School Improvement Plan
2019-2020



ADD NEW COVER

Edmonds Elementary School

Clayton County Public Schools

Richard Woods, State School Superintendent
"Educating Georgia's Future."

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This report template was designed by the Georgia Department of Education to assist schools in meeting all Federal and State planning requirements. The following programs are included in Georgia's planning process:

- IDEA - Special Education
- School and District Effectiveness
- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Foster Care Program
- Title I, Part A - Parent Engagement Program
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

The Georgia Department of Education has created a webinar series to support schools in completing this plan. The series, and accompanying resources, are available at the Office of Federal Programs webpage. Webinar series topics include:

• Georgia's Systems of Continuous Improvement Overview	February 10, 2019
• Planning and Preparation	February 17, 2019
• Coherent Instructional System	February 24, 2019
• Effective Leadership	March 3, 2019
• Professional Capacity	March 10, 2019
• Family and Community Engagement	March 17, 2019
• Supportive Learning Environment	March 24, 2019
• Identifying Need - Root Causes, Drawing Conclusions, and Prioritizing	March 31, 2019
• Problem Solving Process and Selecting Interventions	April 7, 2019
• Improvement Planning - Systems and Processes	April 21, 2019
• Planning - Budgeting	April 28, 2019
• Submitting the Comprehensive LEA Improvement Plan (CLIP)	May 5, 2019

To contact the Department with any questions related to this plan, please email ***federalprograms@doe.k12.ga.us*** and include "CNA Question" in the subject line. To contact the Department for technical support related to this template, please email Nicholas Handville at ***nhandville@doe.k12.ga.us***.

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GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



Systems to Improve (What to Improve)

Coherent Instructional System: The major system of the complex school organization that articulates and guides the "what" and "how" of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should "know" and "do", and determine how their students will show they "know" the content and can "do" a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

Effective Leadership: A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the school and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

Professional Capacity: A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

Family and Community Engagement: A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

Supportive Learning Environment: A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

Process to Improve (How to Improve)

Step 1: Identify Needs: Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

Step 2: Select Interventions: Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

Step 3: Plan Implementation: Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

Step 4: Implement Plan: Carry out the plan to implement the promising solutions, making real-time adjustments where/ when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

Step 5: Examine Progress: Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

Georgia Department of Education

School Improvement Plan

1. GENERAL IMPROVEMENT PLAN INFORMATION

District Name	Clayton County Public Schools
School Name	Edmonds Elementary School
Team Lead	Maurice Roberts
Position	Principal
Email	maurice.roberts@clayton.k12.ga.us
Phone	(678) 827-7932

Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems **ONLY**
	"Fund 400" - Consolidation of Federal funds only

Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification **ONLY**
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improv-ing results and not just enhancing processes is a SMART goal. SMART is an acronym for:

Specific ***Measurable*** ***Attainable*** ***Relevant*** ***Time-bound***

An example of a SMART goal is:
By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

2.1.1 Completing the Improvement Goals Tables

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia's Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

Coherent Instructional System CIS-1
Planning for quality instruction CIS-2
Delivering quality instruction CIS-3
Monitoring student progress CIS-4
Refining the instructional system

Effective Leadership
EL-1 Creating and maintaining a climate and culture conducive to learning
EL-2 Cultivating and distributing leadership
EL-3 Ensuring high quality instruction in all classrooms
EL-4 Managing the school and its resources
EL-5 Driving improvement efforts

Professional Capacity
PC-1 Attracting staff
PC-2 Developing staff
PC-3 Retaining staff
PC-4 Ensuring staff collaboration

Family and Community Engagement
FCE-1 Welcoming all families and the community
FCE-2 Communicating effectively with all families and the community
FCE-3 Supporting student success
FCE-4 Empowering families
FCE-5 Sharing leadership with families and the community
FCE-6 Collaborating with the community

Supportive Learning Environment
SLE-1 Maintaining order and safety
SLE-2 Developing and monitoring a system of supports
SLE-3 Ensuring a student learning community

