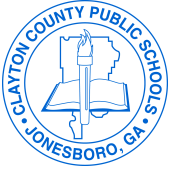# Clayton County Public School
2023-2024 Comprehensive School Improvement Plan
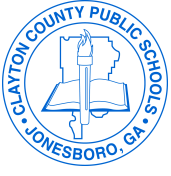
COMPREHENSIVE SCHOOL IMPROVEMENT PLAN	
School Name: River's Edge Elementary School	**District Name:** Clayton County Public Schools
Principal Name: Dr. Dira Harris	**School Year:** 2023-2024
School Mailing Address: 205 North Bridge Road Fayetteville, Ga 30215	
Telephone: 770-460-2340	
District Title 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.	

ESSA ACCOUNTABILITY STATUS—Check only if applicable.		
Comprehensive Support X	**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: *Dr. Dira Harris*	**Date:** 06/12/2023	
Title I Director's Signature:	**Date:**	
Assistant Superintendent's Signature:	**Date:**	
TLSI Deputy Superintendent's Signature:	**Date:**	
Revision Date: 7/27/2023	**Revision Date:**	**Revision Date:**

Clayton County Public School
2023-2024 Comprehensive School Improvement Plan

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
Dr. Dira Harris	Principal
Dr. Tonishia Sullivan- Whitlow	Assistant Principal
Daphne Pickett	School Counselor
Valerie Thomas	Data Collection
Adrienne Lewis-Rorie	Kindergarten Lead
Erika Edwards	First Grade Lead
Shannon Neyland	Second Grade Lead
Christie Young-Momon	Third Grade Lead
LaToya Head	Fourth Grade Lead
LaShondra Statham	Fifth Grade Lead
Terri Lundstrom	EIP Co-Lead/ RTI Tier 2 Co-Leads
Tia Byrd	ESOL Lead
Maranda Bright Lee	DES
Chalon McCann	Gifted Lead
Nugent Dickey	Student Engagement Specialist
Taneisha Jackson	Parent Liaison
Sherita Hill	Student Support Team Tier 3 Lead
Lesley Brown	Media Specialist
Angela Lee	Specials Lead
Brandi Pennington	Parent

Clayton County Public School
2023-2024 Comprehensive School Improvement Plan

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.**

Clayton County Public Schools Spring 2023 EOG and EOC Preliminary Scores   1

BL - Beginning Learner (Level 1), DL - Developing Learner (Level 2)
PL - Proficent Learner (Level 3), DSL - Distinguished Learner (Level 4)

School	2021-2022 ELA EOG - Grade 3 BL	DL	PL	DSL	PL+	2022-2023 ELA EOG - Grade 3 BL	DL	PL	DSL	PL+	Point Change 2022 to 2023	ELA EOG School	2019 Pre-Pandemic	2023 Post-Pandemic	Difference Pre to Post Pandemic
Total Grade 3	63%	23%	12%	3%	15%	57%	25%	13%	5%	18%	3	Total Grade 3	27%	18%	-9
RIVER'S EDGE ELEMENTARY SCHOOL	49%	31%	15%	5%	20%	56%	24%	9%	11%	20%	0	RIVER'S EDGE ELEMENTARY SCHOOL	43%	20%	-23

School	2021-2022 ELA EOG - Grade 4 BL	DL	PL	DSL	PL+	2022-2023 ELA EOG - Grade 4 BL	DL	PL	DSL	PL+	Point Change 2022 to 2023	ELA EOG Schools	2019 Pre-Pandemic	2023 Post-Pandemic	Difference Pre to Post Pandemic
Total Grade 4	55%	29%	13%	3%	16%	52%	30%	14%	4%	18%	3	Total Grade 4	27%	18%	-9
RIVER'S EDGE ELEMENTARY SCHOOL	48%	29%	20%	2%	22%	39%	36%	21%	4%	25%	3	RIVER'S EDGE ELEMENTARY SCHOOL	35%	25%	-10

School	2021-2022 ELA EOG - Grade 5 BL	DL	PL	DSL	PL+	2022-2023 ELA EOG - Grade 5 BL	DL	PL	DSL	PL+	Point Change 2022 to 2023	ELA EOG Schools	2019 Pre-Pandemic	2023 Post-Pandemic	Difference Pre to Post Pandemic
Total Grade 5	43%	36%	18%	2%	20%	43%	34%	20%	3%	23%	3	Total Grade 5	30%	23%	-7
RIVER'S EDGE ELEMENTARY SCHOOL	40%	43%	16%	2%	18%	29%	40%	28%	4%	31%	14	RIVER'S EDGE ELEMENTARY SCHOOL	35%	31%	-4

Clayton County Public Schools Spring 2023 EOG and EOC Preliminary Scores   1

BL - Beginning Learner (Level 1), DL - Developing Learner (Level 2)
PL - Proficent Learner (Level 3), DSL - Distinguished Learner (Level 4)

