writing: Write, Revise Texts for Purpose and Audience: 35 (47%) 12 (16%) 11 (15%) 13 (17%) 4 (5%) Language: Understand, Edit for Grammar Usage: 37 (49%) 13 (17%) 14 (18%) 9 (12%) 2 (3%)					<b>Instructional Area RIT Range</b> Life Science: 29 (38%) 17 (23%) 15 (20%) 8 (11%) 5 (7%) Earth and Space Science: 29 (38%) 21 (28%) 12 (16%) 8 (11%) 4 (5%) Physical Science: 34 (45%) 13 (17%) 15 (20%) 8 (11%) 4 (5%)				

## Fifth Grade MAP Data Fall 2021

5 <sup>th</sup> Grade										Open with									
<b>Math</b>					<b>Reading</b>					<b>Math</b>					<b>Reading</b>				
<b>Summary</b> Total Number of Students With Valid Growth Scores: 75 Mean RIT Score: 184.8 Standard Deviation: 15.1 District Grade-Level Mean RIT: - Students At or Above District Grade-Level Mean RIT: - Grade-Level Mean RIT: 202.1 Students At or Above Grade-Level Mean RIT: 12					<b>Summary</b> Total Number of Students With Valid Growth Scores: 75 Mean RIT Score: 182.9 Standard Deviation: 16.9 District Grade-Level Mean RIT: - Students At or Above District Grade-Level Mean RIT: - Grade-Level Mean RIT: 206.0 Students At or Above Grade-Level Mean RIT: 24					<b>Summary</b> Total Number of Students With Valid Growth Scores: 76 Mean RIT Score: 192.5 Standard Deviation: 15.3 District Grade-Level Mean RIT: - Students At or Above District Grade-Level Mean RIT: - Grade-Level Mean RIT: 204.2 Students At or Above Grade-Level Mean RIT: 16					<b>Summary</b> Total Number of Students With Valid Growth Scores: 77 Mean RIT Score: 192.1 Standard Deviation: 11.3 District Grade-Level Mean RIT: - Students At or Above District Grade-Level Mean RIT: - Grade-Level Mean RIT: 206.2 Students At or Above Grade-Level Mean RIT: 16				
<b>Overall Performance</b> Growth: Math 2-5 GA 2015 / GA Standards of Excellence Mathematics: 2015					<b>Overall Performance</b> Growth: Reading 2-5 GA 2015 / GA Standards of Excellence English Language Arts: 2015					<b>Overall Performance</b> Growth: Language 2-12 GA 2015 / GA Standards of Excellence English Language Arts: 2015					<b>Overall Performance</b> Growth: Science 3-5 GA 2015 / GA Standards of Excellence Science: 2015				
<b>Instructional Area RIT Range</b> Geometry: 31 (41%) 10 (13%) 13 (17%) 1 (1%) 4 (5%) Number and Operations: 38 (51%) 18 (24%) 11 (15%) 1 (1%) 4 (5%) Operations and Algebraic Thinking: 46 (61%) 11 (15%) 12 (16%) 3 (4%) 4 (5%) Measurement and Data: 38 (51%) 16 (21%) 3 (4%) 8 (11%) 4 (5%)					<b>Instructional Area RIT Range</b> Informational Text: 33 (43%) 18 (24%) 12 (16%) 9 (12%) 6 (8%) Literature: 28 (37%) 16 (21%) 15 (20%) 12 (16%) 8 (11%) Vocabulary Acquisition and Use: 28 (37%) 21 (28%) 11 (15%) 10 (13%) 6 (8%)					<b>Instructional Area RIT Range</b> Language: Understand, Edit Mechanics: 28 (37%) 24 (32%) 18 (24%) 2 (3%) 8 (11%) Writing: Write, Revise Texts for Purpose and Audience: 21 (28%) 17 (23%) 11 (15%) 9 (12%) 6 (8%) Language: Understand, Edit for Grammar Usage: 29 (38%) 21 (28%) 12 (16%) 8 (11%) 4 (5%)					<b>Instructional Area RIT Range</b> Life Science: 32 (42%) 18 (24%) 12 (16%) 13 (17%) 4 (5%) Earth and Space Science: 38 (51%) 20 (27%) 11 (15%) 8 (11%) 3 (4%) Physical Science: 27 (36%) 20 (27%) 17 (22%) 8 (11%) 5 (7%)				



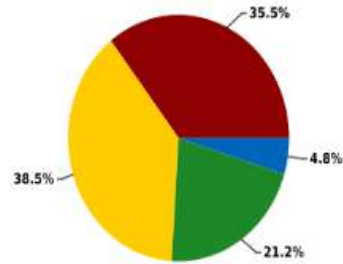
# Title I Schoolwide/School Improvement Plan Clayton County Public Schools

## Projected Proficiency for GMAS

Projected to: Georgia Milestones taken in spring.

View Linking Study: <https://www.nwasa.org/resources/georgia-linking-study/>

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	70	18	25.7%	29	41.4%	18	25.7%	5	7.1%
4	75	29	38.7%	31	41.3%	13	17.3%	2	2.7%
5	86	35	40.7%	29	33.7%	18	20.9%	4	4.7%
<b>Total</b>	<b>231</b>	<b>82</b>	<b>35.5%</b>	<b>89</b>	<b>38.5%</b>	<b>49</b>	<b>21.2%</b>	<b>11</b>	<b>4.8%</b>



The lagging data and the most current MAP and i-Ready data shows we should focus on:

### School-wide focuses

- Reading (five components of reading: (phonemic awareness, phonics, vocabulary, fluency, and comprehension) (high impact practices)
- Math (high impact practices: high order questioning; academic discussion, and thoughtful work)
- Science (STEMscopes and ADI) (high impact practices)
- Improve attendance by 3%
- Schoolwide focus of Social Emotional Learning (SEL) to support students and teachers.
- Implement PBIS (Positive Behavior Interventions and Support)
- Tutorial (Grades K-5 reading and math from January – March and K-2 Summer Reading Academy from June 1 – June 30)



