



## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN		
<b>School Name:</b> Harper Elementary	<b>District Name:</b> Clayton County Public Schools	
<b>Principal Name:</b> Tara Davison	<b>School Year:</b> 2023-2024	
<b>School Mailing Address:</b> 93 Valley Hill Rd Riverdale, Ga 30274		
<b>Telephone:</b> 678-479-2654		
<b>District Title I Director Name:</b> Katrina Thompson		
<b>District Title I Director 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—Check only if applicable.		
<b>Comprehensive Support</b> <input type="checkbox"/>	<b>Targeted Support</b> <input type="checkbox"/>	<b>Promise School</b> <input checked="" type="checkbox"/>
BUDGET MODEL – Check all that apply.		
<b>Title I, Part A Budget</b> <input type="checkbox"/>	<b>Title I School Improvement Grant (SIG)</b> <input type="checkbox"/>	
<b>L4GA Budget</b> <input type="checkbox"/>		
SIGNATURES AND REVISION DATE		
<b>Principal’s Signature:</b> Tara Davison	<b>Date:</b> 7/26/23	
<b>Title I Director’s Signature:</b>	<b>Date:</b>	
<b>Assistant Superintendent’s Signature:</b>	<b>Date:</b>	
<b>TLSI Deputy Superintendent’s Signature:</b>	<b>Date:</b>	
<b>Revision Date:</b>	<b>Revision Date:</b>	<b>Revision Date:</b>





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### **Data:**

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 (MAP, Access Reports, EOC, Milestones).

**Minimally include and summarize the following data if available for the school.**

- 1) 2 years of the current GMAS data (2021-2022 and 2022-2023). Provide displays of data by subgroups.**
- 2) 2 or 3 years of the current MAP scores, if available. Provide displays of grade level data by subgroups.**
- 3) The current and 3 years of prior years' student attendance data.**
- 4) The current and 3 years of prior years' student discipline data.**



# Clayton County Public School

## 2023-2024 Comprehensive School Improvement Plan

### 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 Comprehensive Schoolwide Improvement Plan.**

The development of our school wide plan started with the participation of professional educators who will ensure implementation of the comprehensive school wide/school improvement program plan. The professional educators met with their grade level teams to examine the EOY data. Next, the teams met collectively to discuss the impact as a school. In addition, the Leadership Team met and discussed goals and strategies for the 2023 - 2024 school year. Next, the Leadership Team shared the proposed goals and strategies with grade level and department chairpersons during the Leadership Retreat. Finally, the Leadership Team redelivered with teachers, staff, parents, and the community and revised the SWP accordingly.

To ensure a cohesive process, parents were given a copy of the previous year's plan. Three parent meetings (one morning, one afternoon, and one evening) were held to allow parents an opportunity to provide input into the Comprehensive School Improvement Plan/Title I Plan.. In addition, the Title 1 input packets were disseminated to all parents. The packets included the compact, policy, and parent engagement budget. This ensured that parents had the opportunity to provide input into the parent engagement activities that will take place at Harper.

Each grade level and department collaborated to analyze data and presented it to the faculty at Harper ES. Georgia Milestones, DIBELS 8, MAP, I-Ready, and common assessment data were reviewed by all student groups. During collaborative planning teams of teachers identified potential root causes for areas in which students struggled. In addition, our administrative team and academic coach met with teachers to discuss additional support needed from support staff which included our counselor, social worker, and district support staff to examine student data such as: attendance, discipline, retention rate, response to intervention, and placement of students in various support programs.

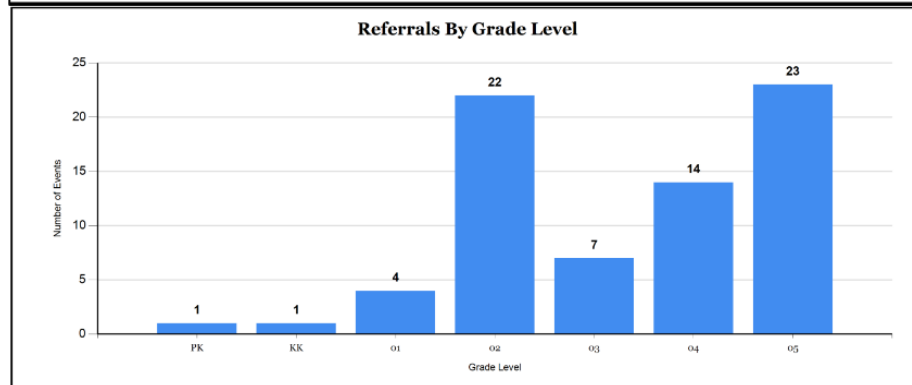
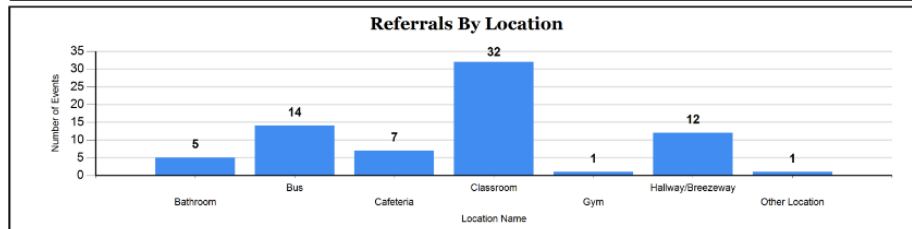
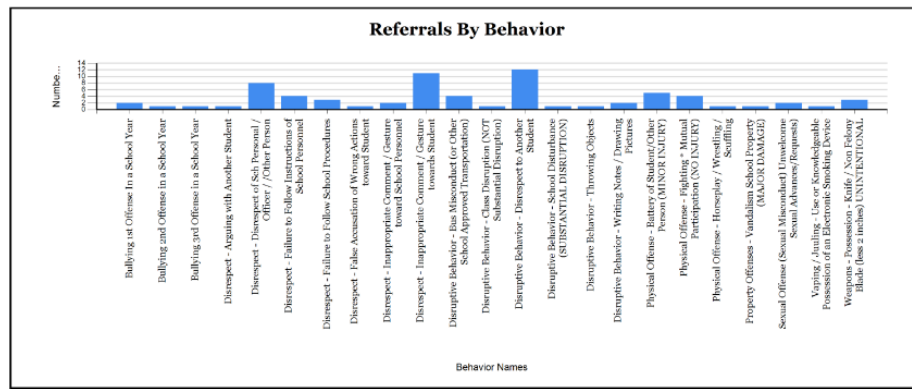


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**Review your data by subgroup and note areas of deficit, specifically the needs of those children who are failing or are at-risk of failing. (ED, EL, Race, Migrant, Foster Care, SWD, Gifted)**

### Discipline Infractions:

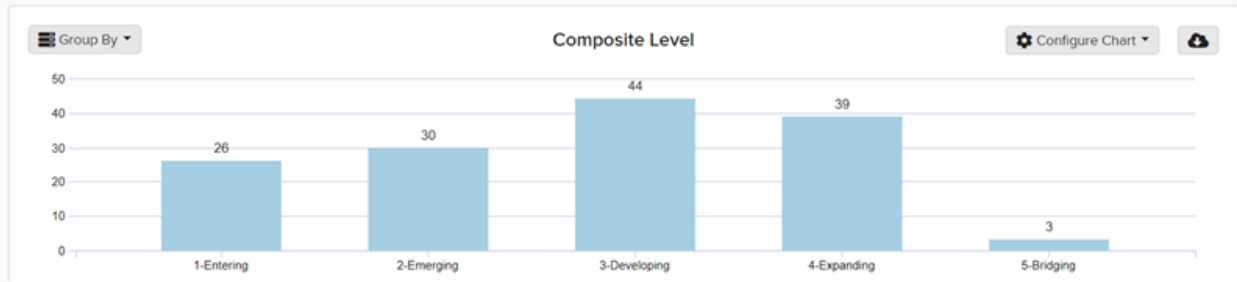
Based on data, the top behaviors observed at Harper Elementary are disruptive behaviors and disrespect toward fellow students and staff members. Second and fifth grade have been identified as the grade levels with the most referrals for behavioral issues at Harper Elementary. The primary locations where behavioral incidents occur at Harper Elementary include the classroom, bus, and hallway. Incidents are most likely to occur at 8:00 am, 1:00 pm, and 2:30 pm.



**Access Data:**

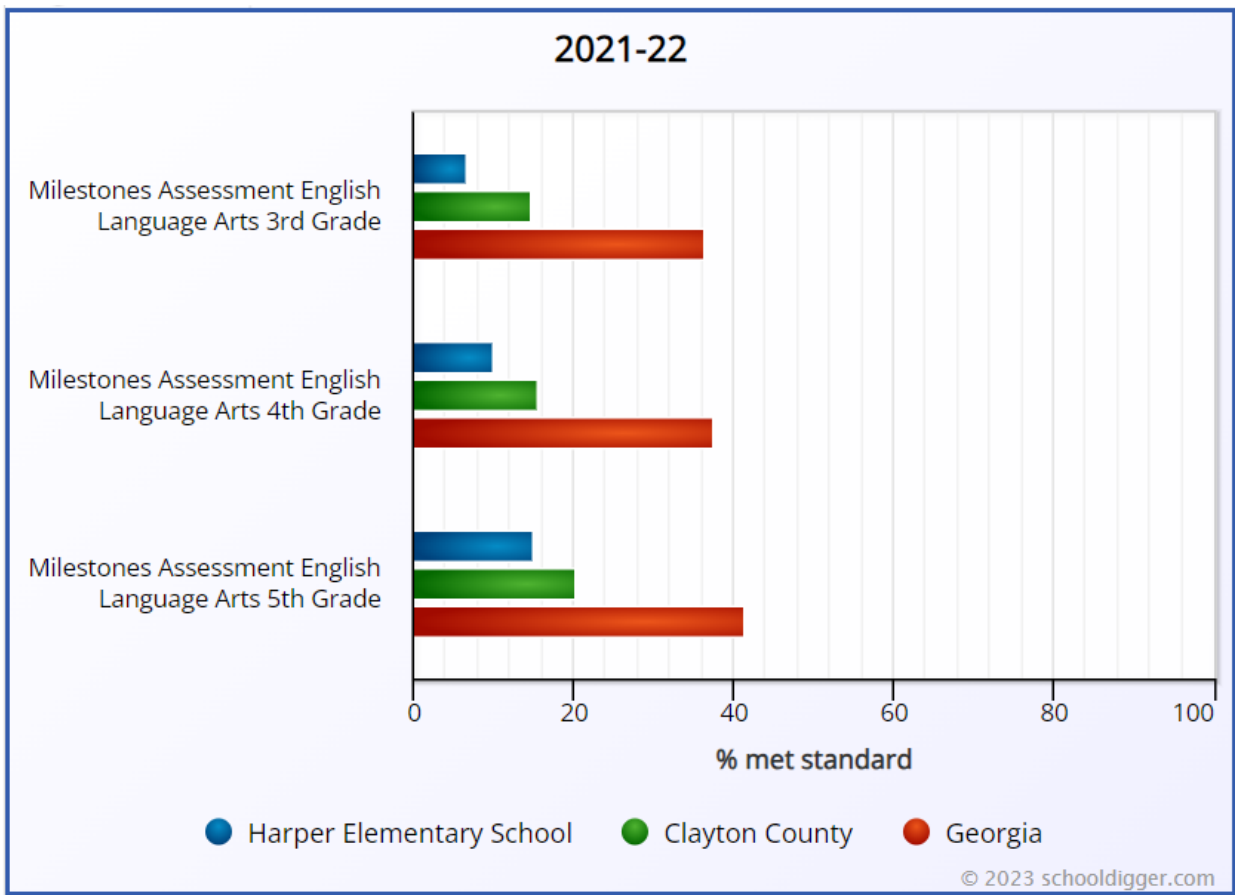


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Based on the analysis of the data, it can be observed that the majority of students are distributed across the entering, emerging, and developing stages, indicating a progression from foundational learning to more advanced levels. The expanding stage also represents a significant number of students who are expanding their knowledge across various subjects. The bridging stage, with only 3 students, indicates a select group of high-achieving individuals who are ready for advanced academic instruction.