School	2021-2022 Math EOG - Grade 3 BL	DL	PL	DSL	PL+	2022-2023 Math EOG - Grade 3 BL	DL	PL	DSL	PL+	Point Change 2022 to 2023	Math EOG School	2019 Pre-Pandemic	2023 Post-Pandemic	Difference Pre to Post Pandemic
Total Grade 3	45%	39%	13%	2%	16%	37%	39%	20%	4%	24%	8	Total Grade 3	36%	24%	-12
RIVER'S EDGE ELEMENTARY SCHOOL	33%	44%	20%	3%	23%	25%	47%	18%	9%	27%	5	RIVER'S EDGE ELEMENTARY SCHOOL	54%	27%	-27

Schools	2021-2022 Math EOG - Grade 4 BL	DL	PL	DSL	PL+	2022-2023 Math EOG - Grade 4 BL	DL	PL	DSL	PL+	Point Change 2022 to 2023	Math EOG Schools	2019 Pre-Pandemic	2023 Post-Pandemic	Difference Pre to Post Pandemic
Total Grade 4	48%	35%	14%	2%	16%	41%	36%	19%	4%	23%	7	Total Grade 4	29%	23%	-6
RIVER'S EDGE ELEMENTARY SCHOOL	44%	40%	15%	2%	17%	28%	40%	28%	4%	32%	16	RIVER'S EDGE ELEMENTARY SCHOOL	41%	32%	-9

Schools	2021-2022 Math EOG - Grade 5 BL	DL	PL	DSL	PL+	2022-2023 Math EOG - Grade 5 BL	DL	PL	DSL	PL+	Point Change 2022 to 2023	Math EOG Schools	2019 Pre-Pandemic	2023 Post-Pandemic	Difference Pre to Post Pandemic
Total Grade 5	62%	26%	9%	2%	12%	57%	27%	12%	4%	16%	4	Total Grade 5	23%	16%	-8
RIVER'S EDGE ELEMENTARY SCHOOL	55%	29%	15%	2%	16%	59%	27%	12%	2%	14%	-2	RIVER'S EDGE ELEMENTARY SCHOOL	32%	14%	-18

An overall review of the Georgia Milestone Assessment data (GMAS) shows an increase of 5% in the GMAS School Wide Math Scores. The GMAS data also demonstrates an increase of 5% can be seen in the GMAS School Wide ELA Scores. The review is a comparison of assessment scores from the 2021-2022 school year to the 2022-2023 school year.
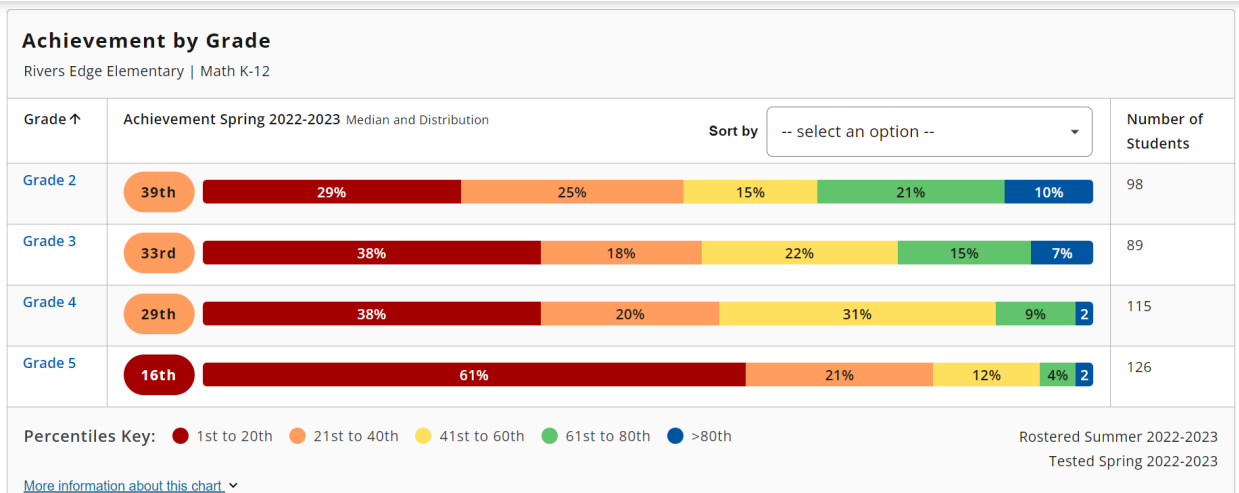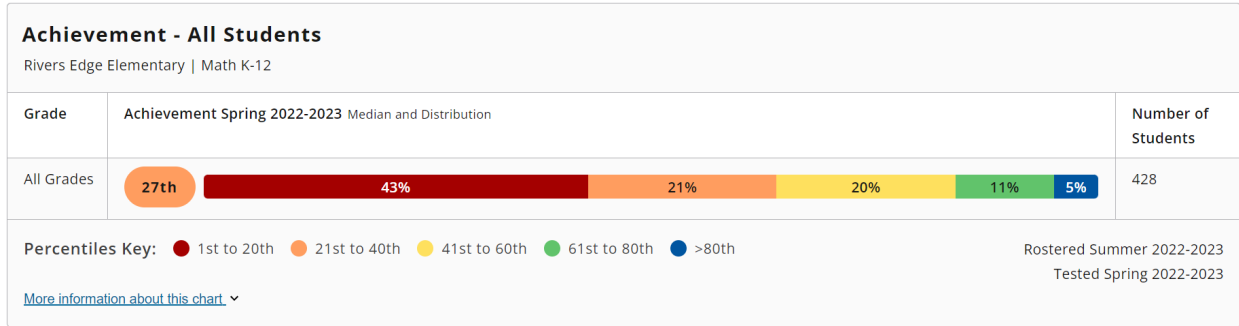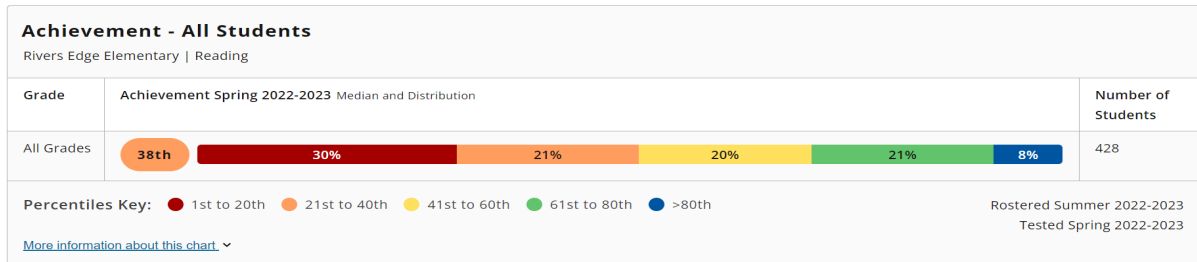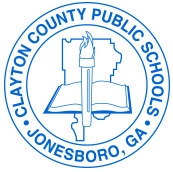
2) **2 or 3 years of the current MAP scores, if available. Provide displays of grade level data by subgroups.**