# Title I Schoolwide/School Improvement Plan Clayton County Public Schools

## Other Things

- Class Profile Report
- Class Report
- Learning Continuum
- Student Profile
- Class Breakdown by RIT, Instructional Area, or Projected Proficiency

\*Student Conferences (Individual or Group)

\*Set high goals (shoot for the stars)

Teachers will analyze their individual student and class data for these purposes:

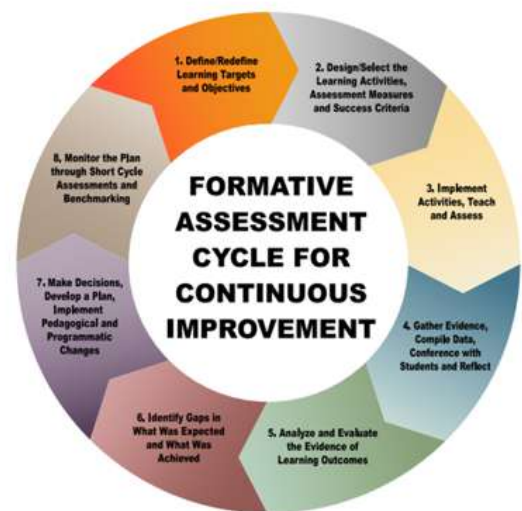
- To identify relative academic strengths and opportunities for each student to improve.
- To set goals and conference with students.
- To plan lessons, instructional guidance and student support by pairing data with curriculum pacing and unit guides.
- To group students by topics and skills for differentiated groups.
- To drill into the Continuum of Learning to add deeper understanding of the instructional needs for more personalized learning opportunities.

Grade Level and Content Teams will analyze grade level/school level data for these purposes:

- To identify patterns and trends in relative academic strengths and opportunities for improvement for grade level focuses.
- To develop grade-level and school-wide strategies paired with grade level content and curriculum units.
- To ensure the correct students are receiving interventions
- To coordinate academic acceleration efforts and support.

Leadership Teams will analyze grade level/school level data for these purposes:

- To identify patterns and trends in relative academic strengths and opportunities for improvement for grade/school level focuses.
- To identify classes and strategies producing high performance to replicate across classrooms.
- To ensure the correct students are receiving interventions.
- To coordinate academic acceleration efforts and support.
- To facilitate a culture of collaborative and strategic data use in your school for CSIPs and Short-term Action Plans.





## **Title I Schoolwide/School Improvement Plan Clayton County Public Schools**

### **Goals and Strategies:**

**2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)**

#### **Highly Qualified Staff**

**A highly effective and dedicated staff is the goal of Anderson Elementary School. Many opportunities will be offered to help all students meet the state's proficient and advanced levels of student achievement success.**

- **All core subject teachers are highly qualified. Professional Development is needs-based at the school level and the county will also provide professional development to keep staff abreast of the best instructional practices.**

#### **Extended Learning Opportunities**

**We offer site-based after school Instructional Support for 2<sup>nd</sup> -5<sup>th</sup> students in our critical content area of need, Reading/ELA, Math, and Science. The after school-tutoring program is included in our Title I Plan and budget.**

#### **Supplemental Student Resources**

- **Support materials designed to target critical skills and knowledge in Reading/ELA at each grade level. These resources will be used to target struggling students as part of individualized instruction or as part of an after school remediation program or a whole school instruction program.**

#### **Pyramid of Interventions**

- **Using the Pyramid of Intervention to determine when students are struggling and provide strategic interventions to help them improve their area of need; it also documents students' strengths and provides additional challenge in a variety of ways. Georgia's Student Achievement Pyramid of Interventions begins with standards-based classrooms serving as the foundation for teaching and learning.**

#### **L4GA Literacy Coach and Instructional Coach from the county office**

- **The L4GA literacy coach as well as the instructional facilitator will work collaboratively with content coordinators to provide job embedded professional development and training for teachers. The facilitators will assist teacher in the continuous implementation of the Georgia Standards of Excellence, best literacy practices, collecting and analyzing data, identifying strengths and challenges, and create the next steps to improve academic achievement.**

#### **Title I Paraprofessional**



## Title I Schoolwide/School Improvement Plan Clayton County Public Schools

- The Title I paraprofessional assists the teacher in providing instruction for remediation and acceleration with identified students. The paraprofessionals are assigned to assist students with small group reading and math.

### Instructional Software

- Instructional software such as Accelerated Reader will be purchased to promote reading achievement. The software will be used during the regular instructional day and as a component of improving reading achievement.

### High Impact Strategies

**High impact strategies such as: higher order thinking questions, academic discourse, and meaningful work will be used in all content areas.**

### **Goal 1: To Improve literacy by a minimum of one-year academic growth.**

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Estimated Cost and Budget	Person/Position Responsible
Literacy Coach will conduct PD to build teachers’ capacity of reading instruction	The studies provide evidence that PD programs focused on improving teachers’ content knowledge and their knowledge about content-specific pedagogy can produce significant gains in teachers’ knowledge by the end of the year.	10-2021-4-2022	3,000	L4GA Coach
Books for Read Aloud	Positive impacts on at least 1 relevant reading skill when Read Alouds were used	10-21-4-2022	5,000	Teachers K-5, L4GA Coach, Principal and Assistant Principal



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Fontas and Pinnel Leveled Literacy Intervention	Fontes and Pinnel Leveled Literacy Intervention met for reading achievement without reservation.	10-2021-4-2022	45,000	Teachers K-2, L4GA Coach, Principal and Assistant Principal
Accelerated Reader	AR has positive effects on general reading achievement. The criteria is met without reservation	9-2021-4-2022	4,000	Teachers 1 <sup>st</sup> -5 <sup>th</sup> , L4GA Coach, principal and assistant principal
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>				
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>		
Provide graphic organizers, scaffolding, small group support, and leveled reading materials, and decodable readers and sight word cards that can be kept at home.		Provide multiple practice materials – index cards, letter sound cards, and online resources for reading and leveled reading books to take home.		
<b>English Learners</b>		<b>Students with Disability</b>		
Provide peer and small group support (reading), repeated/paraphrased directions, and visual representations. The ESOL teacher will provide individual student accommodations as needed and decodable readers and sight word cards that can be kept at home.		Chunk reading assignments and provide read alouds for auditory support. The SWD teacher will provide individual student accommodations as needed and decodable readers and sight word cards that can be kept at home.		