### GMAS Data: 2021 - 2022 ELA Data





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Based on the ELA GMAS data for the 2021-2022 school year in 3rd grade, the performance of the scholars is as follows:

- Beginning: 94 students
- Developing: 19 students
- Proficient: 7 students
- Distinguished: 1 students

Based on the ELA GMAS data for the 2021-2022 school year in 4th grade, the performance of the scholars is as follows:

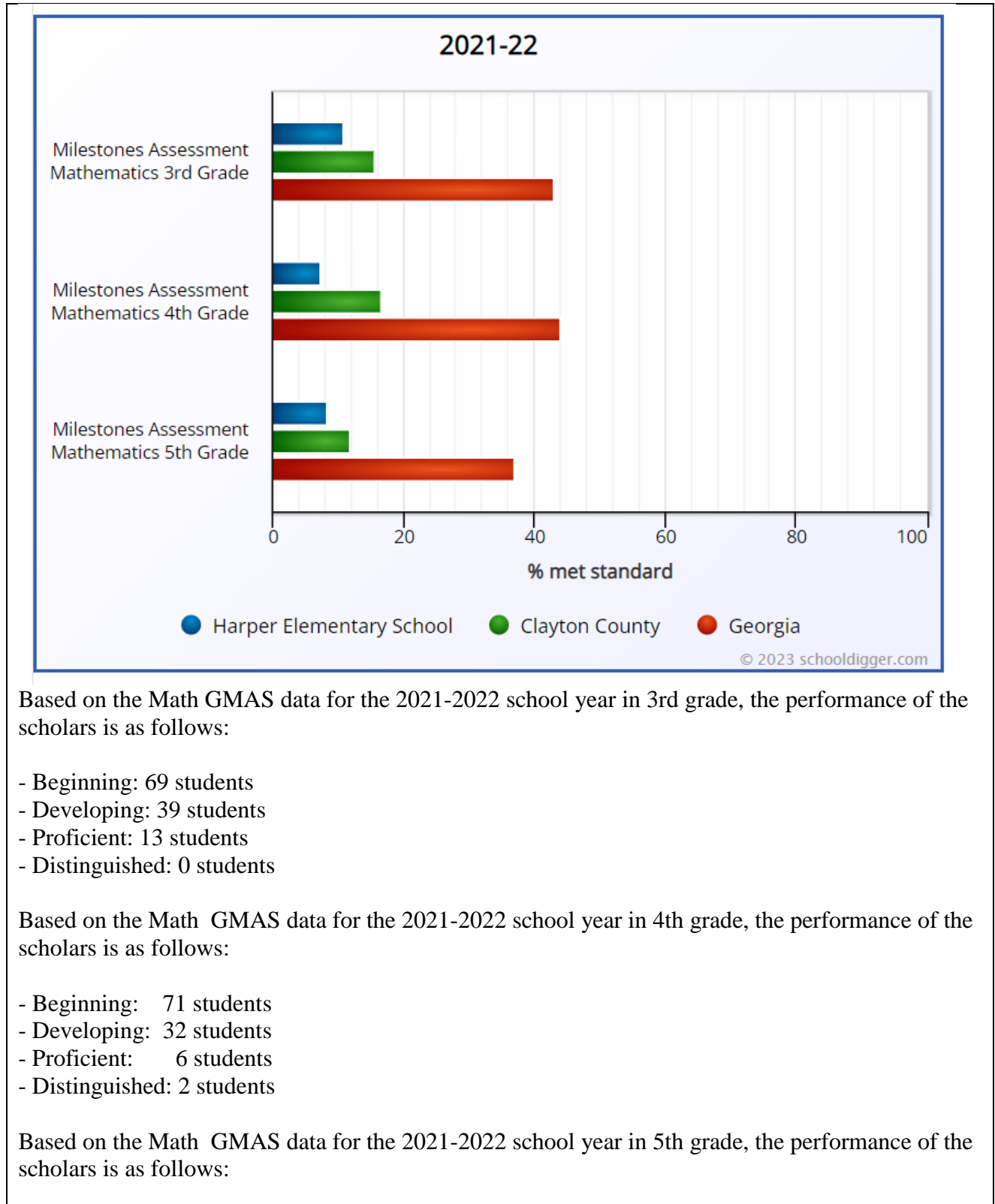
- Beginning: 69 students
- Developing: 31 students
- Proficient: 11 students
- Distinguished: 0 students

Based on the ELA GMAS data for the 2021-2022 school year in 5th grade, the performance of the scholars is as follows:

- Beginning: 55 students
- Developing: 47 students
- Proficient: 15 students
- Distinguished: 3 students



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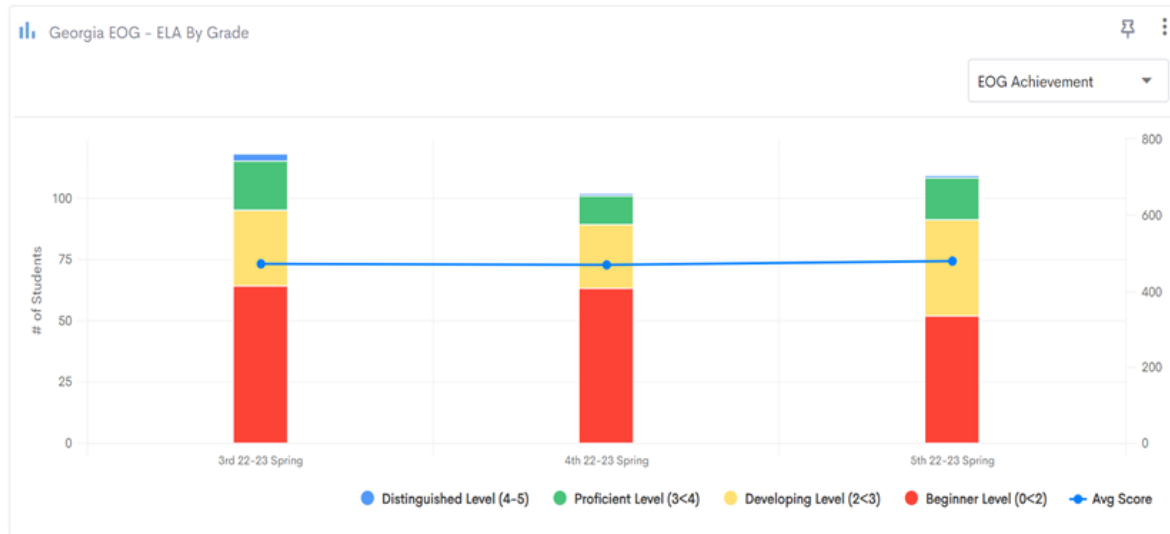




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- Beginning: 93 students
- Developing: 17 students
- Proficient: 6 students
- Distinguished: 4 students

### Georgia Milestone Data 2022 - 2023



Based on the ELA GMAS data for the 2022-2023 school year in 3rd grade, the performance of the scholars is as follows:

- Beginning: 64 students
- Developing: 31 students
- Proficient: 20 students
- Distinguished: 3 students

Based on the ELA GMAS data for the 2022-2023 school year in 4th grade, the performance of the scholars is as follows:

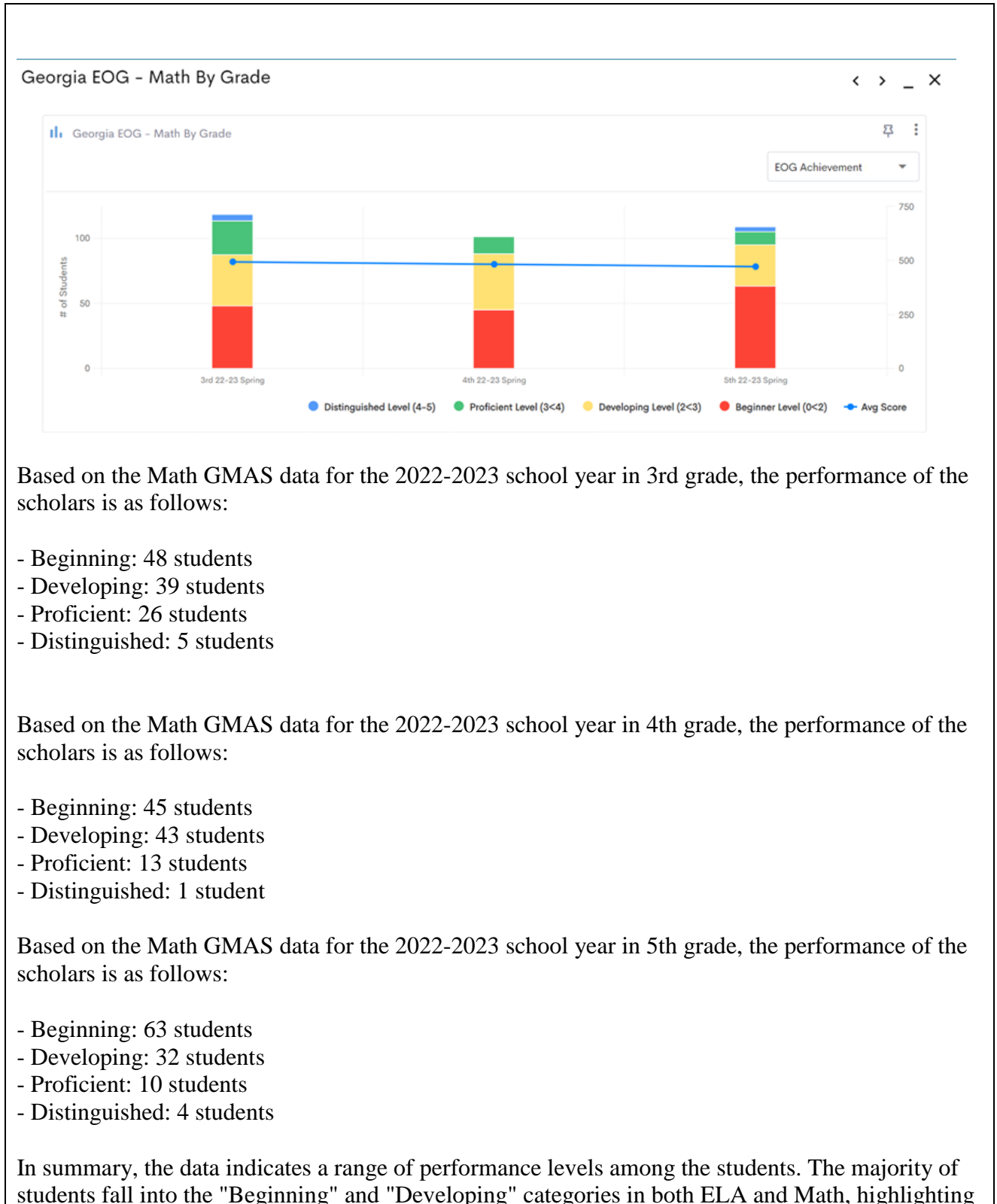
- Beginning: 63 students
- Developing: 26 students
- Proficient: 12 students
- Distinguished: 1 student