Rivers Edge Elementary

Achievement - All Students
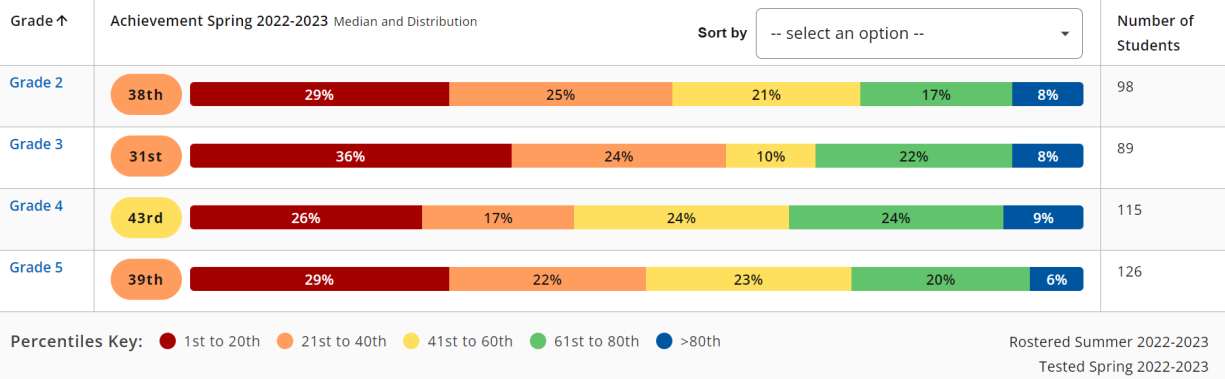Rivers Edge Elementary | Math K-12

Grade	Achievement Spring 2022-2023 Median and Distribution	Number of Students
All Grades	27th — 43% / 21% / 20% / 11% / 5%	428

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

Rostered Summer 2022-2023
Tested Spring 2022-2023

More information about this chart ⌄

Achievement by Grade
Rivers Edge Elementary | Math K-12

Grade ↑	Achievement Spring 2022-2023 Median and Distribution	Sort by -- select an option --	Number of Students
Grade 2	39th — 29% / 25% / 15% / 21% / 10%		98
Grade 3	33rd — 38% / 18% / 22% / 15% / 7%		89
Grade 4	29th — 38% / 20% / 31% / 9% / 2		115
Grade 5	16th — 61% / 21% / 12% / 4% / 2		126

