



Clayton County Public School

2023-2024 Comprehensive School Improvement Plan

7171

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN		
School Name: Kendrick Middle School		District Name: Clayton County Public Schools
Principal Name: Dr. Letitia Lewis		School Year: 2023-2024
School Mailing Address: 7971 Kendrick Rd Jonesboro, Ga 30274		
Telephone: 770-472-8400		
District Title I Director Name: Katrina Thompson		
District Title I Director Mailing Address: 1058 Fifth Avenue, Jonesboro, GA 30236		
Email Address: katrina.thompson@clayton.k12.ga.us		
Telephone: 678-817-3081		
ESSA ACCOUNTABILITY STATUS—Check only if applicable.		
Comprehensive Support ☐	Targeted Support ☐	Promise School ☐
BUDGET MODEL – Check all that apply.		
Title I, Part A Budget ☒	Title I School Improvement Grant (SIG) ☐	
L4GA Budget ☒		
SIGNATURES AND REVISION DATE		
Principal’s Signature:		Date: 7/31/23
Title I Director’s Signature:		Date:
Assistant Superintendent’s Signature:		Date:
TLSI Deputy Superintendent’s Signature:		Date:
Revision Date:	Revision Date:	Revision Date:



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CSIP Planning Committee:

The Principal attests that at least one committee meeting was held with a variety of stakeholders to work collaboratively throughout the plan's development. The following stakeholders collaborated on this CSIP. Agendas and sign-in sheets for all planning meetings must be submitted with the Comprehensive School Improvement Plan.

NAME	POSITION/ROLE
Letitia Lewis	Principal
Charles Gilchrist	Assistant Principal
Kantrell Gibson- Brown	Assistant Principal
Shakare Myers	Academic Coach
Lorry Walker	Academic Coach
Terdra Brooks	L4GA Literacy Coach
Lorraine Massiah	Counselor
Tandria Campbell	ESOL
Christina Hardeman	ESOL
Cheryl Goff	Media Specialist
Jalan Tillman	PBIS Team
Yukra Pinder	DES Chair
Jennifer Bennifield	Connections Department Chair
Tiondra Edwards	Parent Liaison
Kendra Carrington	Gifted Lead
Darion Forrest- Holt	ELA Department Chair
Daisy Vaddi	Science Department Chair
Tiffany Hood	Social Studies Department Chair
Erica Lovett	6th Grade Math Department Ambassador
Enga Vargas	7th Grade Math Department Ambassador
Ricardo Myers	8th Grade Math Department Ambassador
Kandra Parker	6th Grade Level Chair
Arethea Robinson	7th Grade Level Chair
Parris Andrews	8th Grade Level Chair



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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.

2022 Georgia Milestones Data

Subject:	Beginning (0 pts)	Developing (.5 pts)	Proficient (1 pt)	Distinguished (1.5 pts)	Distinguished + Proficient
ELA 6th Grade	53%	25%	20%	1%	21%
ELA 7th Grade	45%	37%	16%	0%	16%
ELA 8th Grade	29%	46%	23%	2%	25%
ELA (All) 6th-8th	42.30%	36%	19.60%	1%	20.60%
Math 6th Grade	56%	35%	7%	0%	7%
Math 7th Grade	41%	46%	12%	1%	13%
Math 8th Grade	46%	39%	13%	0%	15%
Math (All) 6th-8th	47.60%	40%	10.60%	0.33%	11.60%
Science - 8th Grade	36%	36%	25%	3%	28%
Social Studies - 8th Grade	28%	46%	23%	2%	25%



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2023 Georgia Milestones Data

Subject:	Beginning (0 pts)	Developing (.5 pts)	Proficient (1 pt)	Distinguished (1.5 pts)	Distinguished + Proficient
ELA 6th Grade	53%	30%	16%	1%	17%
ELA 7th Grade	45%	32%	22%	1%	21%
ELA 8th Grade	34%	45%	19%	2%	21%
ELA (All) 6th-8th	44%	36%	19%	1%	20%
Math 6th Grade	55%	39%	5%	0%	5%
Math 7th Grade	48%	42%	10%	0%	10%
Math 8th Grade	56%	31%	11%	2%	13%
Math (All) 6th-8th	53%	37%	9%	1%	10%
Science - 8th Grade	61%	24%	13%	1%	14%
Social Studies - 8th grade	43%	37%	16%	4%	20%
Algebra I Overall 22-23	NST	NST	NST	NST	NST
Biology Overall 22-23	NST	NST	NST	NST	NST
Physical Science 22-23	30%	33%	30%	7%	37%



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MAP DATA 2020-2022

MAP							
2020-21	Grade Level	6 th ELA	6 th MATH	7 TH ELA	7 TH MATH	8 TH ELA	8 TH MATH
	BOY-RIT	200	204	206	211	203	216
	MOY-RIT						
	EOY-RIT	203	207	207	212	211	217
	Mean-RIT	202	206	207	212	207	217

MAP							
2021-22	Grade Level	6 th ELA	6 th MATH	7 TH ELA	7 TH MATH	8 TH ELA	8 TH MATH
	BOY-RIT	201	201	203	208	207	214
	MOY-RIT	201	205	207	213	211	218
	EOY-RIT	206	N/A	208	N/A	211	N/A
	Mean-RIT	203	203	206	211	210	216

MAP							
2022-23	Grade Level	6 th ELA	6 th MATH	7 TH ELA	7 TH MATH	8 TH ELA	8 TH MATH
	BOY-RIT	199	201	203	208	208	213
	MOY-RIT	204	204	206	212	210	216
	EOY-RIT	203	207	209	214	213	219
	Mean-RIT	202	204	206	211	210	216

In reviewing and analyzing the MAP RIT scores, the school's data team examined the growth patterns of grade level cohorts. Essentially, it was vital for us to detect growth patterns from year to year on behalf of the grade levels as students transitioned from one grade to the next. Overall, the general population of students who were in the 6th grade cohort during the 2020-2021 were enrolled as 7th grade students during the 2021-2022 school year. Across the cohorts RIT scores increased in all content areas.