2.2 OVERARCHING NEED #1

Overarching Need	
Improve teachers content pedagogical knowledge and the level of implementation of their learning	
Root Cause #1	Continuous implementation of district PD that are not always aligned to school/teacher need.
Root Cause #2	Availability of job-embedded or just-in-time content or pedagogical PD.
Root Cause #3	Teacher TKES ratings often do not reflect teacher's abilities or competency, which does not encourage teachers to participate in the appropiate PD
Root Cause #4	Lack of identification of PD resources that can best support teachers.
Root Cause #5	
GOAL	By 2023, Clayton County Public Schools will increase the percentage of student scoring at the Proficient and/or Distinguished levels on the Georgia Milestones to at least 80% in each content area.

COHERENT INSTRUCTIONAL SYSTEM	
GOAL	By 2023, Clayton County Public Schools will increase the percentage of student scoring at the Proficient and/or Distinguished levels on the Georgia Milestones to at least 80% in each content area.
Structure(s)	GADOE School Improvement Systems: Coherent Instruction, Effective Leadership, Family and Community Engagement, Professional Capacity

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Implement Close Reading protocol	General, PL funds	a. Monthly half day collaborative planning , Observations b.	Teachers, Leadership
2. Implement Rigor, relevance, Framework Evidence Based Writing, Higher order Questioning	General	a. Monthly half day collaborative planning , Observations b.	Teachers, Leadership
3.	Title, General	a. b.	
4.	General, Title	a. b.	
5. .	General	a. b.	
6.	General, PL, Title	a. b.	

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

Economically Disadvantaged	Foster and Homeless
Addressed in the action steps	In collaboration with the HED, create a school transition process that supports students instructional needs
English Learners	**Migrant**
Coordinate with ESOL teacher to assure all teachers are SIOP trained before 2020	No migrant students; however, leadership will collaborate with the Director of Federal Programs to provide training/support to staff to understand the program.
Race/Ethnicity/Minority	**Students with Disabilities**
Addressed in the support for EL	Collaborate with the Director of Special Education to train teachers on how to effectively implement co-teaching.

EFFECTIVE LEADERSHIP	
GOAL	By 2023, Clayton County Public Schools will increase the percentage of student scoring at the Proficient and/or Distinguished levels on the Georgia Milestones to at least 80% in each content area.
Structure(s)	GADOE School Improvement Systems: Coherent Instruction, Effective Leadership, Family and Community Engagement, Professional Capacity

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. The leadership team will participate in PD to better understand and implement practices to create change	general, PD	a. Monthly on the last calendar Thursday b. agendas minutes	Principal
2. Increase the inter-rated reliability in classroom observations reduce the variability in quality instruction	General	a. TKES observation calendar b. TKES feedback teacher SGP's assessment data	Administrative team
3. Ensure teachers understand and use GMAS resources to improve student achievement	General, Title, PD	a. Weekly during collaborative planning b. Lesson plans, formal and informal observations	Principal, Teachers
4. Improve TKES/LKES feedback to ensure comments are detailed/descriptive and related to staff improvement	General, Title	a. TKES/LKES observation calendar b. TKES/LKES feedback, observations	Administrative team
5. Use 90 day Focus school meetings to monitor sub group progress and teacher effectiveness	Title, PD	a. September- May b. agendas , Indistar platform, feedback from walkthroughs	Administrative team
6. Ensure school leadership teams and committees meet regularly to evaluate school improvement efforts	General	a. School calendar, weekly and monthly b. Agendas, minutes	Administrative team

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

Economically Disadvantaged	Foster and Homeless
Addressed in the action steps	Create a school transition process that supports students instructional needs
English Learners	**Migrant**
Coordinate with ESOL teacher to assure all teachers are SIOP trained before 2020	No migrant students; however, leadership will collaborate with the Director of Federal Programs to provide training/support to staff to understand the program.
Race/Ethnicity/Minority	**Students with Disabilities**
Addressed in the support for EL	Ensure teachers receive PD and instructional support the full implementation of IEPs.