## Title I Schoolwide/School Improvement Plan Clayton County Public Schools

**2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)**

**a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, and foster/homeless students) to meet the State’s challenging academic standards; 1111(c)(2)**

**b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;**

**Goal 2: To improve students’ academic achievement in math by a minimum of one-year academic growth.**

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Estimated Cost and Budget	Person/Position Responsible
PD on the High Impact Practices for math: critical thinking, academic discourse, and meaningful work	CCPS initiative	9-2021-4-2022	<i>0 dollars involved</i>	K-5 teachers, Ms. Mercer EIP teacher, and Dr. Pole
Three read math protocol	CCPS initiative	9-2021-4-2022	<i>0 dollars involved</i>	Dr. Poe, Ms. Mercer, Mrs. Poe and Ms Graffree
Interactive math notebooks		9-2021-4-2022	<i>500.00</i>	K-5 teachers
8 Mathematical Practices	CCPS initiative	9-2021-4-2022	0 dollars involved	K-5 teachers
After School Remediation		1-2022-4-2022	10,000	Selected teachers K-5

**Supplemental Supports: What supplemental action steps will be implemented for these subgroups?**

Economically Disadvantaged	Foster and Homeless
We will provide needs based small group instruction for targeted subgroups (EIP, ESOL, DES) for additional support. ESOL teachers will provide weekly tutorials for	Provide support with instructional resources via the Parent Liaison and Ms. Mercer, math lead.





## Title I Schoolwide/School Improvement Plan Clayton County Public Schools

<p>students. Consistently model and practice the High Impact Practices for math including thoughtful work, critical thinking and academic discourse.</p> <p>Model how to use the online resources and provide parents with tutor.com to receive help from a tutor</p>	<p>Provide laptops, support with math materials, and provide parents with tutor.com to receive help from a tutor.</p>
<p><b>English Learners</b></p>	<p><b>Students with Disability</b></p>
<p>Provided visuals, graphic organizers, manipulatives (virtual or handout), and other visuals, graphic organizers, manipulatives (virtual or handout), and provide parents with tutor.com to receive help from a tutor.</p>	<p>The SWD teachers will gradually introduce the High Impact Practices to the students with a focus on 1 High Impact Practice at a time. The SWD teachers will provide individual student accommodations as needed. Also, provide parents with tutor.com to receive help from a tutor.</p>



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**2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)**

**a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, and foster/homeless students) to meet the State’s challenging academic standards; 1111(c)(2)**

**b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;**

**Goal 3: To improve students’ academic achievement in science by a minimum of one- year academic growth.**

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Estimated Cost and Budget	Person/Position Responsible
Stemscopes	CCPS initiative	9-2021-4-2022		K-5 science teachers, Dr Pole and Mr. McCloud science ambassador
Argument Driven Instruction	CCPS initiative	9-2021-4-2022		3 <sup>rd</sup> through 5 <sup>th</sup> grade teachers and Dr. Pole and Mr. McCloud
Claims Evidence and Reasoning	CCPS initiative	9-2021-4-2022		3 <sup>rd</sup> through 5 <sup>th</sup> grade teachers and Dr. Pole and Mr. McCloud
Science labs	Required by CCPS	9-2021-4-2022		Mr. McCloud science ambassador

**Supplemental Supports: What supplemental action steps will be implemented for these subgroups?**

Economically Disadvantaged	Foster and Homeless
Ensure students have proper technology to use Stemscopes and have access to science lab	Ensure student have materials and resources need for science fairs or science labs. Also,



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materials. Provide parents with tutor.com for a tutor.	make sure the students have the proper technology to use Stemsscopes
<b>English Learners</b>	<b>Students with Disability</b>
Provide ESOL students with many opportunities to speak and ask or answer questions during class. Ensure student have materials and resources need for science fairs or science labs. Also, make sure the students have the proper technology to use Stemsscopes. Provide parents with tutor .com for a tutor.	Ensure IEP is being followed as it relates to science content. Provide DES students with many opportunities to ask and answer questions during class. Ensure students have proper technology to use Stemsscopes and have access to science lab materials. Provide parents with tutor.com for a tutor.



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**2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)**

**a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, and foster/homeless students) to meet the State’s challenging academic standards; 1111(c)(2)**

**b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;**

**Goal 4: To improve students’ academic achievement in social studies by a minimum of one - year academic growth.**

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Estimated Cost and Budget	Person/Position Responsible
High impact strategies		9-2021-4-2022		classroom and support teachers
Evidence Based Writing DBQ		Every nine weeks		classroom and support teachers
Inquiry Based learning approach		9-2021-4-2022		classroom and support teachers
Graphic Organizers and Visual Thinking		9-2021-4-2022		classroom and support teachers

**Supplemental Supports: What supplemental action steps will be implemented for these subgroups?**

Economically Disadvantaged	Foster and Homeless
We will provide needs based small group instruction for targeted subgroups (EIP, ESOL, DES) for additional support. ESOL teachers will provide weekly tutorials for students.	We will continue to work closely with our parent liaison, counselors, and social worker to ensure that parents and students have the resources needed to be successful
English Learners	Students with Disability
We will provide needs based small group instruction for targeted subgroups (EIP, ESOL, DES) for additional support. ESOL teachers will provide weekly tutorials for students.	We will provide needs based small group instruction for targeted subgroups (EIP, ESOL, DES) for additional support. DES teachers will provide weekly tutorials for students.