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MAP DATA 2022-2023										
Administration	Subject	Number of Students Tested	Beginning Level Number of Students	Beginning Level % of Students	Developing Level Number of Students	Developing Level % of Students	Proficient Level Number of Students	Proficient Level % of Students	Distinguished Level Number of Students	Distinguished Level % of Students
BOY	Reading 6th Grade	181	123	68%	33	18%	17	9%	8	4%
	Reading 7th Grade	214	136	64%	39	18%	30	14%	9	4%
	Reading 8th Grade	244	139	57%	63	26%	33	14%	9	4%
	Reading (All) 6th-8th	639	398	63%	135	21%	80	13%	26	4%
	Math 6th Grade	179	73	41%	96	54%	9	5%	1	1%
	Math 7th Grade	220	92	42%	103	47%	21	10%	4	2%
	Math 8th Grade	245	91	37%	121	49%	29	12%	4	2%
	Math (All) 6th-8th	644	256	40%	320	50%	59	9%	9	1%
MOY	Reading 6th Grade	177	84	47%	58	33%	28	16%	7	4%
	Reading 7th Grade	224	114	51%	75	33%	32	15%	3	1%
	Reading 8th Grade	240	95	40%	100	42%	41	17%	4	2%
	Reading (All) 6th-8th	641	293	46%	233	36%	101	16%	14	2%
	Math 6th Grade	184	89	48%	86	47%	9	5%	0	0%



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	Math 7th Grade	226	107	47%	88	39%	28	12%	3	1%
	Math 8th Grade	236	105	45%	102	43%	27	11%	2	1%
	Math (All) 6th-8th	646	301	47%	276	43%	64	9%	5	1.00%
EOY	Reading 6th Grade	188	105	56%	41	22%	38	20%	4	2%
	Reading 7th Grade	221	122	55%	66	30%	28	13%	5	2%
	Reading 8th Grade	241	98	41%	74	31%	58	24%	11	4%
	Reading (All) 6th-8th	650	325	50%	181	28%	124	19%	20	3%
	Math 6th Grade	189	90	48%	90	48%	7	4%	2	1%
	Math 7th Grade	224	102	46%	100	45%	19	8%	3	1%
	Math 8th Grade	245	95	39%	113	46%	30	12%	7	3%
	Math (All) 6th-8th	658	287	44%	303	46%	56	8%	12	2%

During the 2022-2023 school year, the outcomes for MAP Reading assessment in grades 6-8 showed a 5-point increase between the BOY and the EOY. The results for the MAP Reading assessment also indicated an 11-point decrease in the students who performed Below Level. Mathematics outcomes showed an increase in the Below Level learners. The results in Reading are of a minimalistic nature; however, they reflect a progressive pattern of growth.



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Language Live 2022-2023

School Year		Language Live I			Language Live II			Math 180		
2020-21	Grade Level	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	6th	615	N/A	645	621	N/A	640	464	493	
	7th	684	N/A	714	751	N/A	755	640	715	
	8th	827	N/A	882	704	N/A	720	661	784	
	Mean	708	N/A	747	659	N/A	705	588	664	

School Year		Language Live I			Language Live II			Math 180		
2021-22	Grade Level	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
	6th	453			461			488		
	7th	445			609			603		
	8th	441			559			744		
	Mean	446			543			612		

School Year		Language Live I			Math 180		
2022-23	Grade Level	BOY	MOY	EOY	BOY	MOY	EOY
	6th	483	525	711	488	N/A	595
	7th	593	629	748	571	N/A	754
	8th	545	549	736	731	N/A	805
	Mean	540	568	732	597	N/A	718



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The Language Live data reveals a positive growth pattern between 2021-2023. The End of Year (EOY) data for 2023 illustrates a 35.5% increase between the Beginning of the year and the End of the Year Mean Lexile score. The 2023 8th grade learners are a cohort of students in which growth has been evident along the continuum of the program and teaching. The Language Live 1 teacher is highly qualified and engages learners in high levels of implementation.



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Attendance 2020 through 2023



School Year	Grade Level	Zero Absences	1 to 5 Absences	6 to 10 Absences	> 10 Absences
2022-2023	06	6.7 %	26.8 %	28.5 %	38.1 %
	07	4.6 %	19.5 %	29.4 %	46.6 %
	08	4.3 %	25.6 %	27.6 %	42.5 %
	Combined	5.1 %	23.9 %	28.4 %	42.5 %
2021-2022	06	2.6 %	30.3 %	22.5 %	44.6 %
	07	4.9 %	25.4 %	23.2 %	46.5 %
	08	3.7 %	22.8 %	18.8 %	54.7 %
	Combined	3.8 %	26.0 %	21.5 %	48.8 %
2020-2021	06	14.3 %	30.6 %	15.1 %	39.9 %
	07	12.0 %	28.9 %	12.0 %	47.1 %
	08	13.3 %	39.2 %	10.0 %	37.5 %
	Combined	13.2 %	33.1 %	12.2 %	41.5 %
2019-2020	06	12.0 %	46.0 %	22.0 %	19.9 %
	07	11.8 %	45.3 %	23.5 %	19.4 %
	08	11.0 %	44.5 %	22.8 %	21.7 %
	Combined	11.6 %	45.3 %	22.8 %	20.3 %