Based on the ELA GMAS data for the 2022-2023 school year in 5th grade, the performance of the scholars is as follows:

- Beginning: 52 students
- Developing: 39 students
- Proficient: 17 students
- Distinguished: 1 student



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the need for targeted support and intervention. The number of students in the "Proficient" category suggests a solid foundation of understanding, while the small number of students in the "Distinguished" category represents a select group demonstrating advanced skills. To better meet the diverse needs of students and promote their overall academic growth based on the GMAS data, here are some instructional strategies, intervention plans, and enrichment opportunities that we will implement:

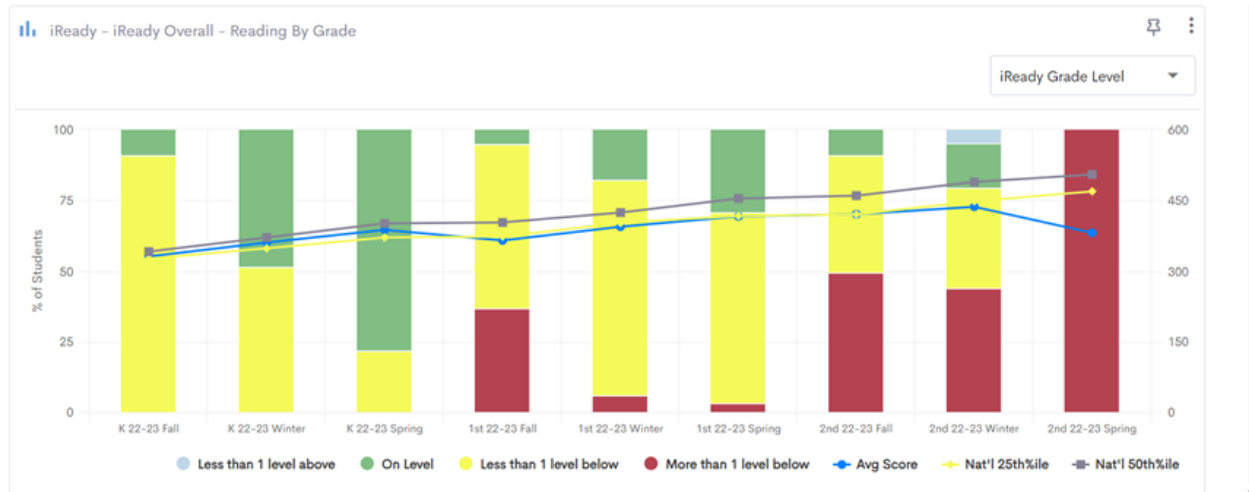
1. **Differentiated Instruction:** differentiated instruction strategies to address the varying skill levels within the classroom. Provide targeted instruction and assignments that align with each student's specific needs and learning style. Which will include small group instruction, one-on-one support, or alternative assignments tailored to individual proficiency levels.
2. **Intervention Programs:** Intervention programs to provide additional support to students in the "Beginning" and "Developing" categories. Such as: focused remediation activities, targeted skill-building exercises, and ongoing progress monitoring to track improvement.
4. **Peer Tutoring and Collaborative Learning:** Encourage peer tutoring and collaborative learning opportunities where students can work together in pairs or small groups. This will allow students to learn from and support one another, reinforcing their understanding of concepts and fostering a collaborative learning environment.
5. **Enrichment Activities:** Offer enrichment opportunities for students in the "Proficient" and "Distinguished" categories. This can include advanced assignments, projects, or research-based activities that provide a higher level of challenge and depth of knowledge. Enrichment programs outside of the regular curriculum, such as advanced courses or competitions, will also be explored.
6. **Individualized Goal Setting:** Allow students to set individualized goals based on their current performance levels. Regularly review progress and provide feedback to motivate students and track their growth. Encourage students to take ownership of their learning and set targets for improvement.
7. **Formative Assessment and Feedback:** Use formative assessments regularly to gather data on student progress. Provide timely and specific feedback to students, highlighting areas of strength and areas that need improvement. Feedback will be constructive, actionable, and targeted to help students understand how to enhance their skills.
8. **Parental Involvement:** Engage parents and guardians in the educational process. Share student performance data with parents, provide resources and suggestions for supporting learning at home, and encourage open communication between teachers and parents to foster a collaborative approach to student success.

\*Please note that this information is specific to the ELA and Math GMAS data for the 2022-2023 school year in 3rd, 4th and 5th grade.\*

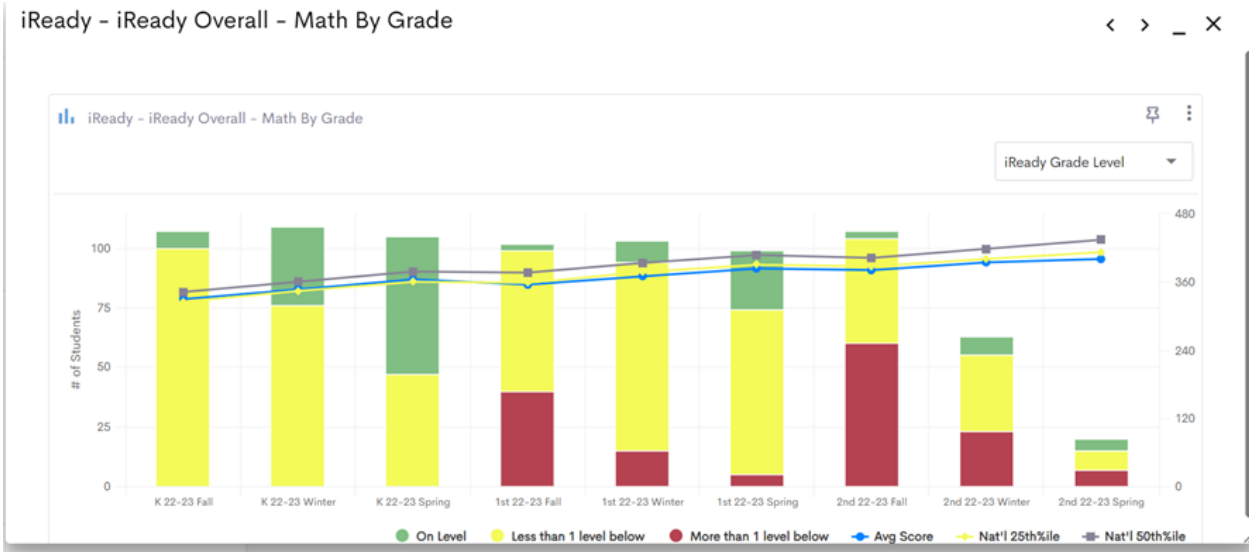


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## I-Ready Data:



According to I-Ready reading data K-2 scholars showed continuous growth from beginning to middle of the year data, as well growth from middle of the year to end of year. The data reflects a significant decrease in moving students to either one grade level or to performing on grade level. Our second grade scholars did not take the end of year diagnostic for I-ready as their primary focus was MAP end of year assessment.



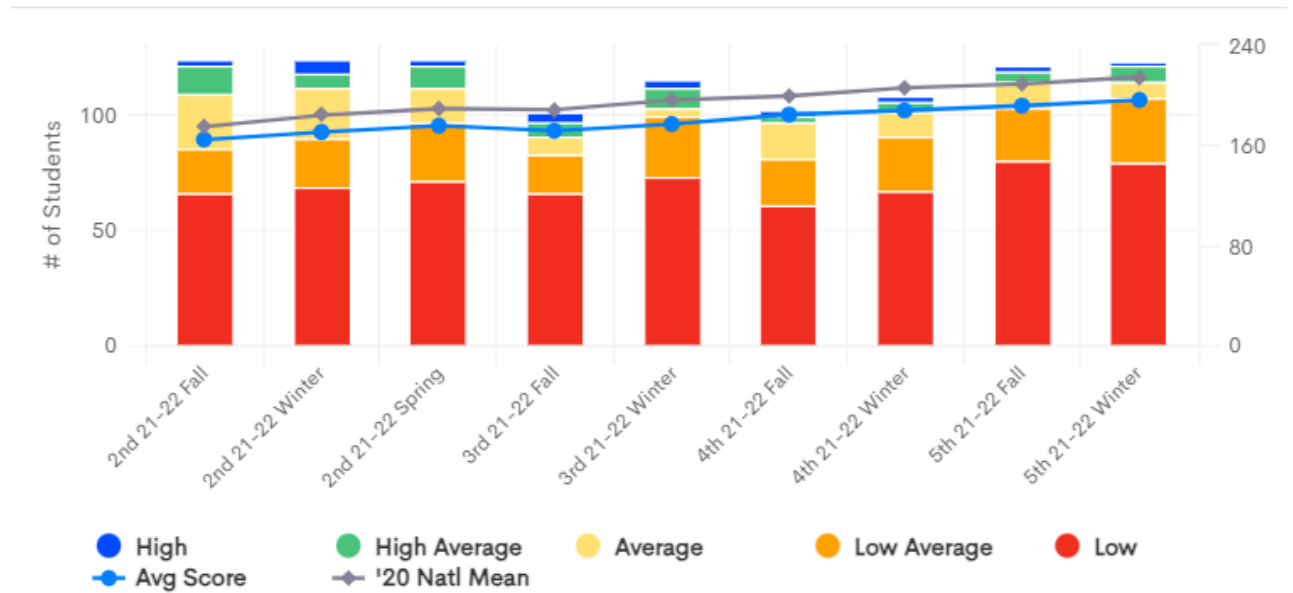
According to I-Ready math data K-2 scholars showed continuous growth from beginning to middle of the year data, as well growth from middle of the year to end of year. The data reflects a decrease in moving students to either one grade level or to performing on grade level. Our second grade scholars did not take the end of year diagnostic for I-ready as their primary focus was MAP end of year assessment. In an effort to improve the amount of students performing one grade level below