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

Rostered Summer 2022-2023
Tested Spring 2022-2023

More information about this chart ⌄

Rivers Edge Elementary

Achievement - All Students
Rivers Edge Elementary | Reading

Grade	Achievement Spring 2022-2023 Median and Distribution	Number of Students
All Grades	38th — 30% / 21% / 20% / 21% / 8%	428

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

Rostered Summer 2022-2023
Tested Spring 2022-2023

More information about this chart ⌄

Achievement by Grade

Rivers Edge Elementary | Reading

Grade ↑	Achievement Spring 2022-2023 Median and Distribution	Number of Students
Grade 2	38th — 29% / 25% / 21% / 17% / 8%	98
Grade 3	31st — 36% / 24% / 10% / 22% / 8%	89
Grade 4	43rd — 26% / 17% / 24% / 24% / 9%	115
Grade 5	39th — 29% / 22% / 23% / 20% / 6%	126

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

Rostered Summer 2022-2023
Tested Spring 2022-2023

Growth and Achievement - All Students

Rivers Edge Elementary | Math K-12

Grade		Number of Students ⓘ
All Grades	**Growth** Median and Distribution 68th — 20% / 10% / 14% / 23% / 33% Achievement Spring 2021-2022 Median and Distribution 27th — 46% / 21% / 16% / 13% / 4 Achievement Spring 2022-2023 Median and Distribution 36th — 37% / 17% / 25% / 14% / 7%	70

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

Rostered Spring 2021-2022
Tested Spring 2021-2022 - Spring 2022-2023

More information about this chart ⌄

Growth and Achievement - All Students

Rivers Edge Elementary | Reading

Grade		Number of Students ⓘ
All Grades	**Growth** Median and Distribution 68th — 22% / 13% / 11% / 17% / 37% Achievement Spring 2021-2022 Median and Distribution 22nd — 43% / 27% / 16% / 7% / 7% Achievement Spring 2022-2023 Median and Distribution 33rd — 34% / 22% / 11% / 24% / 9%	70

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

Rostered Spring 2021-2022
Tested Spring 2021-2022 - Spring 2022-2023

More information about this chart ⌄

An overall review of the Measures of Academic Progress (MAP) data school wide shows an increase from the 27th percentile to the 36 percentile in math and an increase from the 22nd to
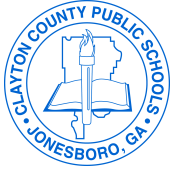
the 33rd percentile in reading. The review is a comparison of assessment scores from the 2021-2022 school year to the 2022-2023 school year.

3) The current and 3 years of prior years' student attendance data.

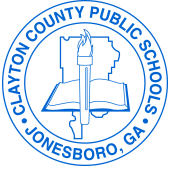| 22-23 **Rivers Edge Elementary** 205 North Bridge Road, Fayetteville GA 30215 Generated on 07/27/2023 12:02:38 PM Page 1 of 1	**Attendance/Membership Summary Report** Start/End Date: 07/01/2022 - 06/30/2023 School(s): 1 Calendar(s): 1 Grade: PK, KK, 01, 02, 03, 04, 05

School: Rivers Edge Elementary   Calendar: 22-23 Rivers Edge Elementary

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences Days	Avg. Daily	Percent In Attendance
PK	59	9172	728.00	8444.00	46.97	46.97	482.00	2.71	92.06%
KK	101	15420	1055.66	14364.34	85.69	79.76	680.01	3.84	93.15%
01	102	15220	979.00	14241.00	84.58	79.11	596.00	3.39	93.57%
02	121	18765	1082.00	17683.00	104.24	98.22	617.00	3.47	94.23%
03	102	15992	795.01	15196.99	88.87	84.44	504.01	2.91	95.03%
04	126	20608	918.24	19689.76	114.48	109.37	613.34	3.45	95.54%
05	141	22379	1161.01	21217.99	124.32	117.83	832.01	4.69	94.81%
Total	**7**	**752**	**117556**	**6718.92**	**110837.08**	**653.16**	**615.70**	**4324.37**	**24.46**

Note: Total row — Student Count 752, Membership Days 117556, Absent Days 6718.92, Present Days 110837.08, ADM 653.16, ADA 615.70, Unexcused Absences Days 4324.37, Avg. Daily 24.46, Percent In Attendance 94.28%

21-22 **Rivers Edge Elementary** 205 North Bridge Road, Fayetteville GA 30215 Generated on 07/27/2023 12:02:10 PM Page 1 of 1	**Attendance/Membership Summary Report** Start/End Date: 07/01/2021 - 06/30/2022 School(s): 1 Calendar(s): 1 Grade: PK, KK, 01, 02, 03, 04, 05