PROFESSIONAL CAPACITY	
GOAL	By 2023, Clayton County Public Schools will increase the percentage of student scoring at the Proficient and/or Distinguished levels on the Georgia Milestones to at least 80% in each content area.
Structure(s)	PC-2 Developing staff, PC-3 Retaining staff

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Require all teachers of math and/or language arts to participate in PLCs to strengthen their knowledge	General, PD, Title	a. School calendar, weekly and monthly b. Agendas, minutes, informal observations	Administrative team
2. Use data to identify PL needs and provide differentiated PD based on staff needs	General, PD, Title	a. September-May b. School PD plan, TKES PLG's and PLP's, consultants	Teachers, Leadership
3. Ensure grade/content level professional learning communities are implemented to promote collaboration	General, PD, Title	a. Weekly September- May b. Agendas, meeting minutes, assessment data	Teachers, Leadership
4. Communicate the expectations for implementing, monitoring, and evaluating PD to improve impact	General, PD, Title	a. September-May b. School PD Plan, minutes, data collected on impact	Administrative teamp
5. Ensure that all PD resources and plans support sustainability and improve practices.	General, PD, Title	a. September-May b. School PD Plan, resources, PD evaluation	Administrative team
6. Implement efforts to recruit/hire personnel that resemble the cultural identity of all of the schools demographics	General	a. September- May b. CPI reports, hiring packets, staff demographics	Administrative team

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

Economically Disadvantaged	Foster and Homeless
Addressed in the action steps	Provide PD resources to enhance teachers professional awareness of all demographic backgrounds
English Learners	**Migrant**
Coordinate with ESOL teacher to assure all teachers are SIOP trained before 2020, Addressed in the action steps	Provide PD resources to enhance teachers professional awareness of all demographic backgrounds
Race/Ethnicity/Minority	**Students with Disabilities**
Provide PD resources to enhance teachers professional awareness of all demographic backgrounds	Train all teachers on understanding the impact being disabled impact learning

FAMILY and COMMUNITY ENGAGEMENT	
GOAL	By 2023, Clayton County Public Schools will increase the percentage of student scoring at the Proficient and/or Distinguished levels on the Georgia Milestones to at least 80% in each content area.
Structure(s)	FCE-1 Welcoming all families and the community, FCE-6 Collaborating with the community, FCE-4 Empowering families,

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Ensure all internal and external stakeholders are involved in the creation of school plans and initiatives	General, title	a. September 28, December 18, March 17, May 8 b. Agendas, Presentations, School plans	Administrative team
2. Develop relationships with external stakeholders to promote the school's vision and mission	General	a. September- May b. Partners in education, PTO agendas,	Administrative team
3. Partner with the district and community to identify for families at-home supports that promote academic success	General, Title	a. September- May b. List of external/internal supports, Parent Center	Administrative team
4. Communicate regularly the school's academic expectations and current academic student progress	General, Title	a. September- May b. Agendas, Announcements, Newsletters, Parent Center	Teachers, Leadership
5.		a. b.	
6.		a. b.	

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

Economically Disadvantaged	Foster and Homeless
Addressed in the action steps	Provide PD resources to enhance teachers professional awareness of all demographic backgrounds
English Learners	**Migrant**
Provide language interpretation services to parents.	No migrant students; Provide PD resources to enhance teachers professional awareness of all demographic backgrounds
Race/Ethnicity/Minority	**Students with Disabilities**
Provide PD resources to enhance teachers professional awareness of all demographic backgrounds	Link parents/families with resources provided by the district's Department of Exceptional Students

SUPPORTIVE LEARNING ENVIRONMENT	
GOAL	By 2023, Clayton County Public Schools will increase the percentage of student scoring at the Proficient and/or Distinguished levels on the Georgia Milestones to at least 80% in each content area.
Structure(s)	SLE-1 Maintaining order and safety, SLE-2 Developing and monitoring system of support, SLE-3 Ensuring a student learning community