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**2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)**

**c) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include:**

**i) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas**

### School wide reform strategies

A highly effective and dedicated staff is the goal of Anderson Elementary School. Many opportunities will be offered to help all students meet the state's proficient and advanced levels of student achievement success. All core subject teachers are highly qualified. Professional Development is needs-based and on-going to keep staff abreast of instructional best practices. Classroom observations will be done by the administrative staff and district instructional team were to identify school wide trends. The needs were prioritized and PD calendar developed to provide training for the staff. Our site-based facilitator, L4GA Literacy coach, as well as district instructional support, will assist in the delivery of training. Teachers are also tiered based on their needs. There were school wide needs identified which include the effective delivery of the five components of reading, close reading, evidenced based writing, explicit Instruction, effective use of technology/ technology integration, enhancing needs-based small group instruction, high impact strategies for reading, math, science and social studies an effective/engaging/rigorous instructional strategies.

- The five components of reading is our first priority for literacy achievement
- Small group differentiated instruction will used to maximize each student's growth and individual success. When instruction, products, and assessments are constructed with students' needs in mind and effective feedback is provided, student achievement is maximized. Currently, whole group instruction is prevalent throughout our classrooms. Limited effective small group needs based instruction has been observed. We will prioritize this need by monitoring small group instruction lesson plans developed by teachers.
- Data tracking will be maintained by all teachers in the Data Room. Data Days will be established and maintained by teachers to monitor students' progress, and establish/ implement interventions in a timely manner. Standards-based Data Charts will be maintained for English/Language Arts, math, science and social studies in all classrooms to document and monitor students' progress toward mastering standards. Data Talks will be facilitated by instructional facilitator, L4GA literacy coach, principal, and assistant principal



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to analyze Unit Assessment data, MAP, DIBELS a i-Read PALS, PPVT and Acadience data to plan next steps (re-teaching, small group instruction, cyclical reviews, etc.).

- Struggling students are identified in a timely manner to begin the implementation of Pyramid of Intervention strategies (RTI).
- Site-based Professional Development will be delivered throughout the year during ELBC days.
- Site-based Professional Development needs identified by staff (Technology Integration, Formative Assessment Strategies, Differentiation, Effective/Engaging/Rigorous Instructional Strategies, Effective Writing Instruction and high impact practices for the content areas will be delivered throughout the school year. Classroom observation using e-Walks and TKESs will be used as evidence of enhanced instruction as a result of implementation of PD strategies.
- Math (high impact practices: high order questioning; academic discussion, and thoughtful work)
- Science (STEMscopes and ADI) (high impact practices)
- Improve attendance by 3%
- Schoolwide focus of Social Emotional Learning (SEL) to support students and teachers.
- Implement PBIS (Positive Behavior Interventions and Support)
- Tutorial (Grades K-5 reading and math from January – March and K-2 Summer Reading Academy from June 1 – June 30)
- 

Supports outside of the academic area will include:

Daily SEL lesson and activities for mental health  
Mentoring Club

**ii) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)**



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**iii) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);**

Anderson is a Positive Behavior Intervention and Support PBIS school. There has been PD provided to members of the PBIS team. The PBSI will promote positive behavior intervention. PBIS will assist with improving the learning climate at Anderson.

**Pyramid of Inventions**

- **Using the Pyramid of Intervention to determine when students are struggling and provide strategic interventions to help them improve their area of need; it also documents students' strengths and provides additional challenge in a variety of ways. Georgia's Student Achievement Pyramid of Interventions begins with standards-based classrooms serving as the foundation for teaching and learning.**

**Social Emotional Learning**

SEL is implemented address students' emotional problems and to help students with coping strategies when they are challenged by an obstacle. The SEL lesson are taught once a week through Re-Think Education.

**iv) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; (*A list of proposed professional development offerings must be included in the Professional Development (question 2 iv) section.*)**

We have included teachers, administrators, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff professional development that addresses the root causes of our identified needs. We determine our professional development needs through analysis of our student achievement data, Teacher Keys Effectiveness System data, and input from staff.

The school will provide high quality and ongoing professional development for identified staff through the use of in-house and outside resources and the district's Professional Learning Center. Professional development used on ELBC days to address areas of need. The PL needs have been identified as the following:

- Effective and consistent instructional delivery using Standards Based Instruction
- Effective use of district instructional resources, specifically Reading/ELA Open Court series resources
- Deconstructing Standards for Effective Instructional Planning
- Assessment Strategies: Developing effective assessment strategies and devices
- Assessment Uses: I've Assessed, Now What? (Understanding, analyzing and utilizing data for effective instruction)
- Differentiated Instruction- Addressing the Instructional Needs of Your Students
- Thinking Maps Training and Implementation Guidance
- Effective Writing Across the Curriculum
- Enhancing Family Engagement: Developing strong parent-school partnerships
- Effectively integrating available technology hardware and software resources, for example: technology used a learning tools, document cameras, SMART boards, Turning Point response system, Kahoots and AR



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- Specific content related professional development by central office site facilitators.

We have aligned professional development with the State's academic content and student academic achievement standards by concentrating professional development funds in supplemental training in various topics, outlined above, related to and supplemental to implementation of the Georgia Standards of Excellence framework and supporting programs. The school has also identified the need to train the staff in the effective use and integration of science and social studies into the ELA reading block. Many of our trainings will occur on site during weekly reserved professional learning times. Our teachers, paraprofessionals, administrators will learn from subject-matter experts. Learners will engage in a variety of school improvement professional development activities related to strengthen personnel competencies that are needed to effectively enable all students to meet state academic achievement standards. These activities will address school improvement initiatives, needs identified in the staff evaluation process, or mandated professional learning. We have coordinated our district Professional Learning Plan and Budget to support our professional development needs as well. We will continue to ensure our Title I Parent Liaison participates in all mandatory Title I trainings.