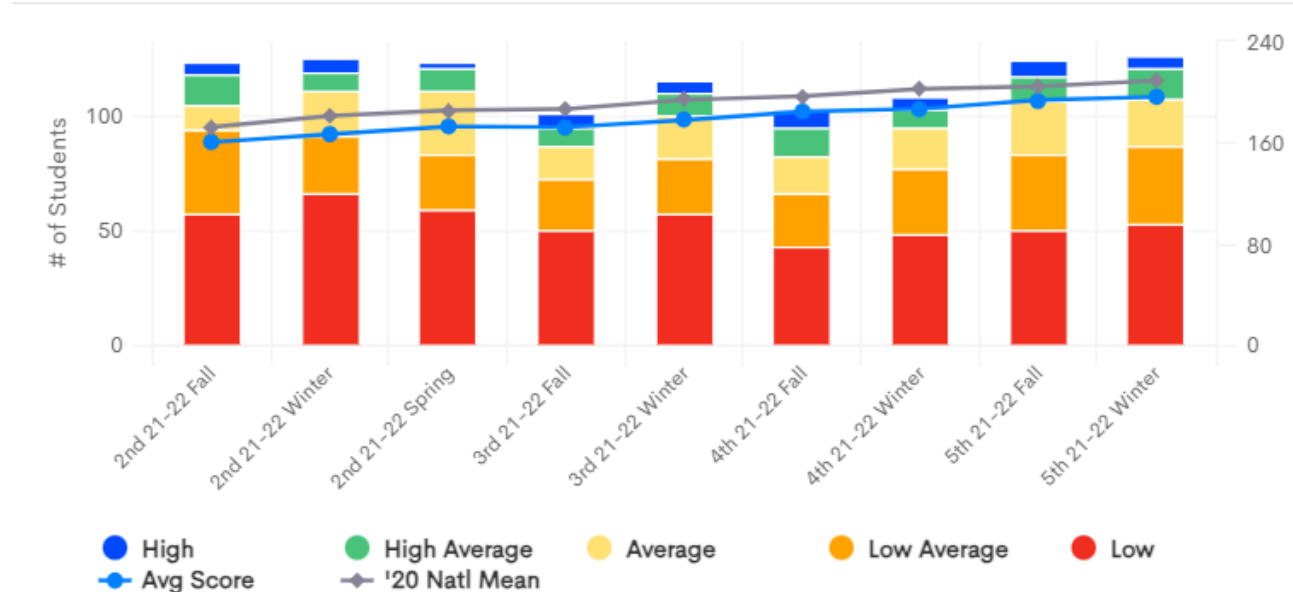
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there will be a focus on differentiated instruction as well as small group instruction that is specific to each math domain.

MAP Data:  
MAP Math 2021-2022



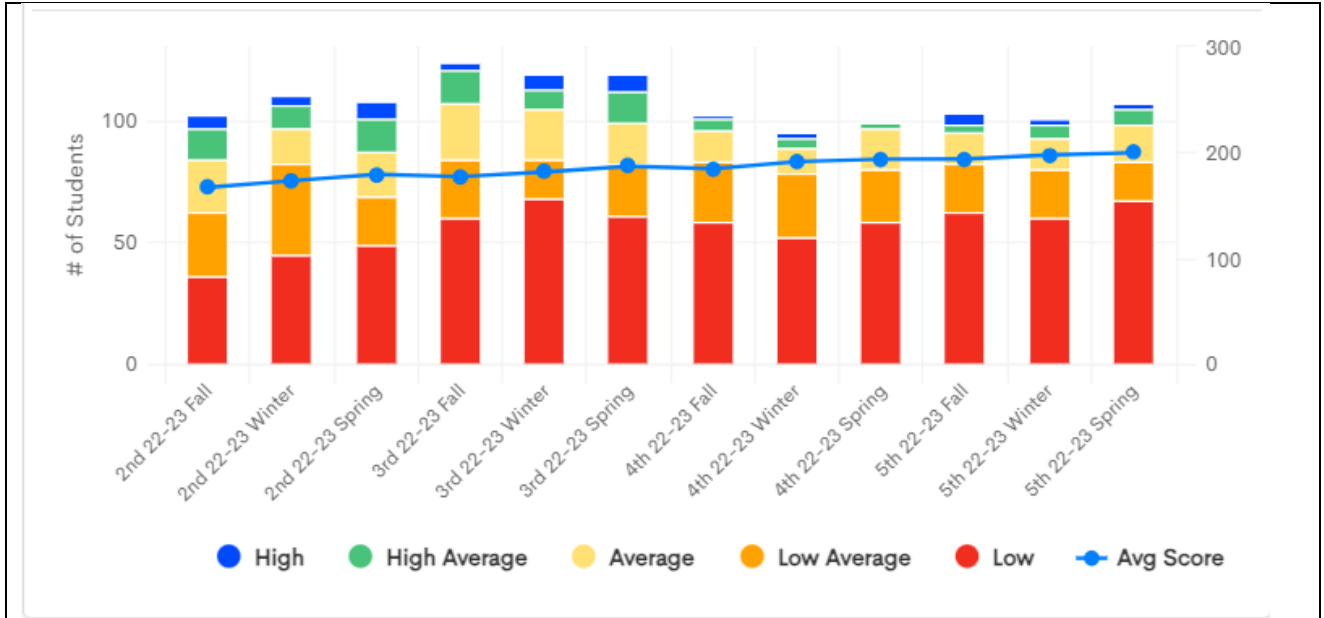
MAP Reading: 2021-2022



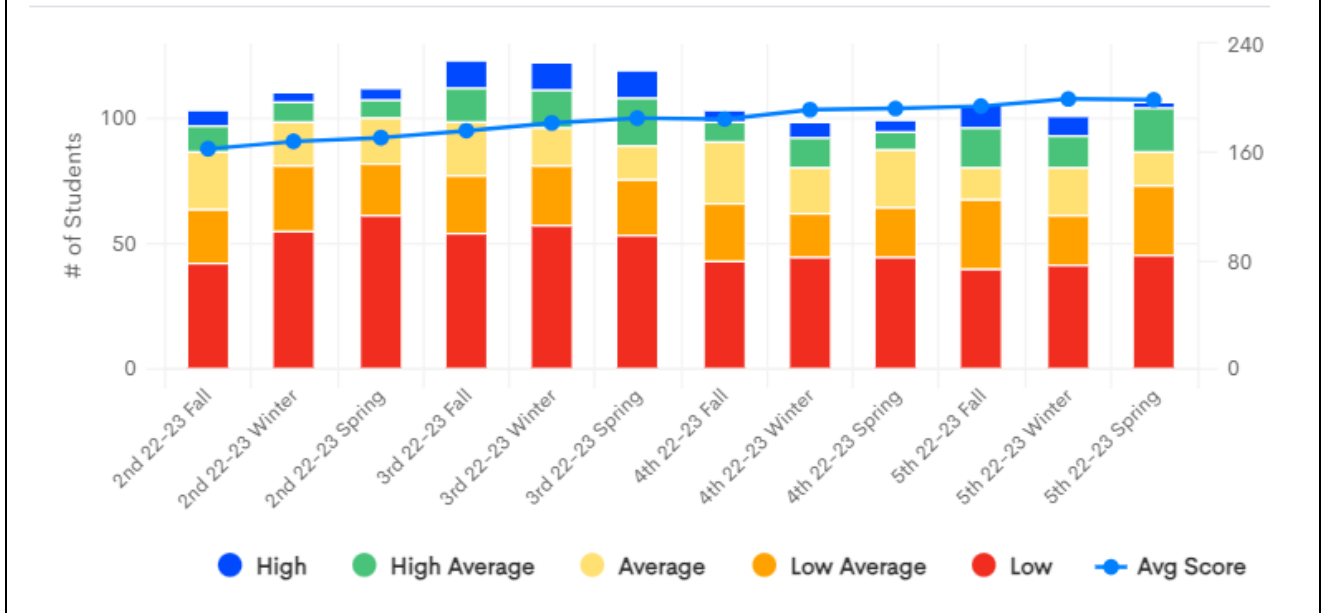
MAP Math: 2022-2023



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### MAP Reading: 2022-2023



According to MAP math data, more than half of the student population for grades 2-5 are performing at the lower achievement level compared to national averages. With this, an intense focus will go into math instruction. According to MAP data, two primary areas of concern are



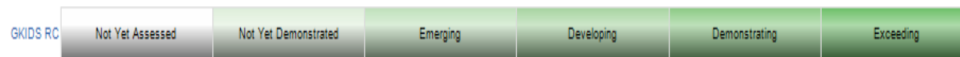
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geometry and graphing data. As these two areas often come at the end of the year, the new Georgia math standards have integrated graphing into each unit.

According to MAP reading data approximately half of the student population for grade 2-5 are performing at the lower achievement level compared to national averages. With the implementation of 100 days of reading, we have seen an increase in phonics instruction in which it has allowed for teachers to begin to focus on increasing reading comprehension. MAP data also showed that there is a need for intensive vocabulary, informational text, and literary reading instruction.