School: Rivers Edge Elementary   Calendar: 21-22 Rivers Edge Elementary

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences Days	Avg. Daily	Percent In Attendance
PK	49	7226	589.00	6637.00	40.36	37.07	494.00	2.75	91.85%
KK	98	14122	899.00	13223.00	78.91	73.92	690.00	3.86	93.63%
01	124	18420	1037.00	17383.00	102.92	97.12	809.00	4.56	94.37%
02	105	16408	711.00	15697.00	91.69	87.66	593.00	3.39	95.67%
03	124	19824	912.00	18912.00	110.76	105.64	762.00	4.38	95.40%
04	144	22417	1166.00	21251.00	125.26	118.74	989.00	5.55	94.80%
05	139	21949	915.00	21034.00	122.62	117.47	782.00	4.43	95.83%
Total	**7**	**783**	**120366**	**6229.00**	**114137.00**	**672.52**	**637.62**	**5119.00**	**28.92**

Note: Total row Percent In Attendance 94.82%

20-21 **Rivers Edge Elementary** 205 North Bridge Road, Fayetteville GA 30215 Generated on 07/27/2023 11:56:24 AM Page 1 of 1	**Attendance/Membership Summary Report** Start/End Date: 07/01/2020 - 06/30/2021 School(s): 1 Calendar(s): 1 Grade: PK, KK, 01, 02, 03, 04, 05

School: Rivers Edge Elementary   Calendar: 20-21 Rivers Edge Elementary

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences Days	Avg. Daily	Percent In Attendance
PK	36	5046	166.00	4880.00	28.81	27.87	154.00	0.89	96.71%
KK	100	14913	238.00	14675.00	85.22	83.82	206.00	1.22	98.40%
01	95	15109	406.00	14703.00	86.33	83.95	318.00	1.88	97.31%
02	110	17599	384.00	17215.00	100.58	98.36	330.00	1.92	97.82%
03	125	19957	510.00	19447.00	114.06	111.07	435.00	2.55	97.44%
04	114	18352	515.00	17837.00	104.88	101.87	474.00	2.78	97.19%
05	124	20138	485.00	19653.00	115.07	112.23	447.00	2.61	97.59%
Total	**7**	**704**	**111114**	**2704.00**	**108410.00**	**634.95**	**619.17**	**2364.00**	**13.85**