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. Anderson Elementary School plans to:

- Utilize academic facilitators to provide on-site job-embedded professional learning through classes and demonstration/modeling as well as the LAGA literacy coach
- Monitor classroom instruction through quality assurance, e-walks and Teacher Keys formal and informal observations.
- The five components of reading
- Provide resources for classrooms to carry out the core and remedial instructional objectives detailed in this plan
- Deliver Assessment Strategies and Assessment Uses PD to support tracking of student progress/achievement and TKES familiarity
- Redeliver training in-house that has been received by individual staff members at district and other off-site professional development activities such as ELA, math, science and social studies ambassadors.
- Conduct weekly collaborative planning, horizontal /vertical articulation and grade level meetings that focus on specific aspects of the instructional framework.
- Allot Title I and district Professional Learning funds to provide conferences and workshops for administrators, teachers and the instructional facilitators in the content/pedagogical area of need.
- Provide technology training to maximize the use and integration of current and newly purchased technology to support the instructional framework.
- Encourage teachers to complete Sheltered Instruction Observation Protocol (SIOP) training through our district Teaching and Learning department. This training provides a protocol for teaching English Language Learners, and is effective for teaching all students with language/vocabulary deficiencies.
- Provide additional professional development on data analysis and utilization of data for effective instruction
- Provide professional development on the use of data based programs to improve the teachers' abilities to manipulate and obtain meaningful data from large data files.





## Title I Schoolwide/School Improvement Plan Clayton County Public Schools

- Provide professional development on designing effective assessments that are aligned with the instructional framework.
- Ensure Title I Parent Liaison attends and participate in all mandatory Title I trainings.
- Provide opportunities for parents to engage in learning activities through parent workshops and Curriculum Nights virtually

**v) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. Middle and high schools, describe how the school will implement strategies to facilitate effective transitions for students from middle to high school and from high school to post-secondary education including, if applicable.**

*Response:*

Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year.

### **Pre-K Transition to Kindergarten**

- In spring, collaborating with parents and community preschool sites to coordinate 'A Day in Kindergarten' visit for the preschool students.
- Hosting Kindergarten Round-Up for parents and incoming kindergarten students in preparation of their enrollment in our school. Kindergarten teachers will provide parents with an outline of the kindergarten curriculum to better prepare the students for kindergarten. The children and parents will tour the building, meet the staff, visit a kindergarten classroom, and enjoy kindergarten learning activities.

### **Fifth Grade Transition to Middle School**

- Collaborating with our identified feeder middle school(s) to prepare our fifth grade students for the transition to middle school. We will coordinate visits from the sixth grade teachers and counselor to hold informational sessions with our fifth graders and their parents beginning early spring.
- Fifth grade students will also visit the middle school during our district wide Universal 6<sup>th</sup> Grade Orientation Day held annually in May.

### **Students Entering from Private School**

Parents meet with our school counselor to receive information regarding our school. Information regarding the curriculum, assessments, and district guidelines are explained. Parent/Student handbooks are issued to parents and students upon entry.



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**vi) describe how the school will use and implement effective parent and family engagement strategies for parents of English Learners and Students with Disabilities.**

*Response:*

We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of school wide programs and the school parental involvement policy. Anderson Elementary School will schedule Title I Planning Meetings and invite parents of all students, school staff, students, and community members to attend. Anderson Elementary School will continuously solicit the input of parents and make efforts to engage migrant and homeless parents, as well as those with disabilities. This accomplished through surveys, informational meetings, Principal/Parent forums, Principal Chats, individual meetings in the Parent Resource Center, and from parent or counselor contacts. In addition, evaluation forms at the end of each workshop or meeting will be a way for parents to voice any concerns or requests. Parents are free to provide their names and phone numbers to the administrators or on the evaluations forms. The school administrators will then contact them with further information about their concerns or requests.

We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community. During the Title I Annual Planning Meeting, Anderson Elementary School parents will assist in planning, developing, and approving the school's Title I School wide Program Plan and Budget, as well as parent involvement documents - School-Parent Compact, and Title I Parent Involvement Policy. Parents will continually be invited to participate in the Title I, School Council, and PTA meetings and other planning processes of the school.

We will conduct an annual meeting, at convenient time (s), to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the school wide plan, and the school-parent compact and encourage and invite all parents of participating children to attend. Parents will be invited to the Title I Annual Parent Meeting through solicitations at Curriculum Night, Title I Parent Meetings, flyers, formal invitations, School Messenger system, marquee, the school's website, and/or report cards. The Title I Annual Meeting will be held at Anderson Elementary School on August 30, 2019 for the parents of all students. This Annual meeting will be facilitated by the Principal.

We will offer a flexible number of meetings, such as meetings in the morning, afternoon or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement. Additionally, Anderson Elementary School will hold two Title I Annual Meetings on different days and at different times and have several workshops for parents which will be outlined in the school's 2019-2020 Parent Involvement Calendar of Events. Parents who cannot attend the meetings may schedule an appointment with the Title I Parent Liaison to receive additional information in the parent center.