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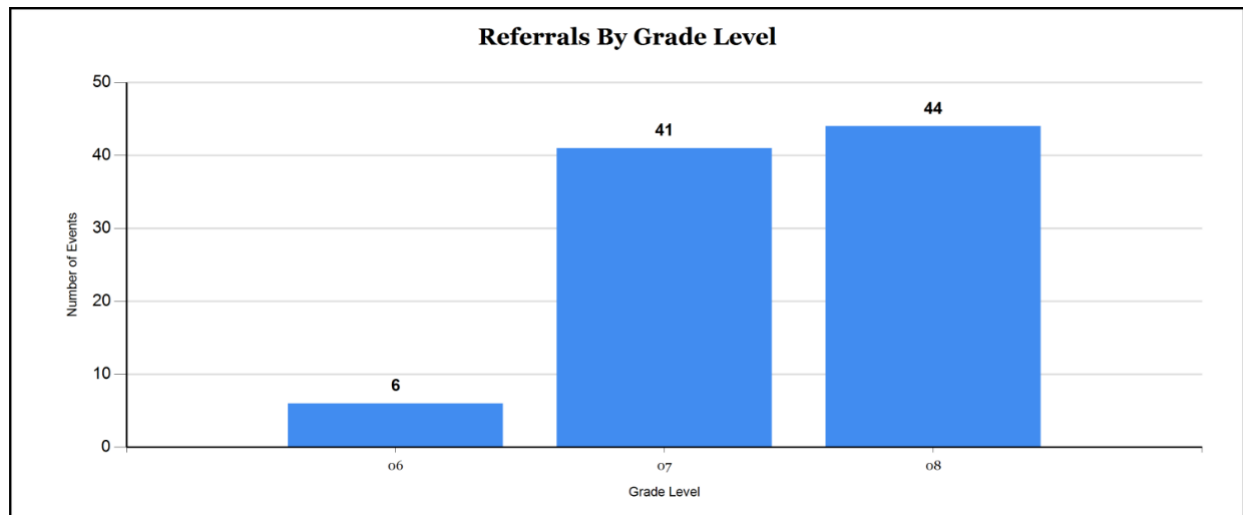
Student Attendance Rate			Percent of Students with 3-5 absences (1-5 absences)			Percent of Students with 6+ absences		
2020 - 2021	2021- 2022	2022- 2023	2020- 2021	2021- 2022	2022- 2023	2020- 2021	2021- 2022	2022- 2023
79%		88%	33%	26.1	23.9	12.2%	21.5	28.4

The attendance rate showed an increase in the percent of students with 6 or more days of absence by 7% points between 2021-2023. While improvements in this area are operating in a negative direction, there remains a pattern of growth in the Student Attendance Rate.

2020- 2021 Referrals By Grade Level

*** Virtual Learning Year**

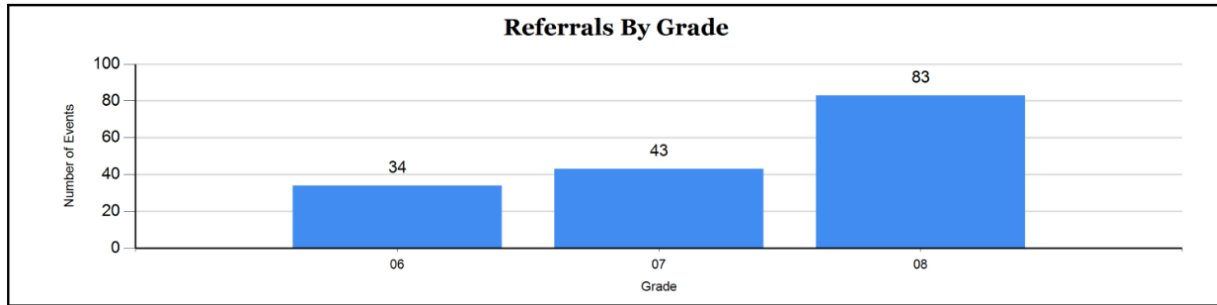
2021-2022 Referrals By Grade Level





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2022-2023 Referrals By Grade Level



	2018-2019	2019-2022	2020-2021 (Virtual Learning Year)	2021-2022	2022-2023
Total OSS Days	431	207	34	259	376
Total OSS Incidents	135	76	5	84	105
Total ISS Days	285	0	0	0	0
Total ISS Incidents	159	0	0	0	0

The data chart presents an increase in referrals across grades 6-8. Out of school suspensions have shown a small increase over the last 2 years. The school employed the utilization of SEL Advisement, SEL and relative professional learning, Circle of Support, SPARK services and teacher-parent-student conferences. Students were supported by SEL resources, Circle of Support Meetings, and teacher mentors via the CAB program. Whereas the main offenses were related with physical altercations, the resources may have been a means to the cessation of increase in such offenses. Prior to the Covid 19 Pandemic, OSS days were at a higher rate, it is hopeful that the interventions and support services will aid KMS in continuing to decrease the number of OSS days.

Retaining Certified Staff

Certified Staff Attrition Rate		
2020-2021	2021-2022	2022-2023
7/60 or 88%	6/60 or 90%	2/60 or 97%



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Kendrick Middle School's attrition rate has remained consistent within the last 3 years. Much of the attritions is due to teachers not completing certification requirements, and promotions. During the 2022-2023 school year, one teacher retired and another teacher did not complete the certification requirements.

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.

Kendrick Middle School is a school that is built on shared decision making. We have developed our school-wide plan with the participation of individuals who will assist with executing the plan to fidelity. The Leadership Team includes representatives from all instructional departments, PTSA, School Council and other stakeholders as needed. Data trends were consistently reviewed by a variety of decision-making stakeholders. Data-driven decisions were demonstrated during weekly Administrative Team meetings, Collaborative Planning, Department meetings, quarterly School Council meetings. School improvement goals were derived from these collaborative efforts.