Note: Total row Percent In Attendance 97.57%

An overall review of the Attendance Data school wide shows steady improvement in student attendance year over year. The review is a comparison of assessment scores from the 2021, 2022, and 2023 school year.
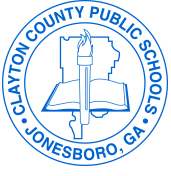
4) The current and 3 years of prior years' student discipline data.
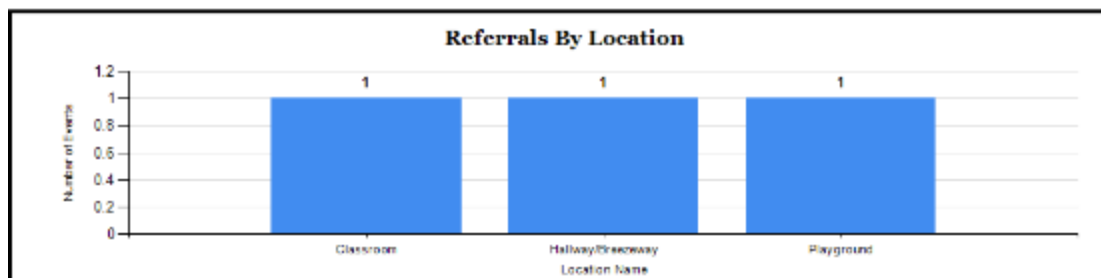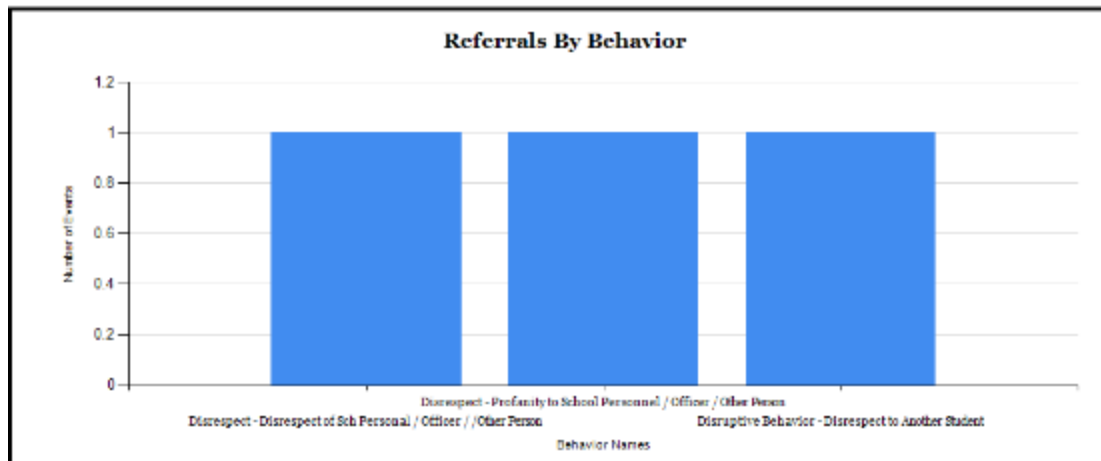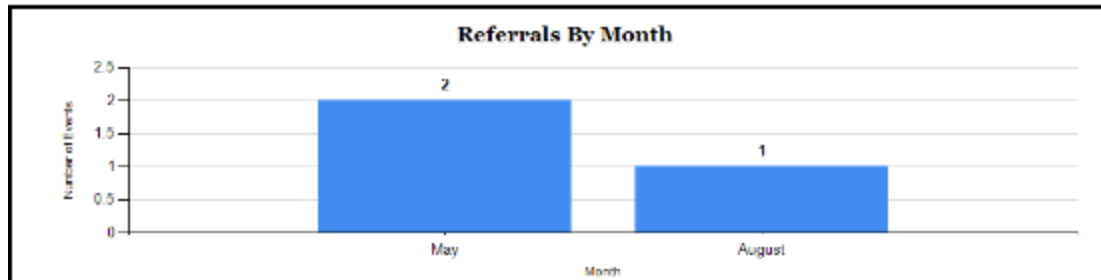
Big 7 Behavior Report
Rivers Edge Elementary
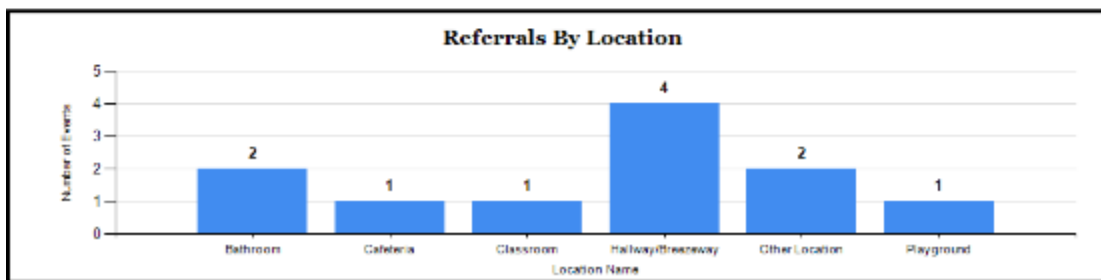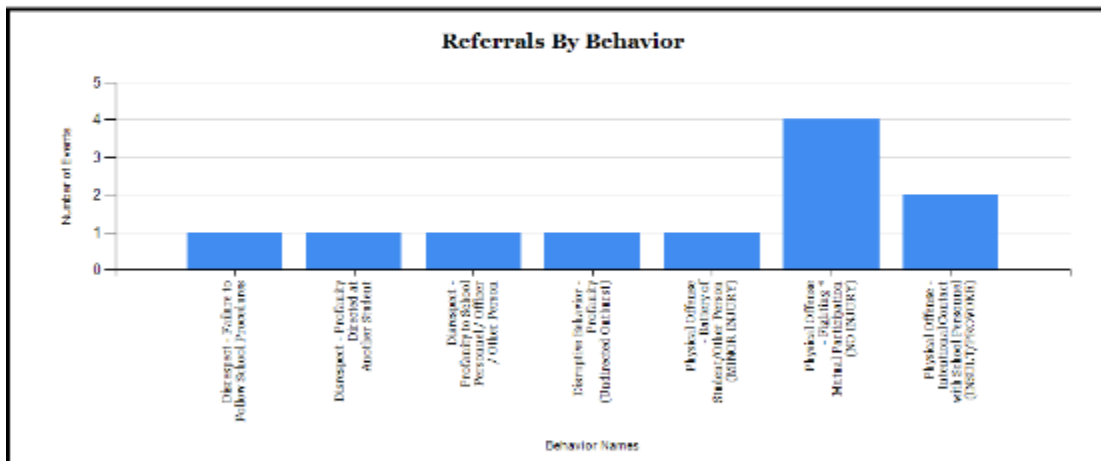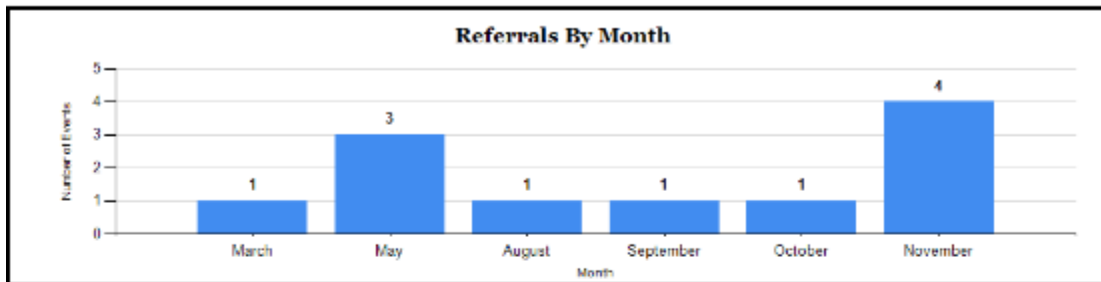
Big 7 Behavior Report
Rivers Edge Elementary

Referrals By Month

Referrals By Behavior

Referrals By Location

7/27/2023 11:42:09 AM

An overall review of the Student Discipline Data school wide shows slight increase in student discipline year over year. The review is a comparison of data from the 2021, 2022, and 2023 school year.