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- C. We will provide parents of participating children with timely information about the Title I Program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meeting, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by having a Title I Planning Meeting and an annual parent meeting to receive important information regarding the Title I Program. Student performing below grade level will receive an academic contract to inform parents of their lack of progress. Conferences are also held twice a year, and or by parent/teacher request. In order to help parents better understand the promotion requirements and curriculum, various parent workshops will be provided. Explanations will also be communicated to parents with test scores at parent teacher conferences. The workshops will focus on the core content areas. It is our intention to build positive relationships, assist with developing instructional strategies, and to provide resources through the Parent Resource Center. There are many opportunities throughout the school year for our families and community members to become partners in the education of all students. Anderson Elementary School offers a parent volunteer program. This is a group of parents, guardians and community members that volunteer their time to the school. The volunteers assist in the media center, parent center, student performances, serve as field trip chaperones and other areas as needed. There is a Local School Council and Title I Parent Steering Committee that actively participates in a Title I Planning Meeting to review the data, school goals and objectives and make any necessary decisions that might be necessary in order to improve the schools targeted need. Joining any of these groups helps to create open communication, provides important decision making opportunities, and builds strong partnerships.
- D. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Anderson Elementary School has developed and annually revises a School-Parent Compact along with parents, student volunteers, and members of the community, and school administration and faculty. All parents and students are invited each year by the school principal to attend the Title I Planning Meeting to provide input in revising the Compact. This School-Parent Compact sets the expectations of each of the parties regarding the responsibilities for the education of student. The compact will be sent home to all families with the students and will be posted on the school's website and in the Parent Center. The Compact will be signed and dated by the teacher, student, and parent(s). The School-Parent Compact will be revisited with parents during conferences and other Title I meetings.
- E. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate



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assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators. The key method Anderson Elementary School will use to provide assistance to parents in understanding the State's academic content standards and assessments is through informational meetings, Parent University workshops and Curriculum Night events throughout the school year.

Parents also have access to Infinite Campus which can be found on the district's website, [www.clayton.k12.ga.us](http://www.clayton.k12.ga.us). Infinite Campus is a way parents can view their child's grades immediately after his/her teacher enters them in the electronic platform. By viewing their children's grades, parents will be able to easily monitor their child's progress in each class.

We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Anderson Elementary School will provide materials and training, such as: Literacy and Social Studies Comprehension/training through Parent University workshops, Homework Help for Parents, Title I Curriculum Nights featuring hands-on activities for parents as appropriate, to foster parental involvement and help parents work with their child to improve their child's achievement.

The Parent Resource Center will provide materials and training to help parents work with their children to improve their child's success. These trainings will be provided by the Title I Parent Liaison, school counselors, school administrators or teachers, external presenters, district personnel, or others. The Title I Parent Liaison will assist parents and serve as liaison between home and school. Parents who are unable to attend trainings or workshops will be able to request materials to be sent home.

When practical, interpretation and translation will be provided for our Spanish speaking families. Please see the Calendar of Events for details of workshops and activities that are planned for parent involvement.

- C. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by working with parents as equal partners in the educational process to positively impact the academic achievement of the students. The Title I Parent Liaison and school administrators will offer staff development opportunities for the entire faculty to build the necessary relationships between home and school, while emphasizing the value of parental contributions and parental involvement. We may also ask other CCPS support personnel to assist in presenting strategies for effective parent involvement. Some of the staff development courses that will be offered will include training on Elementary School assessments and curriculum. A staff development will be offered for all teachers to educate them on the importance of effective



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teacher/parent communication. Teachers will be provided with strategies that can be helpful to them when working with parents. An orientation of the Parent Resource Center will be provided for all staff members to make certain that they are aware of the resources that are offered for parents. A suggestion box will be placed in the parent resource center to gather suggestions and comments from parents to help improve communication and support.

We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. The school will help students transition from elementary to middle school. This will be done through information provided by Anderson Elementary School counselor and teachers. Anderson Elementary School staff will collaborate with State and other CCPS personnel to provide services for our homeless, neglected and delinquent, and migrant population. The Title I Parent Liaison and school staff will encourage and support parents during the Elementary School transition periods mentioned above.

We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Anderson Elementary will use clear, simple, and parent-friendly language to communicate information related to school and parent programs. Information will be translated into Spanish and other languages when appropriate. In order to maintain contact with the parents, the school will use automated calling systems, school marquee, school website, e-mails, newsletters, text messages, flyers, and other means of communication.

We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand. When appropriate, Title I funds will be used for childcare, interpreters, Transportation, and technological services at parent involvement activities. Anderson Elementary School will also attempt to accommodate the needs of parents with disabilities and those of migratory and homeless, neglected and delinquent students, as well as parents with limited English Proficiency.

The Parent Resource Center at Anderson Elementary School will offer a variety of learning resources for parents to checkout and utilize at home for extended home learning. The Parent Resource Center will be facilitated by the Title I Parent Liaison, who works



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collaboratively with teachers to provide assistance to parents to gain a better understanding of the educational process, as well as training to help them learn skills to better assist their children academically. To assist our families of children with special needs families, we have access to two parent mentors at the district level that are available as a resource. Our families classified as homeless have access to a social worker, school counselor, and the district's Homeless Liaison.

We encourage parents/guardians to become active in the decision making roles of our school. Our Title I Parent Involvement Policy openly states our expectations for parent engagement. Our Calendar of Events outlines the events that will be employed to aide student achievement. Because of our strong beliefs in excellence, we acknowledge the immediate and consistent need for parental involvement.

### **3. Evaluation of School-wide Plan ~ 34 CFR 200.26**

- a) Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.**
- b) Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.**
- c) Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program**



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*Response:*

We will engage in continuous monitoring of our actions and analysis of data and instructional practices to guide/inform us in making the appropriate adjustments/improvements. We will determine if the needs have been met through an analysis of formative and summative data, artifacts, analysis of student work in all content areas, evaluation of student outcomes such as attendance, grades, discipline, and progress toward goals. Georgia Milestones, Acadience, i-Ready Diagnostic Assessments, MAP Assessment, classroom grades, classroom and common assessment, district assessments, Statewide Longitudinal Data System attendance, and discipline referral and outcomes data will be collected and reviewed

We will also review our pupil service recommendations, Circle of Support, RTI, and the frequent monitoring of grades.

Anderson will compile continuous data on students participating in all supplemental support services. This data will be used to determine if standards are met, determine small groups with differentiated instruction, and fidelity of programs and resources. This data will be compared to state high-stakes assessments to identify students' percentage of achievement and growth.