During our annual Leadership Team meeting, we utilized feedback from the parent survey, student and staff surveys and school data to determine the needs of our school and community. In addition, quantitative and qualitative data from the previous school year was used to develop a strategic plan in each content area. The Leadership Team presented this strategic plan to the staff for implementation. The following data was taken into consideration:

- ✓ Georgia Milestone Data – State assessment used to determine students' level of academic proficiency.
- ✓ MAP assessment results between the BOY, MOY, and EOY
- ✓ Content area Benchmarks as published through the illuminate platform
- ✓ Language Live- Comprehensive reading program for struggling readers
- ✓ Student Attendance- Overall daily attendance for all students



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- ✓ Teacher Attendance- Overall monthly attendance for certified staff
- ✓ Retention Rate- Percentage of students retained in their current grade
- ✓ ACCESS Results- English language proficiency assessment
- ✓ Parent Involvement Survey Results- Results of a survey administered to parents throughout the school year
- ✓ Career Inventories and Individual Graduation Plans- a career guidance tool that allows students to respond to questions and identify the top three career clusters of interest based on their responses.
- ✓ IGP is a live document that states a student's intentions related to curricular choices.
- ✓ District Benchmark Data- District level assessments used to gauge students' learning.
- ✓ Lesson Plan Feedback – Feedback provided to teachers for the purpose of monitoring the effectiveness of instructional planning.
- ✓ RTI/SST Data- Number of RTI meetings, number of students in the process, and interventions
- ✓ Discipline Data- ISS and OSS results which is monitored weekly

All data were presented in chart form via powerpoint presentations during pre-planning for teachers and staff; during meet and greet and via our school website. Information was also shared at the Title I Parent meeting. All participants were invited to participate in a question and answer session at the end of each presentation. Parents and community members will receive an overview of our Title I Plan during our first parent/content conference night. Throughout the development of this plan, we took into consideration all students served at Kendrick Middle School to include all subgroups. The trend data was presented at numerous meetings, including Content Meetings, Faculty Meetings, Professional Learning Sessions and a PTSA Meeting. Data were presented via PowerPoint, Google Docs, handouts and open discussions. Stakeholders were afforded the opportunity to ask questions and give feedback in reference to Student Academic Achievement.

We reflected on past and current achievement data that will help the school staff understand the subjects and skills in which teaching and learning needs to be improved. We have reviewed data for Language Arts, Reading, Math, Science, and Social Studies. The teachers and staff work extremely hard to address areas of weaknesses throughout the school year; yet, the data reveals that there is a continuous need to place emphasis on all of the aforementioned content areas.

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)

Kendrick Middle School staff and all involved stakeholders strive to provide the best possible education for all students. We intend to make sure that instruction is facilitated by high-quality staff members. Students receive innovative and relative classroom instruction. At the close of each school year, we collect our schoolwide data: assessment, climate, discipline, and attendance. We hoped that our trend data revealed a steady increase from year to year in all content areas. However, when comparing our End of Grade data, students in grades 6th, 7th and



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8th showed an increase in the areas of ELA. However, there was a decline in mathematics as related with an increase in Below Level Learners. This challenge spans across the grade levels and sub groups of SWD, ELL, and Economically disadvantaged learners. In terms of ELA/Reading, deficits were most prevalent in the domains of Reading/Literature and Informational text. Overall, this has manifested in challenges with comprehension. ELA deficits include difficulty with Writing, which includes Planning, Organizing, Developing, and Revising, Challenges with Language manifested as in the area of Mechanics. These relative skills presented challenges in Constructed Responses.

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

The root cause/s that we discovered for each of the needs were the following:

- Teachers are in need of a professional development series that provides them with differentiation strategies that will help them reach students of all ability levels.
- More focus is needed on literacy and comprehension across the curriculum to increase the students' Lexile ultimately helping students master the content.
- Students need to be provided with formative and summative assessments written in the same language and rigor level as standardized tests to familiarize them and increase their capacity for the way information will be disseminated.
- Writing across the curriculum is needed to help students process information and demonstrate their understanding for content being presented.
- The DES teachers need assistance with the integration of content and instructional practices to help ensure that the students they serve receive the tiered instruction they need to master the content presented to them across the curriculum.
- We are in need of books for literature studies that correspond to content knowledge being shared that will help students with literacy and content mastery simultaneously.
- There needs to be an intentional embedding of vocabulary across the curriculum to increase foundational knowledge for students performing below mastery.
- Critical thinking and problem solving opportunities need to be implemented as instructional norms to help students with the application of knowledge.

The measurable artifacts we will use to determine our progress includes:

- Formative and Summative assessment data
- MAP Assessment Data
- SAVVAS Data
- iReady
- ACCESS Data
- Student Attendance Data



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- Professional Learning Communities to disseminate data and determine
- End of year GMAS Assessment Data
- Retention Rate Data
- Parent Involvement Survey Results
- RTI/SST Data
- Discipline Data
- Leadership Summer Session
- Language Live

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: By May 2024, the percentage of proficient and distinguished students will increase by 8 percentage points from 22% in 2023 to 30% in 2024 as measured by the End of Grade Georgia Milestones Assessment.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
I Ready-Differentiated Lessons	August 2023-April 2024	Title I	Title I Academic Coaches
Level Up Reading Initiative and Logs Students will read daily in the morning before 1st period for 20 min. and record a summary of what was read on their reading logs.	August 2023-April 2024	L4GA Grant	Department Chair
A rigorous course of instruction with emphasis on learner engagement and high impact practices (higher order questioning from Bloom's Taxonomy, academic discourse, evidence-based writing and close reading).	August 2023-April 2024	Title I	Title I Academic Coaches
Schedule time for departments to plan together quarterly to participate in data talks, ensure	October 2023 January 2023 March 2023	N/A	Principals Academic Title I Coach