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.
River's Edge Elementary School's Leadership Team (SLT) along with the School Improvement Team (SIT) met to conduct a comprehensive needs assessment. The team completed a SWOT analysis to discuss strengths, weaknesses, opportunities and threats for the overall school success. The proposed goals and strategies were shared with the teachers, staff, parents, and other school community stakeholders.

The team focused on three primary areas of improvement. Those areas included math, reading and student behavior. The identified goals and strategies developed included instruction, assessment and engagement. The SLT met to discuss data points and review the available student and teacher data results to make decisions about instruction, placement, intervention, and resource allocation. The student-based and teacher based areas of strength included: attendance.

The School Leadership Team consists of school level department leaders for each student subgroup to include DES, ESOL, EIP, and Gifted. The School Improvement Team consists of administrators, grade level teachers, content leads and department chairs. Each team collaborated to analyze relevant student data. Comprehensive data points included, I-Ready and MAP benchmark assessments. The summative data point used to develop goals and action steps was the Georgia Milestone Assessment. This information was used to develop the initial school improvement plan.

Team members identified potential root causes for areas in which students struggled. Root causes included lack of student engagement, failure of teachers to provide leveled based instruction and infrequent student assessment evaluation practices. In addition, our teachers examined student data such as attendance, discipline, retention rate, response to intervention, and placement of students in various support programs. Throughout the entire process, the team reviewed the following data components. |

Listed below is a review of the overall data components that were analyzed in part or whole to assist in determining overall school based needs.

Demographic Data:

Demographic Data provides statistical information about the general student population and certain student subgroups within it and enables educators to assess overall performance and opportunities for growth. The student demographic data components include attendance, discipline, assessment, staff attrition, failure rate and College & Career Readiness Performance Index (CCRPI).

Attendance Rate Data:

Attendance Rate Data directly impacts school improvement. Scholars and educators who consistently attend school have a higher chance of academic success and efficacy. Thus, attendance rate is crucial. With the use of this data, the school team can spot trends in student and educator attendance and decide whether or not interventions are required. Student and Staff Attendance Data components are listed below:
- Student Attendance
- Staff Attendance Data

Student Discipline Data:

Student Discipline Data directly affects student achievement. Discipline measures are a key subject of data gathering. Data is utilized to spot trends and changes throughout time, as well as to identify the right behavioral treatments. Student Discipline components are listed below:
- S.O.A.R Behavior
- Big 7 Report
- Out of School Suspension (OSS)
- Opportunity Room Report

Staff Attrition:

The Staff Attrition rate is significant because retaining highly qualified staff helps to increase teacher efficacy and improve overall student performance. Staff Attrition is a measure of how many educators remain or leave in a period of time. Staff Attrition components are listed below:
- Vacancy Report
- Resignations/Retirement
- Returning Staff Report

College & Career Readiness Performance Index:

CCRPI is important because it provides an overall view to schools on how they are performing in the areas of achievement, progress, and closing the gap. CCRPI is a comprehensive platform for school improvement, accountability, and communication for all educational stakeholders. CCRPI components are listed below:
- CCRPI Index
- Star Rating
- School Climate

Failure Rate:

The Failure Rate can provide an indication of areas of strength and weaknesses for teachers (instructionally) and students (academically). The Failure Rate is the percentage of students not receiving passing scores in content areas. Failure Rate components are listed below:
- Readiness Report
- AdHoc Report Failing Grades
- Beyond The Core

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)

River's Edge Elementary School's Leadership Team (SLT) along with the School Improvement Team (SIT) met to review data by subgroup and identify deficit areas for all students. The teacher used school based assessments to determine those students most at risk of failing. The analysis was comprehensive of all subgroups of students to include EL, EIP, DES, Gifted and General Education. The school used the available data to determine areas of strength and weakness. Based upon analysis of this data the deficit areas identified included the following:

English Language Arts (ELA):

- Kindergarten- Initial Sound Fluency
- 1st Grade- Daily Oral Reading
- 2nd Grade- Retell Daily Oral Reading Fluency
- 3rd Grade- Response to Literature & Grammar Uses
- 4th Grade- Author's Purpose
- 5th Grade- Analyzing and Comparing Text