In addition, we use our counselors and student/pupil services to help us support academics and to support Social Emotional Learning. This year, Anderson has a student engagement specialist to work with students and parents as well. Special Education students have Individualized Education Plans (IEP) that correlate to their grade level curriculum. Student level is also a consideration when writing their IEPs. EL students also have modification plans that allow the students to learn grade level content while learning English. EL and Special Education teachers work collaboratively with general education teachers to support the students and provide differentiated instruction. The ESOL and the DES teachers meet with the general education teachers to analyze data to ensure students are meeting grade level standards.

Next Anderson, conduct focus walks and e-Walks to observe Math (high impact practices: high order questioning; academic discussion, and thoughtful work), Science (STEMscopes and ADI) (high impact practices), and The Five Components of Reading. Weekly meetings will be conducted with the counselor and social worker to review attendance data to monitor the goal of improving attendance by 3%.

The plan is also revised during the year to include input from parents and school community. The leadership team will continuously analyze data and use this data to make informed decisions about goals and strategies for the plan. Once the plan is reviewed and approved by the District's review team, it will be available in the district office and published on the school's website for viewing by the public, parents, and other stakeholders. Revision meetings will be held as necessary, and will include all stakeholders. The current plan was discussed and the status of expenditures was reviewed. Recommendations for change were discussed and their overall potential to improve



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academic achievement. Some programs such as remediation will be implemented later in the school year. Money allocated in some areas of the Title I budget was examined to determine if allocations support the Title I plan. Also, a Title 1 buget meeting has been held with the Title 1 team.

#### 4. ESSA Requirements to Include in the Schoolwide Plan Section 1116 (b)(1)

**Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement plan, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the plan in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such plan shall be made available to the local community and updated periodically to meet the changing needs of parents and the school**

*Response:*

A copy of Anderson Elementary' s Title I school-wide plan is available to the LEA in the district's Office of Federal Programs at the Clayton County Public School's Central Office. Additional copies of the school-wide plan is available to all stakeholders via the school's website, Media Center, front office, and the Parent Resource Center. The school-wide plan will be discussed at parent meetings including Open House, Curriculum Night, Title I Annual Meeting, and School Council Meetings.

Also, Language translation interpretation services are available for speakers of languages other than English by district's Title III/ESOL department. Translation and/or interpretation of the school's improvement and Title I plan, to the extent feasible, shall be provided in any language, where there is a significant percentage of parents of participating students, whose primary language is a language other than English. To date, our plans will need to be translated in Spanish.





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### 5. Schoolwide Plan Development ~ Section 1114 (2)(B)(i-iv)

- a) is developed during a 1-year period
- b) is developed with the involvement of parents and other members of the community including teachers, principals, school leaders, paraprofessionals, instructional support staff, and student (high school)
- c) remains in effect for the duration of the school’s participation in a Title I School-Wide Program
- d) is available to the school district, parents, and the public, in a language that parents can understand
- e) is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

*Response:*

This school-wide Title I plan was developed by the school leadership team with input from remaining school staff.

The Better Seeking Leadership Team members are as follows:

The school wide plan is developed with the following members:

NAME	POSITION/ROLE
Tonia Poe	Principal
Stephanie Graffree	Assistant Principal
Tanzania Grant	Counselor
Alexis Leonard	Media Specialist
Ellen Warren	Lead EIP
Jean Walker	4 <sup>th</sup> Grade Instructor
Frankie Caldwell	ELL Instructor
Iyana Claybrooks	DES Instructor
Matthew Jenkins	Parent Liaison
Anca Williams	Parent



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Shonneka Smith-Dupriest	Parent
Latanza Tyson	Parent
Celeste Fantroy	Kindergarten
Jasmine Mensah	First
Curtis Collier	Second
Sara Hall	Third
Alma Robinson	Fourth
Carole Felton	Fifth
Walter McKelvy	Music

Stakeholders were involved in the development of the plan through several platforms. The Leadership Team of the school includes 3 parents of enrolled students at Anderson Elementary, a teacher from each core area, a teacher representative from the department of exceptional student services, and school administrators. Stakeholders surveys were given electronically and the results were calculated to help determine areas for improvement. Teachers and other stakeholders, through representation of the Leadership Team, analyzed data and used this analysis to make decisions about goals and strategies for the plan. Once the plan is reviewed by the Title 1 team at Central Office, it is placed on the Clayton County Public School website to be reviewed by the LEA, public, parents, and other stakeholders.





## Title I Schoolwide/School Improvement Plan Clayton County Public Schools

### Parent and Family Engagement

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Title I Crate Due Date	Person / Position Responsible	Artifacts/Evidence of Impact on Student Achievement
<b>Sent Home and Posted on School Website:</b> School-Family Compact School Parent and Family Engagement Plan District Parent and Family Engagement Plan	10-11-2021	10/20/21	Parent Laison	PowerPoint and sign in sheet
<b>School-Family Compact Discussion:</b> Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)	Week of 10-4-10-8-2021	10/20/21	Classroom Teachers	Flyers and sign in sheets
<b>Annual Title I Parent Meetings:</b> Meetings held (at least two meetings) Documents posted on school website	9-22-2021/AM 9-28-2021/PM	9/29/21	Parent Laison, counselor and principal	Flyers and sign in sheet
<b>Building Parent Capacity Fall: (Face to Face or Zoom)</b> <i>Required Parent Capacity Events (An event can be a workshop, night event, or a Zoom workshop). Checklists are required with every event, and the event must be aligned with the school's identified goals.</i>  Curriculum Workshop	10-21-2021 The Five Components of Literacy	10/27/21	K-5 Parent Laison	Flyers, agenda, and sign in sheet
<b>Building Parent Capacity Fall: Curriculum Workshop</b>	Accelerated Reader and EPIC 11-3-2021	11/17/21	K-5	Flyers, agenda, and sign in sheets
<b>Building Parent Capacity Fall: Technology/Copyright Piracy Workshop</b>	11-10-2021	12/8/21	K-5 Parent Laison	Agenda and sign in sheets
<b>Building Parent Capacity Fall: EL/SWD Parent Workshop</b>	11-29-2021	12/8/21	All ELL and DES teachers	Flyer, agenda, and sign in sheet