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Align the schools extracurricular activities to support the needs of the schools demographics (remediation)	General, PL, Title	a. September - May b. Agendas, school calendar, school plans	Teachers, Leadership
2. Build consensus around the school's processes and procedures for discipline	General, PL, Title	a. September- may b. Committee minutes, RTI documentation,	Teachers, Leadership
3. Provide ongoing professional development to staff about RTI process and interventions for learning and behavior	General	a. September- May b. Agendas, budgets, RTI folders, Infinite campus	Teachers, Leadership
4. Develop student conferencing model around individual student goals using student data notebooks	General, Title	a. September- May b. student data notebooks, assessment data	Teachers, Leadership
5. Develop school-wide reading program to encourage student literacy	General, PL, Title	a. September- May b. Budgets, Agendas, school calendar, Myon reports	Teachers, Leadership
6. Provide opportunities for students to participate in academic tutorial/remediation and enrichment activities	General, Title	a. September- May b. Announcements, Sign-In sheets, Payroll, Grades	Administrative team

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

Economically Disadvantaged	Foster and Homeless
Addressed in the action steps	Establish in-school academic/social support for these students and communicate the availability of these supports.
English Learners	**Migrant**
Collaborate with the Director of ESOL to offer a summer program for ELs.	Establish in-school academic/social support for these students and communicate the availability of these supports.
Race/Ethnicity/Minority	**Students with Disabilities**
Addressed in the support for EL	Eliminate any barriers that prevent SWD from accessing available supports.

2.3 OVERARCHING NEED #2

Overarching Need	
Improve student achievement in All subjects on GMAS	
Root Cause #1	Students are not reading on grade level according to benchmark data
Root Cause #2	Beginning learners at 50%in ELA on 2017 GMAS
Root Cause #3	Teacher pedagogy
Root Cause #4	
Root Cause #5	
GOAL	By 2023, Clayton County Public Schools will increase the percentage of student scoring at the Proficient and/or Distinguished levels on the Georgia Milestones to at least 80% in each content area.

COHERENT INSTRUCTIONAL SYSTEM	
GOAL	By 2023, Clayton County Public Schools will increase the percentage of student scoring at the Proficient and/or Distinguished levels on the Georgia Milestones to at least 80% in each content area.
Structure(s)	GADOE School Improvement Systems: Coherent Instruction, Effective Leadership, Family and Community Engagement, Professional Capacity

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Implement Close Reading Protocol	General	a. Monthly half day collaborative planning and observations b. School professional Development Plan	Teachers, Leadership
2. Implement Rigor Relevance Framework Evidence based Writing, Higher order Questioning	Title, General	a. Monthly half day collaborative planning and observations b.	Teachers, Leadership
3.	Title	a. S b.	
4.	General	a. b. I	
5.		a. b.	
6.		a. b.	

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

Economically Disadvantaged	Foster and Homeless
Addressed in the action steps	Establish in-school academic/social support for these students and communicate the availability of these supports.
English Learners	**Migrant**
Addressed in the action steps	No migrant students; Provide PD resources to enhance teachers professional awareness of all demographic backgrounds
Race/Ethnicity/Minority	**Students with Disabilities**
Addressed in the action steps	Link parents/families with resources provided by the district's Department of Exceptional Students

EFFECTIVE LEADERSHIP	
GOAL	By 2023, Clayton County Public Schools will increase the percentage of student scoring at the Proficient and/or Distinguished levels on the Georgia Milestones to at least 80% in each content area.
Structure(s)	EL-5 Driving improvement efforts, EL- 4 Managing the school and its resources

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Monitor school reading initiative monthly and ensure incentives to reward student growth	General	a. September- May b. Program reports, data notebooks	Teachers, Leadership
2. Align reading program to CCRPI Achievement indicator	General	a. September- May b.	Teachers, Leadership
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