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instructional alignment, and to share strategies that will improve instruction.			Teachers
Plain Talk Conference	Jan 31, 2024-Feb. 2, 2024	Title I	Assistant Principal, Academic Coach, L4GA Coach Department Chair
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Individualized and Small Group Instructional Support, Specialized Classroom Support with designated software (Language Live, Math 180, REWARDS Reading Program-6th Grade, tutor.com, and other resources as needed) Cultural backgrounds will be considered when addressing students' academic, emotional, and social needs (SEL).. Academics will also be supported by a Circle of Support Team to include the Social Worker, Counselors, Behavior Specialist, Teachers, and Administrators.		Monitor daily attendance. Teachers will call the parents of students after 2 unexcused absences. After 3 unexcused absences, students will be referred to the social worker. The counselors will be involved in the process as well. Additional support will be provided as needed for students with medical concerns or other issues	
English Learners		Students with Disability	
All of the above in addition to resources specifically geared towards ELL students: ELlevation Program, approved ELL accommodations, WIDA Can Do Descriptors, along with modified schedules and tutor.com.		Individualized and Small Group Instructional Support, Specialized Classroom Support with designated software (Language Live, Math 180, REWARDS Reading Program-6th Grade, tutor.com, and other resources as needed) Cultural backgrounds will be considered when addressing students' academic, emotional, and social needs (SEL).. Academics will also be supported by a Circle of Support Team to include the Social Worker, Counselors, Behavior Specialist, Teachers, and Administrators.	
Gifted Learners			
Project Based Learning, Choice Boards, Academic discourse, Rigor and Relevance, Pinwheels, Socratic Seminar, and Literature Circles.Cultural backgrounds will be considered when addressing students' academic, emotional, and social needs (SEL).			



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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: By May 2024, the percentage of proficient and distinguished students will increase by 8 percentage points from 10% in 2023 to 18% in 2024 as measured by the Math End of Grade Georgia Milestones Assessment.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
SAAVAS (DI)	August 2023-April 2024	Title I, Math Department, Grants	Principal Assistant Principal Math Coach Math Department Chair All Math Teachers All Math DES Teachers
Develop and implement bi-weekly common assessment cycle. The Academic Coach will post bi-weekly common assessments for each Math teacher class to complete. Assessments will be based on the GMAS. Data will provide classrooms with (beginning, developing, proficient, distinguished). Teachers will review common assessment data during collaborative planning sessions.	August 2023-April 2024	N/A	Math Academic Coach Math Teachers
NCTM Annual Meeting and Exposition	Oct. 25-28, 2023	Title I	Principal Assistant Principal Math Coach Math Department Chair All Math Teachers All Math DES Teachers
Model Schools Conference	June 23-26, 2024	Title I	Principal



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			Assistant Principal Math Coach Math Department Chair All Math Teachers All Math DES Teachers
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Individualized and Small Group Instructional Support, Specialized Classroom Support with designated software, Math 180, tutor.com, and other resources as needed) Cultural backgrounds will be considered when addressing students' academic, emotional, and social needs (SEL).. Academics will also be supported by a Circle of Support Team to include the Social Worker, Counselors, Behavior Specialist, Teachers, and Administrators		Monitor daily attendance. Teachers will call the parents of students after 2 unexcused absences. After 3 unexcused absences, students will be referred to the social worker. The counselors will be involved in the process as well. Additional support will be provided as needed for students with medical concerns or other issues	
English Learners		Students with Disability	
All of the above in addition to resources specifically geared towards ELL students: ELLevation Program, approved ELL accommodations, WIDA Can Do Descriptors, along with modified schedules and tutor.com		Individualized and Small Group Instructional Support, Specialized Classroom Support with designated software (Math 180, tutor.com, and other resources as needed) Cultural backgrounds will be considered when addressing students' academic, emotional, and social needs (SEL).. Academics will also be supported by a Circle of Support Team to include the Social Worker, Counselors, Behavior Specialist, Teachers, and Administrators.	
Gifted Learners			
Project Based Learning, Choice Boards, Academic discourse, Rigor and Relevance, Pinwheels, Socratic Seminar, and Literature Circles.Cultural backgrounds will be considered when addressing students' academic, emotional, and social needs (SEL).			



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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: By May 2024, the percentage of proficient and distinguished students will increase by 8 percentage points from 14% in 2023 to 22% in 2024 as measured by the Science End of Grade Georgia Milestones Assessment.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
1. Instructional frameworks/lessons to guide conventional literacy skills in Science instruction	August 2023-April 2024	Title I	Principal Assistant Principals Academic Coaches-
2. Professional Development Language development with a literacy focus on Interactive Read Alouds in Science classes	August 2023-April 2024	Title I L4GA Funding	Principal Assistant Principals Academic Coaches L4GA Coach
Develop and implement bi-weekly common assessment cycle. The Academic Coach will post bi-weekly common assessments for each Science teacher class to complete. Assessments will be based on the GMAS. Data will provide classrooms with (beginning, developing, proficient, distinguished). Teachers will review common assessment data during collaborative planning sessions.	August 2023-April 2024	N/A	Science Academic Coach Science Teachers
3. Bi-weekly data conferences	August 2023-April 2024	Title I	Principal Assistant Principals Academic Coaches L4GA Coach



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NSTA National Conference	March 20-23, 2024	Title I	Principal Assistant Principals Academic Coaches L4GA Coach
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Individualized and Small Group Instructional Support, Specialized Classroom Support with designated software, Math 180, tutor.com, and other resources as needed) Cultural backgrounds will be considered when addressing students' academic, emotional, and social needs (SEL).. Academics will also be supported by a Circle of Support Team to include the Social Worker, Counselors, Behavior Specialist, Teachers, and Administrators		Monitor daily attendance. Teachers will call the parents of students after 2 unexcused absences. After 3 unexcused absences, students will be referred to the social worker. The counselors will be involved in the process as well. Additional support will be provided as needed for students with medical concerns or other issues	
English Learners		Students with Disability	
All of the above in addition to resources specifically geared towards ELL students: ELLevation Program, approved ELL accommodations, WIDA Can Do Descriptors, along with modified schedules and tutor.com		Individualized and Small Group Instructional Support, Specialized Classroom Support with designated software (Math 180, tutor.com, and other resources as needed) Cultural backgrounds will be considered when addressing students' academic, emotional, and social needs (SEL).. Academics will also be supported by a Circle of Support Team to include the Social Worker, Counselors, Behavior Specialist, Teachers, and Administrators.	
Gifted Learners			
Project Based Learning, Choice Boards, Academic discourse, Rigor and Relevance, Pinwheels, Socratic Seminar, and Literature Circles.Cultural backgrounds will be considered when addressing students' academic, emotional, and social needs (SEL).			