### GKIDS:

#### 2021-2022 Fall GKIDS Readiness Check



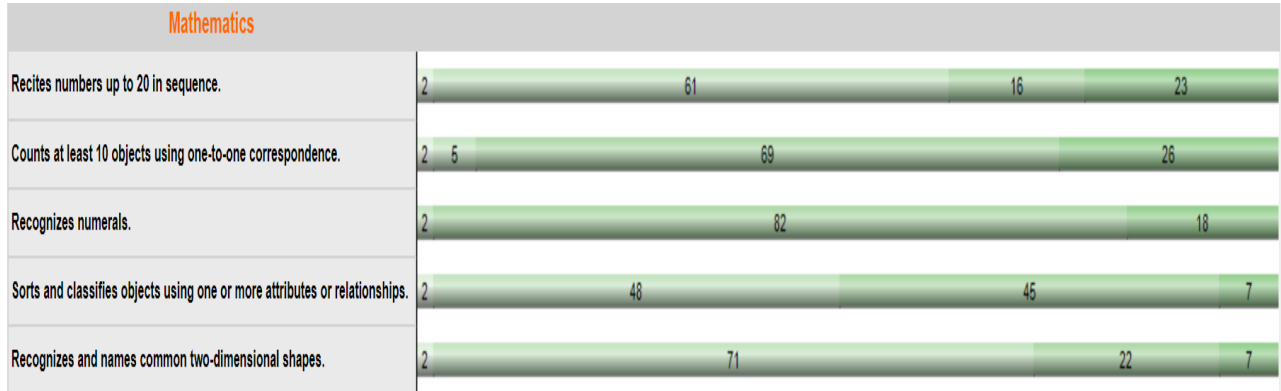
English Language Arts	
Listens and differentiates between sounds that are the same and different.	16      52      31      3
Recognizes and names some upper case letters of the alphabet.	11      42      38      11
Recognizes and names some lowercase letters of the alphabet.	20      34      40      8
Tracks words from left to right, top to bottom, and page to page.	44      34      23
Draws pictures and copies letters and/or numbers to communicate.	9      81      12
Listens to and follows multi-step directions.	3      46      50      3
Uses spoken language that can be understood with ease.	30      2      69
Uses writing tools.	38      63



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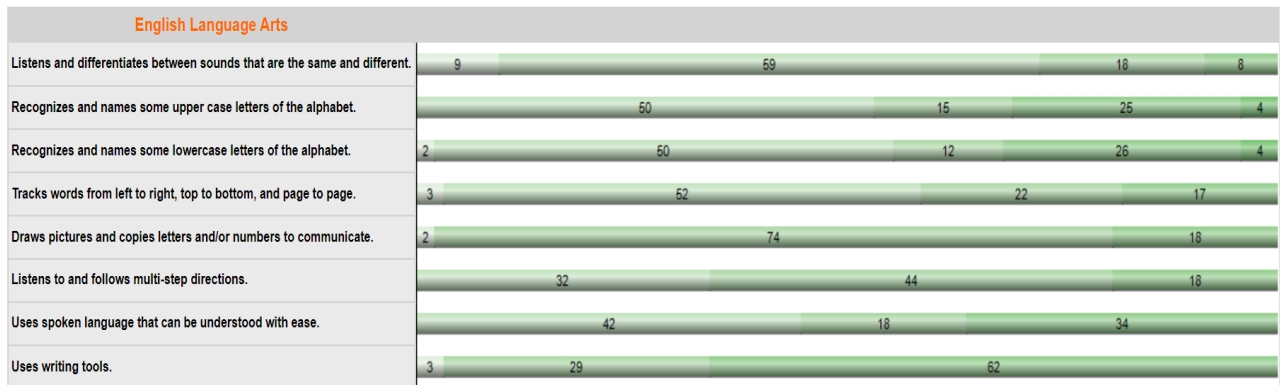
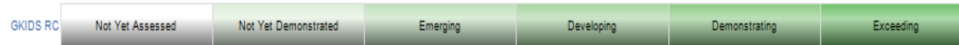
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According to the GKIDS English Language Arts data for 2021-2022, the scholars at Harper Elementary primarily perform at the emerging, developing, and demonstrating levels. With the primary focus for the school year being 100 days of reading, the scholars showed an increase in growth by the end of the year.



According to the GKIDS Mathematics data for 2021-2022, the scholars at Harper Elementary are mainly performing at the emerging, developing, and demonstrating levels. The primary focuses for increasing growth in these areas was continued use of small group instruction, hands-on demonstrations, and real-world applications.

### 2022-2023 Fall GKIDS Readiness Check







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## 2022-2023 Fall GKIDS Readiness Check

GKIDS RC	Not Yet Assessed	Not Yet Demonstrated	Emerging	Developing	Demonstrating	Exceeding
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English Language Arts						
Listens and differentiates between sounds that are the same and different.	9		69		18	8
Recognizes and names some upper case letters of the alphabet.		50		15	25	4
Recognizes and names some lowercase letters of the alphabet.	2		50		12	26
Tracks words from left to right, top to bottom, and page to page.	3		52		22	17
Draws pictures and copies letters and/or numbers to communicate.	2		74			18
Listens to and follows multi-step directions.		32		44		18
Uses spoken language that can be understood with ease.		42		18		34
Uses writing tools.	3		29			62

**According to the GKIDS Readiness English Language Arts data for 2022-2023, the scholars at Harper Elementary primarily performed at the emerging, developing, and demonstrating levels. This year the scholars performed slightly higher than the scholars from the previous year on GKIDS Readiness assessment due to an increase amount of students attending Pre-K, parental involvement, and consistent use of HMH during the reading instructional block.**

Mathematics						
Recites numbers up to 20 in sequence.		41		29		24
Counts at least 10 objects using one-to-one correspondence.		29		30		32
Recognizes numerals.		54		16		23
Sorts and classifies objects using one or more attributes or relationships.		57		23		14
Recognizes and names common two-dimensional shapes.			70		20	4

**According to the GKIDS Readiness Mathematics data for 2022-2023, the scholars at Harper Elementary primarily performed at the emerging, developing, and demonstrating levels. This school year, in the increase in the number of students attending Pre-K and parental involvement, the scholars showed a more significant growth than the previous year. Teachers will continue with intense small group instruction, applying real-world applications and utilizing hands-on activities and demonstrations during mathematics instruction.**

### **TKES/LKES:**

While the majority of the evaluations were deemed proficient, it is noted that support is required in the area of instructional delivery. Additionally, the data dive revealed that with a high number of educators choosing to retire and teachers not able to complete the certification requirements in a



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timely fashion, opportunities for novice educators to serve as teachers. As a result, a need for significant training for those novice teachers, coupled with refresher training and support for veteran teachers will be required to enhance student academic achievement.

There is a need to increase professional development opportunities for educators at Harper Elementary School to support novice educators and close gaps in learning with instructional delivery to ensure that Tier One teaching is reflective of Georgia Standards that will ensure a 8% growth rate in the areas of ELA and Mathematics skill acquisition on the Georgia Milestones.

As a result, additional school personnel to support educators' instructional skills related to instructional delivery of literacy, mathematics and specific methods to train educators on how to effectively use instructional resources related to literacy would serve the novice educators well. Towards that end, developing a sound plan to manage the classroom and build a positive climate is necessary for student success, it is noted that this is an area of concern with new teachers to the field who are transitioning from other professions.

There is at least one teacher with 0 to 3 years of experience in grades 1 - 5. The below mentioned chart will reflect those educators and also some of the mentionables that are required to provide them with a successful transition.

<b>Grade Level</b>	<b>Number of Teachers with 0 to 3 years of experience on that grade level</b>	<b>Professional Development Areas of Support Needed</b>
<b>Kindergarten</b>	Zero	Professionalism/Soft Skills  Differentiated Instruction  Instructional Delivery for Reading/HMH  Phonological Awareness  Instructional Delivery for Savvas/Mathematics  Assessments/Formative and Summative
<b>First</b>	Three	Professionalism/Soft Skills  Differentiated Instruction



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		<p>Instructional Delivery for Reading/HMH</p> <p>Phonological Awareness</p> <p>Instructional Delivery for Savvas/Mathematics</p> <p>Assessments/Formative and Summative</p>
<b>Second</b>	Four	<p>Professionalism/Soft Skills</p> <p>Differentiated Instruction</p> <p>Instructional Delivery for Reading/HMH</p> <p>Phonological Awareness</p> <p>Instructional Delivery for Savvas/Mathematics</p> <p>Assessments/Formative and Summative</p>
<b>Third</b>	Three	<p>Professionalism/Soft Skills</p> <p>Differentiated Instruction</p> <p>Instructional Delivery for Reading/HMH</p> <p>Phonological Awareness</p> <p>Instructional Delivery for Savvas/Mathematics</p> <p>Assessments/Formative and Summative</p>
<b>Fourth</b>	Four	<p>Professionalism/Soft Skills</p>



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		Differentiated Instruction  Instructional Delivery for Reading/HMH  Phonological Awareness  Instructional Delivery for Savvas/Mathematics  Assessments/Formative and Summative
<b>Fifth</b>	Four	Professionalism/Soft Skills  Differentiated Instruction  Instructional Delivery for Reading/HMH  Phonological Awareness  Instructional Delivery for Savvas/Mathematics  Assessments/Formative and Summative

**Based on the CSIP team data analysis, prioritization of needs, and agreed upon root causes list the prioritized foci and root causes.**

**Prioritization of Needs:**

- 1. The noted national teacher shortage has reached the doors of Harper Elementary School. As a result, the use of non-traditional educators has become a norm. Thus, a host of novice teachers require professional development in Literacy and Mathematics to ensure sound instructional delivery for tier one scholars.**
- 2. The data earned by way of GMAS for two consecutive years is reflective of our present distinction - "Promise School." In the area of mathematics and ELA on the GMAS 2022 and 2023 our scores reflected on that require Improvement. Hence, student proficiency in ELA and Mathematics is required with an 8% growth.**
- 3. Improve student attendance rates**



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### **4. Improve teacher attendance rates**

#### **Root Causes**

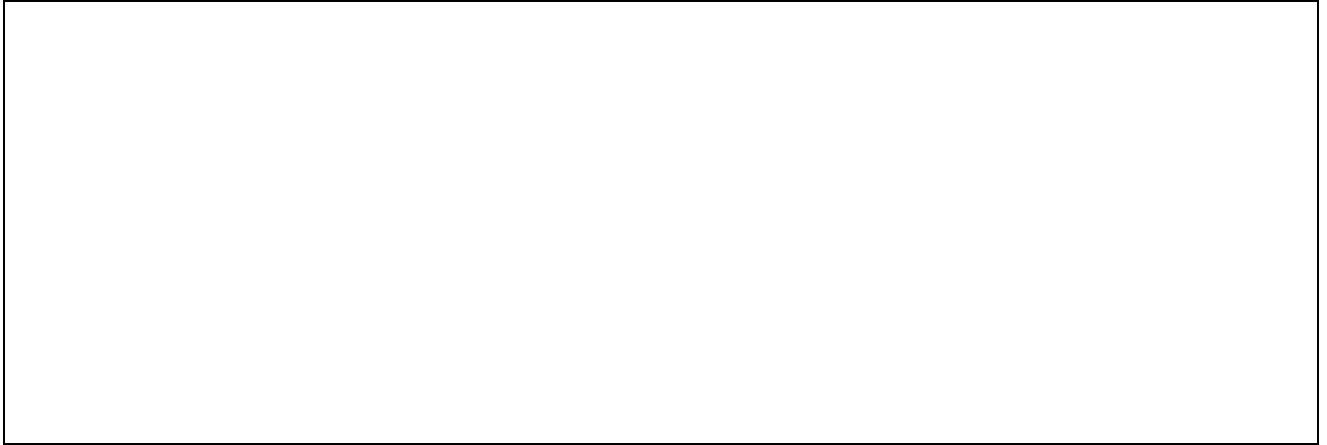
The root cause/s that we discovered for each of the needs were are as follows:

- 1. Teachers lack content knowledge in Math, Reading/ELA, Writing, Science, and Social Studies in K-5<sup>th</sup> grades.**
- 2. Teachers should place more emphasis on utilizing small group instructional tools in grades k -5 as a way of providing intensive intervention in weak areas for students.**
- 3. Teachers need additional professional development in grades k-5 in effective instructional practices and strategies in ELA, Math, Science, and Social Studies.**
- 4. Teachers should place more focus on preparing and planning lessons based on student needs and data in K-5<sup>th</sup> grades. Teachers should include the use of the pacing guide and scope and sequence to ensure well planned lessons.**
- 5. Teachers need additional professional development in effectively differentiating instruction based on the individual needs of our students in K-5<sup>th</sup> grades.**
- 6. Teachers need comprehensive training on teaching writing explicitly in K-5<sup>th</sup> grades.**
- 7. Teachers need support with unpacking the standards in ELA (writing), math, science and social studies. Additionally, they need support in determining Depth of Knowledge (DOK) levels in K-5<sup>th</sup> grades.**
- 8. Teachers need additional professional development in implementing close reading strategies in their daily instruction in k-5<sup>th</sup> classrooms.**
- 9. Teachers need Professional Learning in current research as it relates to best educational practices in all content areas on a continuous basis.**
- 10. Teachers lack knowledge in creating assessments that have a direct alignment to the standard.**
- 11. Students lack background knowledge that hinders them from making real-world connections.**
- 12. Teachers need to vertically plan to understand standards taught and those that will be introduced.**
- 13. The need for teachers to report to work daily to teach students. The high rate of teachers exercising the use of FMLA is a noted cause.**
- 14. The attendance rate of students is also a root cause.**
- 15. Parents need additional professional development to support learning at home.**

The aforementioned highlight some of the root causes to reflect the lack of skill acquisition of scholars.



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**Goals and Strategies: (Identify 3 to 4 SMART goals based on school needs.)**

**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, gifted, 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 1: To support novice teachers for effective instruction, the school will provide ongoing professional development opportunities and resources that are tailored to their specific needs.**

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Implement an effective Mentor/Mentee Program which tailors to the needs of mentees and their professional goals.	August-May		Jasmine Robinson Lead Mentor
Differentiated Instruction with a focus on small groups: This PD session can provide strategies for effectively differentiating instruction in math and reading to meet the diverse needs of students. Teachers can learn how to tailor their lessons, materials, and assessments to accommodate various learning styles and abilities.	August 2023		Stephanie McIntosh Academic Coach
Culturally Responsive Teaching: This PD can focus on creating an inclusive and culturally responsive classroom environment. Teachers can learn strategies for selecting diverse reading materials, integrating culturally relevant contexts in math lessons, and fostering a positive classroom climate that values all students' backgrounds and experiences	October 2023		Stephanie McIntosh Academic Coach
Classroom Management Strategies Professional Development: provide teachers with effective classroom management strategies for creating a positive and productive learning environment. Teachers can learn techniques for behavior management, establishing	December 2023		Stephanie McIntosh Academic Coach



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routines, promoting student engagement, and fostering a respectful classroom culture.		
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>		
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	
Parent Conferences Student Led Conferences Data Digs Small Group Support (Need based) Counseling Lesson In house remediation and acceleration	Parent Conferences Student Led Conferences Data Digs Small Group Support (Need based) Counseling Lesson In house remediation and acceleration	
<b>English Learners</b>	<b>Students with Disability</b>	
Parent Conferences Student Led Conferences Data Digs Small Group Support (Need based) Counseling Lesson In house remediation and acceleration	Parent Conferences Student Led Conferences Data Digs Small Group Support (Need based) Counseling Lesson In house remediation and acceleration	
<b>Gifted Learners</b>		
Parent Conferences Student Led Conferences Data Digs Small Group Support (Need based) Counseling Lesson In house remediation and acceleration		





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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, gifted, 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 student proficiency in ELA, reading, and math. This will be achieved by increasing the percentage of students scoring proficient on academic standards in these subjects by 8% within the next academic year.**

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Provide targeted professional development opportunities for teachers to enhance their content knowledge, instructional strategies, and assessment practices in ELA, reading, and math.	August-May		Admin Academic Coach ESOL Lead DES Lead Gifted Lead
Provide Instructional Coaching and Support by Conducting regular classroom observations and provide constructive feedback to help teachers improve their instructional practices.	August-May		Admin Academic Coach
Data Driven Decision Making: Collect and analyze data on student performance, such as formative and summative assessments, to identify areas of strength and areas in need of improvement.  Use this data to inform instructional planning and resource allocation, targeting interventions and support where they are most needed.	August-May		Admin Academic Coach

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



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Economically Disadvantaged	Foster and Homeless
Parent Conferences Student Led Conferences Data Digs Small Group Support (Need based) Counseling Lesson In house remediation and acceleration	Parent Conferences Student Led Conferences Data Digs Small Group Support (Need based) Counseling Lesson In house remediation and acceleration
English Learners	Students with Disability
Parent Conferences Student Led Conferences Data Digs (Uploaded to Google Drive) Small Group Support (Need based) Counseling Lesson In house remediation and acceleration	Parent Conferences Student Led Conferences Data Digs (Uploaded to Google Drive) Small Group Support (Need based) Counseling Lesson In house remediation and acceleration
Gifted Learners	
Parent Conferences Student Led Conferences Data Digs (Uploaded to Google Drive) Small Group Support (Need based) Counseling Lesson In house remediation and acceleration	



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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, gifted, 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:** Increase overall attendance rates by 8% within the next academic year

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Improve communication and collaboration with parents and guardians. The school will actively engage with parents, raising awareness about the importance of regular attendance and working together to overcome any barriers or challenges that may be hindering student attendance.	August-May		Mrs. Coleman Ms. Wilkes Mrs. White
Implement a rewards programs, attendance campaigns, and personalized interventions tailored to students at risk of chronic absenteeism	August-May		Mrs. Coleman Ms. Wilkes Mrs. White
Develop protocols to monitor attendance data, identify patterns of chronic absenteeism, and provide personalized interventions for students who frequently miss school	August		Neomia Coleman Beverly Fuller Robin Woodyard

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

Economically Disadvantaged	Foster and Homeless
Daily attendance Conferences-attendance Counselor will monitor attendance in ELA and Math classes Class Dojo to communicate about attendance initiatives	Daily attendance Conferences-attendance Counselor will monitor attendance in ELA and Math classes Class Dojo to communicate about attendance initiatives



## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

English Learners	Students with Disability
Daily attendance Conferences-attendance Counselor will monitor attendance in ELA and Math classes Class Dojo to communicate about attendance initiatives	Daily attendance Conferences-attendance Counselor will monitor attendance in ELA and Math classes Class Dojo to communicate about attendance initiatives
Gifted Learners	
Daily attendance Conferences-attendance Individual Contract for attendance Class Dojo to communicate about attendance initiatives	



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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, gifted, 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:**

Evidenced Based Strategies and Interventions	Timeline for Implementation	Estimated Budget	Person/Position Responsible

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

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Students with Disability</b>
<b>Gifted Learners</b>	



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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**

Harper Elementary School is dedicated to providing comprehensive support services and programs to all students, including those with diverse needs such as Students with Disabilities (SWD) and English Language Learners (ELL). We employ various strategies to monitor students' academic performance, including grade-level data disaggregation meetings and regular review of 4½ weeks and 9 weeks grade reports.

Once students in need of additional support are identified, our SWD and ELL teachers collaborate with general education teachers using collaborative or co-teaching models. Together, they analyze data and develop tailored strategies to address the students' specific challenges.

To assist other struggling students, we offer support services through our Early Intervention Program (EIP) teachers. These teachers work closely with classroom teachers to provide small group instruction in math and reading. Students receiving support from EIP teachers are identified based on various benchmark assessments like i-Ready Reading and Math diagnostic assessment, DIBELS, MAP assessment, and GMAS.

Our school counselors play a vital role in providing social and academic support. Classroom guidance lessons cover essential topics such as Time Management, Test Taking Strategies, and College and Career Awareness. Individual and small-group counseling is also available to address academic, social, and behavioral needs.

A dedicated Student Engagement Specialist serves as a mentor and regularly checks in with students to assess their needs. Weekly meetings with students include Social-Emotional Learning (SEL) lessons, grade reviews, and assistance with any missing assignments or topics requiring extra support. The specialist focuses on building students' confidence, problem-solving skills, and addressing academic, behavioral, and attendance challenges.

Parent involvement is highly valued at Harper Elementary. Through the Parent Academy, we keep parents informed about the classroom strategies aimed at mastering academic standards. This free, year-round initiative helps parents become active partners in their child's education by providing them with a deeper understanding of the curriculum, instructional strategies, and communication channels with educators. Parent Academy workshops cover essential topics, including Reading and Math curriculum, instructional strategies, and preparation for state performance assessments like the Georgia Milestone Assessment.

At Harper Elementary, we believe that a collaborative and supportive approach, involving teachers, counselors, specialists, and parents, is vital to our students' success and continued growth.



## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

**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)**

N/A

**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.);**

At Harper Elementary, we have established a progressive discipline plan aimed at promoting appropriate social behavior and encouraging positive student behavioral change. This plan involves a series of interventions that increase in intensity to address escalating behavior concerns effectively.

Level 1 infractions are handled within the classroom setting by the teacher. We emphasize open communication with parents to foster positive relationships and create a conducive classroom environment.

For Level 2 infractions, the classroom teacher takes the lead in addressing behavior concerns, with additional support from parents, the school counselor, school social worker, and administration as required.

In the case of Level 3 infractions, behavior concerns are addressed by the administrative staff, with immediate involvement and support from parents.

By implementing this progressive discipline approach, Harper Elementary aims to create a respectful and nurturing learning environment that helps students understand and practice appropriate social behavior. Through collaboration between teachers, parents, and school staff, we work towards ensuring a positive and productive educational experience for all students.