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

Economically Disadvantaged	Foster and Homeless
Addressed in the action steps	Establish in-school academic/social support for these students and communicate the availability of these supports.
English Learners	**Migrant**
Addressed in the action steps	No migrant students; Provide PD resources to enhance teachers professional awareness of all demographic backgrounds
Race/Ethnicity/Minority	**Students with Disabilities**
Addressed in the action steps	Link parents/families with resources provided by the district's Department of Exceptional Students

PROFESSIONAL CAPACITY	
GOAL	By 2023, Clayton County Public Schools will increase the percentage of student scoring at the Proficient and/or Distinguished levels on the Georgia Milestones to at least 80% in each content area.
Structure(s)	PC-2 Developing staff, PC-3 Retaining staff

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Provide PD on Close Reading Protocol	Title	a. August 15 b. Agenda, sign in sheets	Teachers, Leadership
2. Provide PD on Analyzing Student Work		a. September 7,9,14,21 b. Agenda, sign in sheets	Teachers, Leadership
3. Provide PD on Rigor, Relevance Framework		a. September 7,9,14,21 b. Agenda, sign in sheets	Teachers, Leadership
4. Provide PD on DOK questioning		a. October 5 b. Agenda, sign in sheets	Teachers, Leadership
5. Provide on Academiic Discussions		a. b. Agenda, sign in sheets	Teachers, Leadership
6.		a. b. Agenda, sign in sheets	Teachers, Leadership

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

Economically Disadvantaged	Foster and Homeless
Addressed in the action steps	Establish in-school academic/social support for these students and communicate the availability of these supports.
English Learners	**Migrant**
Addressed in the action steps	No migrant students; Provide PD resources to enhance teachers professional awareness of all demographic backgrounds
Race/Ethnicity/Minority	**Students with Disabilities**
Addressed in the action steps	Link parents/families with resources provided by the district's Department of Exceptional Students

FAMILY and COMMUNITY ENGAGEMENT	
GOAL	By 2023, Clayton County Public Schools will increase the percentage of student scoring at the Proficient and/or Distinguished levels on the Georgia Milestones to at least 80% in each content area.
Structure(s)	FCE-3 Supporting student success, FCE- 5 Sharing leadership with families and the community, FCE- Collaborating with community

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Provide PD to parents research based strategies	General, Title	a. October -May b. agenda, sign in documentation	Teachers, Leadership
2. Use external resources (library) to promote reading program	General	a. October - May b. Meeting agenda, sign in documentation	Teachers, Leadership
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

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

Economically Disadvantaged	Foster and Homeless
Addressed in the action steps	Establish in-school academic/social support for these students and communicate the availability of these supports.
English Learners	**Migrant**
Addressed in the action steps	No migrant students; Provide PD resources to enhance teachers professional awareness of all demographic backgrounds
Race/Ethnicity/Minority	**Students with Disabilities**
Addressed in the action steps	Link parents/families with resources provided by the district's Department of Exceptional Students

SUPPORTIVE LEARNING ENVIRONMENT	
GOAL	By 2023, Clayton County Public Schools will increase the percentage of student scoring at the Proficient and/or Distinguished levels on the Georgia Milestones to at least 80% in each content area.
Structure(s)	SLE-2 Developing and monitoring a system of supports, SLE-3 Ensuring a student learning community

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1. Provide monthly incentive celebration for students meeting lexile and book club goals	General	a. October -May b. student data notebooks, school calendar	Teachers Leadership
2.		a. b.	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

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

Economically Disadvantaged	Foster and Homeless
Addressed in the action steps	Establish in-school academic/social support for these students and communicate the availability of these supports.
English Learners	**Migrant**
Addressed in the action steps	No migrant students; Provide PD resources to enhance teachers professional awareness of all demographic backgrounds
Race/Ethnicity/Minority	**Students with Disabilities**
Addressed in the action steps	Link parents/families with resources provided by the district's Department of Exceptional Students

2.4 OVERARCHING NEED #3

Overarching Need	
Root Cause #1	
Root Cause #2	
Root Cause #3	
Root Cause #4	
Root Cause #5	
GOAL	

COHERENT INSTRUCTIONAL SYSTEM	
GOAL	
Structure(s)	