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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: Increase to 95% overall student attendance.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Create an attendance team to meet weekly to monitor student attendance	August 2023-April 2024	No Cost	Administrators Attendance Clerk Counselors Social Worker Student Engagement Specialist
Increase parent and student communications to ensure students are present daily.	August 2023- April 2024	No Cost	Administrators Attendance Clerk Title I Parent Liaison Teachers Media Specialist
Provide on-going attendance training for teachers to maintain consistency when reporting attendance.	August 2023-April 2024	No Cost	Administrators Attendance Clerk Title I Parent Liaison Teachers Media Specialist
Implement literacy across the curriculum by incorporating books that address content and allow students to practice literacy strategies introduced in each discipline. Examples include, CER, RACE, close reading, etc	August 2023- April 2024	N/A	Administration Academic Coaches Teachers
Develop effective professional learning opportunities that will equip teachers with	August 2023- April 2024	N/A	Administration Academic Coaches



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strategies to increase student engagement, academic discourse, higher order questioning and literacy skills.			Teachers
Implement a data analysis protocol schoolwide using data (formative, summative, attendance, parent surveys, etc) that will be used to drive instruction and to inform all stakeholders where the students are so we can equip each learner with the vehicles they need to master the content.	August 2023- April 2024	N/A	Administration Academic Coaches Teachers Parent Liaison
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged	Foster and Homeless		
Individualized and Small Group Instructional Support, Specialized Classroom Support with designated software (Language Live, Math 180, REWARDS Reading Program-6th Grade, tutor.com, and other resources as needed) Cultural backgrounds will be considered when addressing students' academic, emotional, and social needs (SEL).. Academics will also be supported by a Circle of Support Team to include the Social Worker, Counselors, Behavior Specialist, Teachers, and Administrators.	Monitor daily attendance. Teachers will call the parents of students after 2 unexcused absences. After 3 unexcused absences, students will be referred to the social worker. The counselors will be involved in the process as well. Additional support will be provided as needed for students with medical concerns or other issues		
English Learners	Students with Disability		
All of the above in addition to resources specifically geared towards ELL students: ELlevation Program, approved ELL accommodations, WIDA Can Do Descriptors, along with modified schedules and tutor.com.	Individualized and Small Group Instructional Support, Specialized Classroom Support with designated software (Language Live, Math 180, REWARDS Reading Program-6th Grade, tutor.com, and other resources as needed) Cultural backgrounds will be considered when addressing students' academic, emotional, and social needs (SEL).. Academics will also be supported by a Circle of Support Team to include the Social Worker, Counselors, Behavior Specialist, Teachers, and Administrators.		
Gifted Learners			
Project Based Learning, Choice Boards, Academic discourse, Rigor and Relevance, Pinwheels, Socratic Seminar, and Literature Circles.Cultural backgrounds will be considered when addressing students' academic, emotional, and social needs (SEL).			



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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

All students will participate in the daily SEL curriculum. Rethink Ed activities be used to support students. All students will participate in PBIS mentor/mentee program on a monthly basis while the school is offering face to face instruction. Lessons will focus on cultural acceptance and positive relationships with both peers and adults. Professional learning will be offered to staff related to culturally relevant teaching practices. In addition to our two professional school counselors, we have a student engagement specialist who provides additional support. The school social worker is also available to connect families with community-based resources to promote social emotional health.

We will address the needs of all of our learners by providing enrichment and remediation opportunities during class and during our sixth period instructional hour. Additionally, we will begin addressing the needs of all students by using needs assessments to determine what our students are struggling with to differentiate for each student appropriately. We will also have teachers conduct learning style inventories in an effort to engage the students in the content they are learning. Implementing tiered activities via differentiation, grouping according to data, close Reading, Note-taking, graphic organizers, natural phenomena, and beginning with the end in mind will help us provide our students with the instruction they need to effectively apply the knowledge they learn.

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)

Through career awareness activities and school field trips, students are exposed to postsecondary options and are introduced to skills that will allow them to be successfully prepared for college if this is their chosen path. Students are given tutorial support to increase skills needed to access advanced and AP classes. Students participate in college visits, both at the college and through community visits to our school. Additionally, all students are enrolled in a "Career Development Course", to explore career fields and opportunities.

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.);



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PBIS will be utilized to facilitate successful use of Tier 2 and 3 interventions and to support students who are not performing on grade level. Teachers support implementation of strategies for students who require Tier 2 or 3 behavioral interventions. Teachers are trained on effective use of RTI strategies. Grade level RTI Teams meet weekly to discuss the status of Tier 2 and 3 students. A school-wide Progressive Discipline log will be utilized to provide learners with the opportunity to take corrective action.

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.)

All certified staff and paraprofessionals are provided opportunities to engage in professional development weekly. Teachers also attend required district level professional development sessions throughout the school year. Topics are determined by areas of concern as well as subjects that may be of interest to teachers and support staff. Participation and implementation of strategies gained through professional conferences will be employed to support academic improvement.

Professional Conferences listed:

- Literacy Association Conference, December 10-December 12, 2023
- Plain Talk Conference, Jan 31, 2024-Feb. 2, 2024
- NCTM Annual Meeting and Exposition, Oct. 25-28, 2023
- Model Schools Conference, June 23-26, 2024
- NSTA National Conference, March 20-23, 2024
- ASCD Annual Conference, March 22-25
- ISTE Conference, June 23-26
- Innovative School Summit November 1-4, 2023
- Lit Con-National K-8 January 27-30, 2024

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.