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<b>Building Parent Capacity Continuous Communications (Fall)</b> Continuous Communication 1-Oct. Continuous Communication 2-Nov. Continuous Communication 3-Dec	Staff calendar 10-12-2021	12/8/21	K-5 and Parent Laison	Flyers, newsletters and robo calls
<b>Building Staff Capacity (Fall):</b> <b>(Face to Face or Zoom)</b> <i>Required Staff Capacity Events (An event can be held during faculty meetings, grade level meetings, or a Zoom workshop). Checklists are required with every event, and the event must be aligned with the school's identified goals and parent survey feedback.</i>	8 mathematical practices  Stemsscopes  Evidenced Based Writing	#1 9/29/21  #2 10/27/21  #3 11/30/21	K-5 and Parent Laison	Flyers, agenda, and sign in sheets
<b>Building Staff Capacity Continuous Communications (Fall):</b> Continuous Communication 1- Oct. Continuous Communication 2- Nov.	10-11-2021	12/15/21	K-5 and Parent Laison	Flyers, newsletters and robo calls
<b>Building Staff Capacity (Spring):</b> <b>(Face to Face or Zoom)</b> <i>Required Staff Capacity Events (An event can be held during faculty meetings, grade level meetings, or a Zoom workshop). Checklists are required with every event, and the event must be aligned with the school's identified goals and parent survey feedback.</i>	Attendance and grades  Attendance and grades	#1 2/23/22  #2 4/27/22	K-5 and Parent Laison	Flyers, newsletters and robo calls
<b>Building Staff Capacity Continuous Communications (Spring):</b> Continuous Communication 1-Feb. Continuous Communication 2-Mar.	2 through 3- 2021	3/16/22	K-5 and Parent Laison	Flyers, newsletters and robo calls
<b>Building Parent Capacity Spring:</b> Curriculum Workshop	Social Studies 2-10-2021	2/23/22	K-5 and Parent Laison	Flyers and sign in sheet
<b>Building Parent Capacity Spring:</b> Assessment Workshop	GMAS Prep	3/16/22	3-5 and Parent Laison	Flyers and sign in sheet
<b>Building Parent Capacity Spring:</b> Transition Meeting	3-3-2021	5/11/22	K-5 and Parent Laison	Flyers and sign in sheet



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<b>Building Parent Capacity Continuous Communications (Spring)</b> Continuous Communication 1-Jan. Continuous Communication 2-Feb. Continuous Communication 3-Mar	Jan. through March 2022	4/27/22	K-5 and Parent Laison	Flyers , newsletters and sign in sheets
<b>Spring March Data Dig</b> PLC to review Dashboard data	3-23-2022	3/30/22	K-5 and Parent Laison	Flyers , newsletters and sign in sheets
<b>Building Parent Capacity Spring:</b> EL/SWD Parent Workshop	2-23-2022	3/30/22	ELL and DES teachers	Flyers and agenda
<b>Input Meeting (s) FY23:</b> Staff Parents/Families Students	4-13-2022	4/20/22	Grade level chairs, counselor, principal and assistant principals	Invite, agenda and sign in sheet
<b>Spring Title I Parent Survey</b>	4-11-2022	4/20/22	Parent Laison	Flyer and notice of survey



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## Appendix A

### Optional Strategy Profile

**Use this form to help develop a communication and implementation plan stakeholders can understand and gauge implementation progress.**

<b>Strategy Name</b> Name of strategy	
<b>Strategy Description</b> Description of the strategy: purpose, what is to be accomplished	
<b>Definition of Success</b> Definition of success, what would it look like, and by when	
<b>Lead</b> Persons responsible for ensuring the strategy are successful	
<b>Delivery Logistics</b> How and through whom will the strategy impact staff performance or student achievement	
<b>Number affected</b> The number of students or educators will be affected	
<b>Progress Monitoring Milestones</b> 3 to 8 actions that need to happen for the school to ensure the strategy will achieve the goal, and by whom	
<b>Feedback Opportunities</b> 2 to 3 measurable indicators of implementation and quality checks will be conducted to determine if you are on track	
<b>Resources Required</b> The people, money, time, professional development, and other resources needed for successful implementation	

*Strategy profiles need not be long—3 pages should be the longest when including all components. If a strategy profile is created, we can use it to easily conduct its evaluation.*



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Appendix B ~ To be Completed by May 2022

## Evaluation Plan

Use this form if you completed a Strategy Profile.

<b>Name of Strategy or Program Being Evaluated:</b>	
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	<b>Strategy Description</b>	<b>Evidence</b>	<b>Outcomes</b>

### Summary

Write a summary of your findings and your recommendation(s) for future actions.





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**Evaluation Plan ~ To be Completed by May 2022**

**Use this form if Strategy Profiles were not completed.**

Write a summary report that includes the components listed below to show evidence of implementation and progress toward meeting each goal listed in the School Improvement Plan.

1. Describe the goal and its impact on school improvement.
2. Describe the strategies implemented to help achieve the goal. Include the impact the strategies have on the overall goal.
3. Who were involved in evaluating the goal and its strategies?
4. Who oversaw the implementation of the strategies?
5. Who were affected by implementing the strategies?
6. Describe how you engaged stakeholders to build capacity to implement the strategies.
7. How did you measure success?
8. What were the barriers and facilitators to implementing the strategies?
9. What evidence do you have that show that the strategies are working as intended and that they will impact the goal?
10. Describe how evidence to make mid-course corrections was used, if applicable.
11. What do the latest data say about your progress on the strategies (e.g., progress milestones, progress metrics)? Describe and summarize the data.
12. What do the latest day say about your progress on the goal itself (e.g., staff performance, student outcomes)? Describe and summarize the data.
13. What are the expected changes in the program and when will they occur and be monitored?
14. Describe anything not included in the statements listed above.