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<b>HARPER ELEMENTARY</b>				
S.O.A.R.	Salones de clase	Pasillos/Baños	Cafetería	Autobús/Transportación
<b>SEGURO</b>	<ul style="list-style-type: none"> <li>• Sigue las expectativas (reglas) de la clase en todo momento.</li> <li>• Mantén tus artículos personales para ti mismo.</li> <li>• Mantén tus manos y pies para ti mismo.</li> </ul>	<ul style="list-style-type: none"> <li>• CAMINA siempre por el pasillo ... durante? el tercer bloque.</li> <li>• Mantén tus manos alejadas de las alarmas de incendio.</li> <li>• Usa el baño de manera rápida y silenciosa.</li> </ul>	<ul style="list-style-type: none"> <li>• Mantén TU COMIDA en TU BANDEJA/CHAROLA.</li> <li>• Habla en voz baja en tu mesa.</li> <li>• Empuja tu silla adentro cuando termines.</li> <li>• Coloca la basura en los botes para la basura.</li> </ul>	<ul style="list-style-type: none"> <li>• Sigue las expectativas y reglas del autobús.</li> <li>• Toma tu asiento una vez en el autobús... permanece sentado.</li> <li>• Mantén todos los artículos en tu mochila.</li> </ul>
<b>ORGANIZADO</b>	<ul style="list-style-type: none"> <li>• Escucha atentamente las indicaciones y las instrucciones del maestro.</li> <li>• Lleva el uniforme correctamente.</li> <li>• Levanta tu mano para que el maestro sepa que quieres hablar (o necesitas algo).</li> </ul>	<ul style="list-style-type: none"> <li>• Camina en línea con tu clase durante las transiciones.</li> <li>• No escribas en las paredes y los pisos de los baños y los pasillos.</li> <li>• Sigue las rutas apropiadas para la salida y durante las emergencias.</li> </ul>	<ul style="list-style-type: none"> <li>• Come con tu propia clase.</li> <li>• Aprende tu número PIN e ingresalo rápidamente.</li> <li>• Pon atención a los encargados de la cafetería, asegúrate de hablar en voz baja .</li> </ul>	<ul style="list-style-type: none"> <li>• Asegúrate de tener un pase para el autobús.</li> <li>• Usa tu 'voz baja' mientras estés en el autobús escolar.</li> <li>• Recuerda llevar todos tus artículos cuando te subas y bajes del autobús.</li> </ul>
<b>RESPONSABLE</b>	<ul style="list-style-type: none"> <li>• Lleva a la escuela solo el material que necesitas.</li> <li>• Utiliza tus propios conocimientos al hacer los exámenes y otras asignaturas.</li> <li>• Utiliza tus propios materiales y útiles.</li> </ul>	<ul style="list-style-type: none"> <li>• Acepta responsabilidad por tus acciones.</li> <li>• Pide permiso para salir del salón de clase... regresa rápidamente.</li> <li>• Reporta los problemas en el baño al maestro o al conserje.</li> </ul>	<ul style="list-style-type: none"> <li>• Obtén permiso para levantarte de tu asiento una vez sentado.</li> <li>• Limpia alrededor del área en la que comes (mesa, piso, etc.)</li> <li>• Come tu propia comida.</li> </ul>	<ul style="list-style-type: none"> <li>• Sube a tu propio autobús.</li> <li>• Súbete y bájate del autobús en tu propia parada</li> <li>• Siéntate en el asiento asignado.</li> </ul>
<b>RESPECTUOSO</b>	<ul style="list-style-type: none"> <li>• Trata a los demás como te gustaría que te trataran a ti.</li> <li>• Dile a tu maestro (o a cualquier adulto) cuando te sientas molesto, enfadado o con miedo.</li> <li>• Sé amable y establece relaciones de amistad positivas.</li> </ul>	<ul style="list-style-type: none"> <li>• Camina en silencio para que los demás puedan seguir aprendiendo.</li> <li>• Utiliza un lenguaje educado y apropiado en todo momento.</li> <li>• Reporta a los acosadores y a todo tipo de acoso.</li> </ul>	<ul style="list-style-type: none"> <li>• Levanta la mano si necesitas a los monitores de la cafetería.</li> <li>• Come solo la comida en tu bandeja/charola.</li> <li>• Trata al personal de nutrición con dignidad y respeto.</li> </ul>	<ul style="list-style-type: none"> <li>• Trata al conductor del autobús amablemente... con modales y dignidad.</li> <li>• Permite que los estudiantes más jóvenes o más pequeños se sienten en la parte delantera del autobús.</li> <li>• Mantén el autobús limpio y ordenado.</li> </ul>

In the upcoming 2023-24 academic year, Harper Elementary will sustain its commitment to implementing PBIS (Positive Behavior Intervention & Supports), a research-backed three-tiered framework. PBIS aims to enhance and seamlessly integrate data, systems, and practices that impact student outcomes on a daily basis. Our goal is to foster an inclusive school environment where every student achieves academic and behavioral success.

**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.)**

At Harper Elementary School, we are dedicated to providing purposeful and coherent professional learning activities for our faculty and staff to continuously improve and enhance student outcomes. Our plan encompasses multiple avenues of professional development, tailored to individual needs and based on self-evaluation, student assessments, and teacher effectiveness evaluations.

Collaboration plays a crucial role in our professional learning approach. Teachers work together with grade-level colleagues, Academic Coach, DES, ELL teachers, and leads to extend their content knowledge and





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instructional practices based on specific data needs. Personalized Learning Plans (PLPs), Professional Growth Plans (PGPs), and PLPs with Remediation guide teachers in identifying and addressing their unique learning goals.

While we acknowledge the temporary suspension of the Teacher Keys Effectiveness System (TKES) summative rating for the 2023-24 school year, we still place great emphasis on continuous improvement. Feedback from administrators and Academic Coaches assists teachers in reflecting on their instructional practices and making necessary modifications or implementing suggested strategies to enhance student achievement.

We are committed to promoting effective classroom practices, including explicit instruction and gradual release of responsibility framework. Professional development will encompass reading and numeracy strategies across the curriculum, instructional technology, grouping models, and data-driven instruction.

Observing peer implementation of the Georgia Common Core Curriculum, academic discourse, student engagement, and writing across content areas will provide valuable insights to apply in their own classrooms.

As we move forward into the digital age, we recognize the importance of virtual/digital learning professional development. Teachers will receive face-to-face training as well as virtual instruction to enhance their skills and engage students effectively in both traditional and online environments.

Data-driven decisions will continue to guide our targeted approaches to instruction, ensuring we address existing achievement gaps effectively. Our teachers and support staff are equipped to create a digital learning environment that encourages active learning, interaction, collaboration, and student success.

At Harper Elementary, we believe that investing in our educators' professional growth directly impacts student education, and we remain committed to providing continuous support for their development and success.

### **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.**

Harper Elementary implements an inclusive approach to support preschool children in their advancement to the next grade level. This involves extending an open invitation to surrounding Head Start, Even Start, Early Reading First, and state-run preschool programs for an enriching open house event.

To prepare their fifth-grade students for the transition to middle school in May 2024, Harper organizes a visit to the assigned middle school. During this visit, students are exposed to various aspects of the middle school curriculum, enabling them to meet administrators, counselors, teachers, and fellow students. They get a glimpse of an instructional day by visiting classrooms and also attend performances by band, chorus, drama students, and sponsored clubs.



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In order to facilitate a smooth transition, Harper Elementary invites counselors and administrators from the zoned middle school to meet with the fifth-grade teachers, counselors, and administrative team. This collaboration allows for the exchange of valuable insights and suggestions to support the students' move to middle school.

For the transition from Pre-K to Kindergarten, the school arranges a Kindergarten Round-up, where parents and children are welcome to visit the classrooms and learn about the Kindergarten program. Information packets and forms are provided to parents to highlight what they can expect their children to learn in Kindergarten.

Similarly, for the rising 6th graders, the school's counselors share informational brochures about the different program offerings at the middle schools. They also ensure that Individualized Education Plans (IEPs) are up to date for a seamless transition of Students with Disabilities (SWD) into middle school. The use of departmentalized instruction and maintaining a classroom culture that prepares students for the change helps ease their transition to middle school.

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

At Harper Elementary, we have a substantial ESOL population, and to ensure effective communication, the Clayton County ELL Department translates important documents before distributing them to schools. Our Parent Resource Center is open to all parents, offering planned workshops facilitated by our Parent Liaison, Neomia Coleman. We provide computers for parents to use and ensure that letters and communications regarding important events, programs, and activities are translated into different languages spoken by our parents. Translation and interpreter services are readily available to support our ESOL parents during meetings and interactions with the school.

We strongly value parental involvement and encourage parents to participate in various activities and programs offered at our school. To enhance communication, the district provides the Language Line Over the Phone Interpretation Service for conferences, especially when interpreters are unavailable, or virtual meetings are more suitable for parents.

At Harper, we firmly believe in building a strong rapport with parents, as we recognize their significant role in their children's growth. We keep parents well-informed about their child's progress academically, emotionally, and socially, aiming to instill high self-efficacy.

In our commitment to involving parents, we have a planned Title I Planning Meetings on September 23, 2023 where parents of all students, school staff, students, and community members are invited. We periodically update our school parental involvement policy to cater to the evolving



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needs of parents and the school community. The parental involvement plan is distributed to parents of participating children and made available to the local community.

We also support parents in understanding the state's academic content standards, student academic achievement standards, and academic assessments, including alternate assessments, as well as the requirements of Title I, Part A. Our primary approach for aiding parents in understanding these standards and assessments is through face-to-face and virtual informational meetings and workshops held throughout the school year.

To further empower parents, we provide materials and training, such as literacy training and technology usage, to foster parental involvement in improving their child's achievement. These resources are available at the Parent Resource Center, and our Title I Parent Liaison, Mrs. Neomia Coleman, along with school counselors, administrators, teachers, external presenters, and district personnel, facilitate these training sessions.

For parents who cannot attend in-person sessions, we offer the option to request materials to be sent home or schedule pick-up via our drive-through service. Additionally, when needed, interpretation services are provided for our Spanish-speaking families to ensure effective communication.

We maintain a Calendar of Events to keep parents informed about planned workshops and activities designed to promote parental involvement. At Harper Elementary, we deeply value the partnership with our parents in supporting their children's success and overall growth.



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### Plan Development and Evaluation:

#### 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

#### 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.**

At Harper Elementary School, a copy of our Title I school-wide plan is accessible to the LEA (Local Education Agency) at the Clayton County Public Schools Central Office, within the Office of Federal Programs. Additionally, revised copies of the Schoolwide Plan are available to parents and the public in various locations, including our school's media center, the principal's office, the assistant principal's office, the Parent Resource Center, and on our school's website. As part of our commitment to transparency and involvement, the school-wide plan will be discussed during parent meetings, including events such as Curriculum Night and the Title I Annual Meeting, whether held virtually or in-person.

We take pride in serving a diverse student population and recognize the importance of providing equitable educational opportunities for all families. To ensure effective communication, the district's Title III/ESOL department offers language translation and interpretation services for speakers of languages other than English. Whenever there is a significant percentage of parents of participating students whose primary language is other than English, the school's improvement and Title I plan will be translated and/or interpreted, to the extent feasible. Currently, our plans are being translated into Spanish and Vietnamese.

In accordance with Section 116, our Title I plan at Harper Elementary is designed to address the academic achievement of disadvantaged students and involve stakeholders in the decision-making process. This plan is regularly updated on an annual basis, incorporating input from internal and external stakeholders, and it is



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monitored throughout the year to ensure its effectiveness. We are committed to fostering a supportive and inclusive environment for all students and families, and this plan plays a vital role in achieving our shared goals.