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1.		a. b.	
2.		a. b.	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

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

Economically Disadvantaged	Foster and Homeless
English Learners	**Migrant**
Race/Ethnicity/Minority	**Students with Disabilities**

EFFECTIVE LEADERSHIP	
GOAL	
Structure(s)	

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1.		a. b.	
2.		a. b.	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

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

Economically Disadvantaged	Foster and Homeless
English Learners	**Migrant**
Race/Ethnicity/Minority	**Students with Disabilities**

PROFESSIONAL CAPACITY	
GOAL	
Structure(s)	

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1.		a. b.	
2.		a. b.	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

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

Economically Disadvantaged	Foster and Homeless
English Learners	**Migrant**
Race/Ethnicity/Minority	**Students with Disabilities**

FAMILY and COMMUNITY ENGAGEMENT			
GOAL			
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation** **b. Method for Monitoring**	**Position/Role Responsible**
1.		a. b.	
2.		a. b.	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
English Learners	**Migrant**
Race/Ethnicity/Minority	**Students with Disabilities**

SUPPORTIVE LEARNING ENVIRONMENT	
GOAL	
Structure(s)	

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1.		a. b.	
2.		a. b.	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

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

Economically Disadvantaged	Foster and Homeless
English Learners	**Migrant**
Race/Ethnicity/Minority	**Students with Disabilities**

2.5 OVERARCHING NEED #4

Overarching Need	
Root Cause #1	
Root Cause #2	
Root Cause #3	
Root Cause #4	
Root Cause #5	
GOAL	

COHERENT INSTRUCTIONAL SYSTEM			
GOAL			
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	**Possible Funding Source(s)**	**a. Timeline for Implementation** **b. Method for Monitoring**	**Position/Role Responsible**
1.		a. b.	
2.		a. b.	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

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

Economically Disadvantaged	**Foster and Homeless**
English Learners	**Migrant**
Race/Ethnicity/Minority	**Students with Disabilities**

EFFECTIVE LEADERSHIP	
GOAL	
Structure(s)	

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1.		a. b.	
2.		a. b.	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

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

Economically Disadvantaged	Foster and Homeless
English Learners	**Migrant**
Race/Ethnicity/Minority	**Students with Disabilities**

PROFESSIONAL CAPACITY	
GOAL	
Structure(s)	

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1.		a. b.	
2.		a. b.	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

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

Economically Disadvantaged	Foster and Homeless
English Learners	**Migrant**
Race/Ethnicity/Minority	**Students with Disabilities**

FAMILY and COMMUNITY ENGAGEMENT	
GOAL	
Structure(s)	

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1.		a. b.	
2.		a. b.	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

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

Economically Disadvantaged	Foster and Homeless
English Learners	**Migrant**
Race/Ethnicity/Minority	**Students with Disabilities**

SUPPORTIVE LEARNING ENVIRONMENT	
GOAL	
Structure(s)	

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring	Position/Role Responsible
1.		a. b.	
2.		a. b.	
3.		a. b.	
4.		a. b.	
5.		a. b.	
6.		a. b.	

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

Economically Disadvantaged	Foster and Homeless
English Learners	**Migrant**
Race/Ethnicity/Minority	**Students with Disabilities**

4. REQUIRED QUESTIONS

4.a - In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was sought and included.
[Sec. 2103(b)(2)]

Please answer this question...identify the stakeholders by groups

4.b - Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. [Sec. 1111(g)(1)(B)]

Answer this question

4.c - Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable). [Sec. 1114(b)(7)(ii)]

Answer this question

4.d - If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.
[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

Not applicable

4.e - If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
[Sec. 1114(b)(7)(V)]

Answer this question

4.f - If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- Coordination with institutions of higher education, employers and local partners; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.

[Se. 1114(b)(7)(II)]

Not applicable

4.g - Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. [Sec. 1114(b)(7)(III)]

Answer this question

ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the school's improvement plan (*optional*).

Put the acronyms used in this document here.

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