Kendrick Middle School will provide opportunities for teachers to participate in vertical planning. VP will allow middle school teachers to obtain firsthand information to support incoming 6th graders and assist 8th grade students as they prepare to transition to high school. We will continue with our Spring Universal Day, which entails 5th grade students and parents visiting Kendrick Middle School. Vital information regarding middle school expectations is shared with parents and students during universal day. We will also schedule time for our 8th grade students to visit their feeder high school. The high school counselors will facilitate on-site sessions to answer any questions that parents and students may have.

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

Our Title I Liaison, administrators, and teachers will develop a schoolwide action plan that addresses the needs of ELL and SWD parents. Parents will be invited to weekly question and answer sessions, participate in parent-teacher-student conferences, and attend parent workshop that focuses on various topics, which impact all students. The Parent Liaison will work with the ESOL and



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DES department to host workshops that inform and educate parents on their right, resources and curriculum of their students.



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Plan Development and Evaluation:

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

- a) Address the regular 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

KMS leadership and other stakeholders will annually evaluate the implementation of, and results achieved by Title 1 Schoolwide program by the following measures:

***District Support:** Fall & Spring Data Meetings at the district level, including writing a site smart plan targeting needs, leadership growth goal setting and performance evaluation, LEA provides some data sources to help analyze performance (ad hocs in IC, chronic absenteeism, discipline data).

*As part of our monitoring and revision of the title plan, the following multiple types of data are regularly analyzed through several structures (Title Plan Review meetings, PLC's, Leadership, and MTSS meetings) and necessary adjustments are made to increase student learning (reteaching, intervention, enrichment, revised strategies).

Weekly Performance Data- progress monitoring data, Academic Data including subgroups, IEP progress, common assessments, formative assessments Non-Performance data- Attendance, chronic absenteeism, referrals perception data- climate surveys, events feedback

Our leadership, staff, and stakeholders collaboratively analyze student evidence of learning (formative/summative assessments results) and monitor student performance levels to identify gaps in instruction/curriculum, use the results to modify units of study, and re-teach as appropriate (occurs regularly for staff). Site leadership and staff utilizes processes that involve collaborative data analysis to look for patterns in student growth.

KMS will revise the Title I Schoolwide Plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the Title 1 Schoolwide program by the following measures:

Monthly Review

KMS will engage in a monthly review & evaluation process of the Title 1 schoolwide plan. This review process will include:



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Semester Title planning team meetings will be held with a focus on implementation and results review of the Title I Schoolwide Plan and budget allocation.

The Title 1 planning team will consist of teachers, support staff, parents, and other relevant community partners.

Title 1 schoolwide plan review & evaluation will be held in the fall and spring.

Based on those reviews, Alcott will revise the Title 1 Schoolwide Plan, as necessary considering stakeholder input to ensure continuous improvement of students in the Title 1 Schoolwide Plan.

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 a plan shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

The Title I Parent Liaison will complete with parents and Stakeholders all Title I, School and district plans and documents. These documents will be sent home in a timely manner so that parents and stakeholders can review and add input as necessary. These documents will be updated periodically to ensure accurate data and information.



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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.**

All parents were invited to participate in developing the Title I Plan via a parent briefing during the Meet an Open House, Meet and Greet, and Curriculum nights, parents were invited to review the Title I Plan, The school community aided in the development of the plan on a myriad of occasions. The leadership team provided input in the development of the plan, by analyzing data and using the results to help determine areas for improvement. Parents, teachers, and students were surveyed in the spring of 2023, and survey results were included in the development of the plan. The Leadership team convened on a monthly basis to review the Comprehensive School Improvement Plan on a weekly/monthly basis. In order to design the Title I School Improvement Plan and determine the Budget. Parents from the School Council and the school community collaborated by brainstorming and contributing commentary during scheduled Title I meetings.



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Professional Development (question 2-iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
NCTM Annual Meeting and Exposition Uplifting and Inspiring the Mathematics Educator Creating Inclusive, Engaging, and Rigorous Mathematics for All Challenging and Advancing Policy and Structures in Mathematics Education Expanding the Narrative of Who Belongs Improving Core Instruction through Deeper Mathematical Content and Pedagogical Knowledge	Oct. 28-Nov. 10	6-8 Math and DES Teachers	Principal Assistant Principals Academic Coach Department Chair Teachers
Plain Talk Conference Assessment and Feedback Comprehension Science of Reading Equity Foundational Reading Skills Higher-level Thinking and Metacognition Classroom Management Vocabulary At-risk Students Dyslexia and Other Learning Difficulties English Language Learners Structured Literacy High-yield Strategies Leadership Speaking and Listening Written Expression	Jan. 31-Feb. 2	6-8 ELA and DES Teachers	Principal Assistant Principals Academic Coaches L4GA Coach Department Chair Teachers
Model Schools Conference ● Collaborative Leadership ● Culture ● High Expectations ● Relationships ● Collaborative Leadership		All 6-8 Teachers and Staff	Principal Assistant Principals Academic Coach Department Chair Teachers



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• Data-Driven Decision Making • Inclusion • Social Emotional Learning			
NSTA National Conference NSTA conferences offer the latest in science content, teaching strategy, and research to enhance and expand your professional growth. Take advantage of this unique opportunity to collaborate with science education leaders and your peers	March 20-23, 2024	6-8 Science Teachers	Principal Assistant Principals Academic Coach Department Chair Teachers
ASCD-Conference • Create practical, timely, affordable professional learning to help educators and instructional leaders provide students with modern, equitable, and quality education. • Better approach to PLC's • Curriculum and Assessment for the 21 Century Learning • Seven Success Factors For Great Instructional Coaching • Leading Adaptively for Quality Differentiation • What If? The Classroom Behavior Road Map	March 29-April 1, 2024	6-8 Teachers Administrators Title I Coaches L4GA Coach	Principal Assistant Principals Academic Coach Department Chair Teachers
ISTE Conference The International Society for Technology in Education (ISTE) is a nonprofit organization that works with the global education community to accelerate the use of technology to solve tough problems in education and inspire innovation. Our worldwide network believes in the potential technology holds to transform teaching and learning. ISTE Live is one of the world's most comprehensive edtech events, attended by a global contingent of education leaders, teachers, coaches, librarians/media specialists and more.	June 23-26, 2024	All Teachers	Principal Assistant Principals Academic Coach Department Chair Teachers
Innovative School Summit At-Risk Students Conference Innovative Teaching Conference Innovative School Leadership Wired Differently/Trauma Informed Conference	Nov. 1-4, 2023	All Teachers	Principal Assistant Principals Academic Coach Department Chair Teachers