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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.

Harper Elementary School values shared decision-making and actively involves various stakeholders in the development and execution of our school-wide plan. The Leadership Team comprises representatives from instructional departments, PTA, School Council, and other stakeholders as needed. To gather parent and community input, a Title I Parent Involvement Survey was conducted during the 2022-2023 school year.

Through collaborative efforts, the team thoroughly discussed and reviewed all aspects of the Harper Elementary School Title I Plan. The plan is thoughtfully designed to enhance literacy, math, social studies, and science instruction, ultimately improving student achievement in these areas. Recommendations and suggestions from the team were taken into consideration to ensure the plan aligns with the goal of enhancing student academic success. The information from these discussions is shared with the entire faculty and staff to foster a united approach.

We are dedicated to keeping parents engaged in an organized, ongoing, and timely manner when it comes to planning, reviewing, and improving schoolwide programs and the school parental involvement policy. This includes Schoolwide Parent Input Meeting, as well as the Title I Planning Meeting.

At Harper Elementary, we prioritize soliciting parent input and making efforts to engage parents of migrant and homeless students, as well as those with disabilities. This is achieved through surveys, informational meetings, individual sessions in the Parent Resource Center, and via parent or counselor contacts. We



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encourage parents to provide feedback through evaluation forms after workshops and meetings, ensuring their concerns or requests are addressed.

We are committed to regularly updating the school parental involvement policy to meet evolving needs. The policy is distributed to parents of participating children, and it is made available to the local community. We use various channels to invite all parents of participating children to the Title I Annual Parent Meeting, including Title I Parent Meetings, flyers, formal invitations, the school's website, telephone dial-out system, and report cards.

To cater to different schedules and preferences, we offer virtual or face-to-face Title I Annual Meetings on different days and times. We also provide several workshops for parents, which are outlined in the school's 2023-24 Parent Involvement Calendar of Events. For those unable to attend meetings, parents can schedule a face-to-face or virtual "Canvas/Zoom" appointment with the Title I Parent Liaison, Neomia Coleman, to receive additional information.

We ensure parents of participating children receive timely information about the Title I Program, curriculum details, academic assessments used to measure student progress, and expected proficiency levels. We provide opportunities for regular virtual meetings upon request, allowing parents to offer suggestions and participate in decisions concerning their child's education. Parent workshops focus on core content areas, and formative assessment data or test scores are shared with parents during parent-teacher conferences.

Materials and trainings are offered to help parents work with their children to improve academic achievement. These virtual trainings, including literacy training and technology usage, are provided by various stakeholders, including the Title I Parent Liaison, school counselors, administrators, Academic Coach, Instructional Support Teachers, external presenters, and others. Neomia Coleman, our dedicated Title I Parent Liaison at Harper Elementary, plays a crucial role in assisting parents and facilitating communication between home and school. We understand that some parents may be unable to attend virtual training or workshops, and we accommodate their needs by offering the option to request materials to be sent home or scheduling a convenient drive-through service for pick-up.

To ensure effective communication with our Spanish-speaking families, we provide interpretation services whenever practical or necessary. We believe in fostering a strong partnership between parents and the school, and to keep parents informed and engaged, we maintain a comprehensive Calendar of Events. This calendar outlines the details of upcoming workshops and activities planned specifically for parent involvement. We strive to make it easier for parents to actively participate in their child's education journey, and Neomia Coleman is here to support and guide them throughout the process.



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### Professional Development (question 2-iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
Differentiated Instruction with a Focus on Small Group Instruction	August 2023	K-5/ALL Subjects	McIntosh
Phonics and Phonological Awareness	August 2023	K-5/ELA	ELA Lead
Classroom Management Strategies	August 2023	K-5/All Subjects	PBIS
Math Problem Solving Strategies	August 2023	K-5/Math	McIntosh
Assessment and Data Driven Instruction	September 2023	K-5/All Subjects	Pryor
Vocabulary Development	September 2023	K-5/ELA	Pryor,McIntosh
Technology Integration in Math & Reading	September 2023	K-5/ELA,Math	McIntosh
Literacy Across the Curriculum	September 2023	K-5/All Subjects	Pryor
Culturally Responsive Teaching	October 2023	K-5/All Subjects	Robinson
Effective Communication and Collaboration	October 2023	K-5/All Subjects	Robinson
Differentiation in Assessment	October 2023	K-5/All Subjects	Pryor
Supporting Students with Special Needs	November 2023	K-5/All Subjects	Howard
Strategies for English Language Learners	November 2023	K-5/All Subjects	Render
Differentiated Instruction for Gifted and Talented Students	November 2023	K-5/All Subjects	Daniels
Engaging Families in Math and Reading	November 2023	K-5/ALL subjects	McIntosh
Inquiry Based Learning in Math and Reading	December 2023	K-5/ELA,Math	Daniels
Literacy Assessment and Intervention	December 2023	K-5/ELA	EIP
Critical Thinking and Problem Solving in Reading and Math	January 2024	K-5/ELA,Math	Daniels
Instructional Strategies: Provide teachers with a variety of research-based instructional strategies and techniques to effectively teach writing skills, such as modeling, explicit instruction, conferencing, peer collaboration, and providing timely feedback.	January 2024	K-5/ELA	Pryor McIntosh
Genre Study: Narrative- Focus on genre-based writing instruction, where teachers explore different genres and teach students the characteristics, structures, and language features of each genre.	February 2024	K-5/ELA	ELA Lead
Genre Study: Persuasive-Focus on genre-based writing instruction, where teachers explore different genres and teach students the characteristics, structures, and language features of each genre.	February 2024	K-5/ELA	Thomas
Genre Study: Informative-Focus on genre-based writing instruction, where teachers	February 2024	K-5/ELA	Cansler





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explore different genres and teach students the characteristics, structures, and language features of each genre.			



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### Parent and Family Engagement

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
<b>Sent Home and Posted on School Website:</b> School-Family Compact School PFEP District PFEP	August 28, 2023	Neomia Coleman, Parent Liaison
<b>School-Family Compact Discussion:</b> Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)	September, October, December 2023; January and March 2024	Grade Level Teachers
<b>Annual Title I Parent Meeting:</b> Meeting held Documents posted on school website	September 12, 2023 September 14, 2023	Tara Davison, Principal Neomia Coleman, Parent Liaison
<b>Building Parent Capacity Fall: (F2F or Zoom)</b> <i>Required Parent Capacity Events</i> <i>(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 goals.</i>  Curriculum Workshop 1	August 8, 2023 Pre-K, K, 1st Parent Meetings/IC  August 9, 2023 2nd & 3rd Parent Meetings/IC  August 10, 2023 4th & 5th Parent Meetings/IC	Grade Level Teachers/Liaison  Grade Level Teachers/Liaison  Grade Level Teachers/Liaison
<b>Building Parent Capacity Fall:</b> Curriculum Workshop 2	Fun with Phonics September 19, 2023  Parents Pizza and Planning September 21, 2023.	Title I Coach/Parent Liaison  Parent Liaison/SES
	DES Family Day September 28, 2024	DES/Parent Liaison



## Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
<b>Building Parent Capacity</b> <b>Fall:</b> Technology/Copyright Piracy Workshop	Infinite Campus and DOJO Training August 8th-10th, 2023	Parent Liaison
<b>Building Parent Capacity</b> <b>Fall:</b> EL Parent Workshop (if [ applicable])	MALDEF Classes September - November 2023  ESOL Family Day September 15, 2023  Understanding WIDA Reports October 4, 2023	Media Specialist/Parent Liaison  Parent Liaison/Community Partner)  ESOL/Parent Liaison  ESOL/Parent Liaison
<b>Building Parent Capacity</b> <b>Continuous Communications</b> <b>(Fall)</b> Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	Technology Support Infinite Campus and Class DOJO August 2nd - 4th, 2023  Books Bagels and Bingo September 13, 2023	Parent Liaison    Parent Liaison/Media Specialist
<b>Building Staff Capacity</b> <b>(Fall):</b>	August 2023 (Collaborative Planning) August 9, 2023 Soft Skills Training	Parent Liaison
<b>Building Staff Capacity</b> <b>Continuous Communications</b> <b>(Fall):</b> Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	September 26, 2023 (Collaborative Planning) Tips for Conducting Parent Teacher Conference	Parent Liaison
<b>Fall October Data Dig:</b> PLC to review Dashboard Data	Navigating SLDS October 4th, 2023  DES Day (Understanding Your Rights) October 20, 2023	Liaison/Academic Coach    DES/Parent Liaison   Parent Liaison/Academic Coach



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Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
	How-Learn-Ween Understanding Assessment Reports 10-31-23	
<b>Fall December Data Dig:</b>  PLC to review Dashboard Data	Understanding Lexile Levels December 2, 2023  Rhythm and Reading December 14, 2023	Parent Liaison/Academic Coach  Parent Liaison/Music Department
<b>Building Staff Capacity (Spring):</b>	Parent Connections Continuous Family Communication January 3, 2024	Parent Liaison
<b>Building Parent Capacity Spring:</b> Curriculum Workshop 3	DATA/ASSESSMENT DIG January 10, 2024  ESOL Family Literacy Night January 31, 2024	Admin Team  Academic Coach  ESOL Team
<b>Building Parent Capacity Spring:</b> Assessment Workshop	March MATHNESS March 22, 2024  DES Celebration Week March 7-11, 2024	Math Ambassadors  DES Lead
<b>Building Parent Capacity Spring:</b> Transition Meeting	Pre-K App Assistance Rising K Community Partners visit March 17, 2024 Rising 1st, 2nd & 3rd, grade Expectation Mtg. March 15, 2024 Rising 4th-5th grade Expectation Mtg. March 16, 2024 5th Grade Middle School University Transition Visit May 19, 2024	Parent Liaison  Grade Level Teachers



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Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
<b>Building Staff Capacity Continuous Communications (Spring):</b> Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	Parent and Teacher Partnerships	Parent Liaison
<b>Building Parent Capacity Continuous Communications (Spring)</b> Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	GMAS Testing Tips February 15, 2024 March 14, 2024 April 16 & 18, 2024	Testing Coordinator/Parent Liaison/Counselors
<b>Spring March Data Dig</b> PLC to review Dashboard data	Understanding Assessment Data (What does it mean?) April 25, 2024	Liaison/Academic Coach
<b>Spring May Data Dig</b> PLC to review Dashboard data	Understanding GMAS Data May 16, 2024	Liaison/Academic Coach
<b>Input Meeting (s) FY23:</b> Staff Parents/Families Students	Spring Input Meeting April 12 & 13, 2024	Parent Liaison



# **Clayton County Public School 2023-2024 Comprehensive School Improvement Plan**

## **Tentative Budget**