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Lit Con-National K-8 The National K–8 Literacy & Reading Recovery Conference is the place to be for leaders in childhood literacy. Designed by and for educators, LitCon sessions focus on best instructional practices for classroom teachers, literacy coaches and specialists, Title I teachers and coordinators, Reading Recovery professionals, and more.	Jan.27- 30, 2024	Classroom teachers Literacy coaches Administrators Title I teachers	Principal Assistant Principals Academic Coach Department Chair Teachers
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Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
August 16, 2023	Writing Effective Lesson Plans	6-8	Administrators Academic Coaches Department Leads
August 23, 2023	MAP Growth Overview and Proctor Training	6-8	Administrators Academic Coaches Department Leads
August 30, 2023	Deconstructing the Standards	6-8	Administrators Academic Coaches Department Leads
September 13, 2023	Motivating/ and Managing Peer Observations(Start in September)	6-8	Administrators Academic Coaches Department Leads
September 20, 2023	Understanding the Data (MAP)	6-8	Administrators Academic Coaches Department Leads
September 27, 2023	Understanding Differentiated Instruction	6-8	Administrators Academic Coaches Department Leads
October 04, 2023	Rubrics For Formative Assessment and Grading The Formative Assessment Cycle	6-8	Administrators Academic Coaches Department Leads
October 18, 2023	Giving Students Effective Feedback	6-8	Administrators Academic Coaches Department Leads
October 25, 2023	Grading for student Learning	6-8	Administrators Academic Coaches Department Leads



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November 1, 2023	Questioning Strategies to Activate Student Thinking	6-8	Administrators Academic Coaches Department Leads
November 08, 2023	Improving Classroom Discussion	6-8	Administrators Academic Coaches Department Leads
November 15, 2023	Gradual Release of Responsibility in the classroom	6-8	Administrators Academic Coaches Department Leads
November 22, 2023	Increase Rigor in the Classroom	6-8	Administrators Academic Coaches Department Leads
December 06, 2023	Flipping the Learning	6-8	Administrators Academic Coaches Department Leads
December 13, 2023	Close Reading Fundamentals	6-8	Administrators Academic Coaches Department Leads
January 10, 2024	Co-Teaching Essentials	6-8	Administrators Academic Coaches Department Leads
January 24, 2024	Personalizing Learning in your classroom	6-8	Administrators Academic Coaches Department Leads
January 31, 2024	Academic Discussions	6-8	Administrators Academic Coaches Department Leads



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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
Sent Home and Posted on School Website: School-Family Compact School PFEP District PFEP	September 2023 website post	Parent Liaison Teachers Media Specialist
School-Family Compact Discussion: Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)	August 2023 - December 2023 Various workshops	Teachers Parents Parent Liaison
Annual Title I Parent Meeting: Meeting held Documents posted on school website	July 31, 2023 Annual Meeting	Parent Liaison Principal Assistant Principal
Building Parent Capacity Fall: (F2F or Zoom) <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	September 2023	Parent Liaison Academic Coaches (assistance)
Building Parent Capacity Fall: Curriculum Workshop 2	November 2023	Parent Liaison Academic Coaches (assistance)
Building Parent Capacity Fall: Technology/Copyright Piracy Workshop	November 2023	Parent Liaison Technology Faculty
Building Parent Capacity Fall:	November 2023	Parent Liaison



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Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
EL Parent Workshop (if applicable)		ESOL Teachers
Building Parent Capacity Continuous Communications (Fall) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	August 2023 - December 2023 Remind 101 Email Blast Workshop	Parent Liaison Administration (assistance)
Building Staff Capacity (Fall):	August 2023	Parent Liaison Academic Coaches
Building Staff Capacity Continuous Communications (Fall): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	August 2023- December 2023 Collaborative Plannings Faculty Meetings Emails	Parent Liaison Academic Coaches Administration
Fall October Data Dig: PLC to review Dashboard Data	September - October 2023	Teachers Academic Coaches Parent Liaison Administration
Fall December Data Dig: PLC to review Dashboard Data	November - December 2023	Teachers Academic Coaches Parent Liaison Administration
Building Staff Capacity (Spring):	February 2024	Parent Liaison Academic Coaches
Building Parent Capacity Spring: Curriculum Workshop 3	February 2024	Parent Liaison Academic Coaches
Building Parent Capacity Spring: Assessment Workshop	March 2024	Parent Liaison



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Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Building Parent Capacity Spring: Transition Meeting	April 2024	Parent Liaison
Building Staff Capacity Continuous Communications (Spring): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	January 2024 - March 2024 Collaborative Plannings Faculty Meetings Emails	Parent Liaison Academic Coaches
Building Parent Capacity Continuous Communications (Spring) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	January 2024 - April 2024 Workshops Curriculum Nights Remind 101	Parent Liaison Academic Coaches
Spring March Data Dig PLC to review Dashboard data	March 2024	Parent Liaison Teachers Academic Coaches Administration
Spring May Data Dig PLC to review Dashboard data	May 2024	Parent Liaison Teachers Academic Coaches Administration
Input Meeting (s) FY23: Staff Parents/Families Students	September 2023	Parent Liaison



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Tentative Budget