Mathematics:

- Kindergarten- Missing Numbers and Counting
- 1st Grade- Counting Quantity Discrimination
- 2nd Grade-Missing Number and Computation
- 3rd Grade- Measurement and Data
- 4th Grade- Geometry
- 5th Grade- Analyzing and Comparing Text
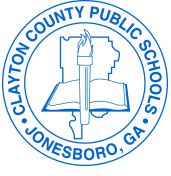
Assessment Data:

Assessment Data provides a means to look at student performance to offer evidence about student learning in the curriculum, provide information about program strengths and weaknesses, and guide decision-making. This data is also used to analyze the probability that students will meet state assessment expectations. The Assessment Data components are listed below:

- Common Assessment
- I-Ready
- Measures of Academic Progress (MAP)
- Georgia Kindergarten Inventory of Developing Skills (GKIDS)
- Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)
- Imagine Learning
- CogAT Assessment (Gifted)
- Easy Curriculum Based Measurement (DES)

School-Based Supports:

The School-Based Supports identify and plan alternative instructional strategies and resources for specific subgroups of students that need support outside of the traditional learning environment. School Based Supports provide intervention strategies that benefit students. Teachers are able to give personalized attention and focus on certain skills or areas of study where students need support, students will likely make progress faster. School Based Support components are listed below:

- Response to Intervention (RTI)
- Student Support Team (SST)
- Early Intervention Program (EIP)

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

River's Edge Elementary School's Leadership Team (SLT) along with the School Improvement Team (SIT) met to identify root causes that led to continuous areas of school learning problems in order to identify possible solutions.

The team collaborated and completed a root cause analysis. During these sessions, the group made efforts to identify pervasive school performance concerns and conduct root cause analysis of specific problems by gathering a list of ideas.

Based upon the analysis session the team found that student engagement, failure of teachers to provide leveled based small group instruction and infrequent student assessment evaluation practices were the leading causes of low performance.

Root Cause Analysis:

The Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. The Root Cause Analysis involves defining the problem, determining factors that caused the problem, identifying the root cause, providing corrective actions, reviewing and evaluating the processes of improvement. The Root Cause Analysis components are listed below:

- 5 Whys
- Cause and Effect

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 June 2024 all students' scores in grades 3-5 ELA in the performance area of proficient and distinguished scores will increase by 8% percentage points from 25% in 2023 to 32% in 2024.

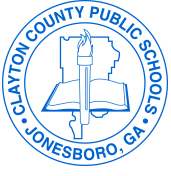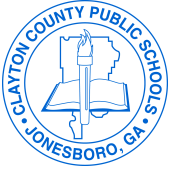| Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
River's Edge Elementary will implement: **R.I.T (Ready for Instruction Today) (RE/Remediation/Enrichment) Blocks:** The school will organize remediation and enrichment blocks during the school day based upon 5 Components of Reading and data obtained from the MAP and GMAS assessments. Additionally, students will be grouped for reading instruction based upon performance in order to best address deficits. **Resources**: Student Data Grouping Profile, Small Group Lesson Plans, **Research**: Please access the link below to view research on evidence-based uses of leveled based grouping such as Ready for Instruction Today (R.I.T) Resources: RIT	August 2023 Grade Level Expectations September 2023 Implementation/ Ongoing Weekly December 2023 Midyear Checkpoint May 2024 End of Year Checkpoint	Title I PD Funds General Funds Student Allocations	**Implementation:** Dira Harris & Tonishia Whitlow, **Training:** Dira Harris, Tonishia Whitlow, & Valerie Thomas **School Based Monitoring:** Dira Harris, Tonishia Whitlow, Valerie Thomas, Adrianne Rorie, Erika Edwards, Shannon Neyland, Tracy Tyree, Lashondra Statham

River's Edge Elementary will implement **Common Assessments & Analysis:** The school will work to create and consistently implement and analyze high-quality common assessments in reading for grades K-5. The data will be used to track student progress and monitor its effectiveness. **Resources**: Illuminate Platform, USA Test Prep, Planning Time, District Curriculum, Teacher Data Notebooks, Common Assessment Calendar, Common Assessment, Analysis Instrument **Research**: Please access the link below to view research on evidence-based uses of common assessments. Resources: Common Assessment	May 2024 Create assessments during postplanning August 2023 Team Review of Assessments and Implementation Ongoing through May 2024 September 2023 Analysis Begins Ongoing through May 2024	Title I PD Funds General Funds Student Allocations	**Implementation:** Dira Harris & Tonishia Whitlow, **Training:** Dira Harris, Tonishia Whitlow, & Valerie Thomas **School Based Monitoring:** Dira Harris, Tonishia Whitlow, Valerie Thomas, Adrianne Rorie, Erika Edwards, Shannon Neyland, Tracy Tyree, Lashondra Statham

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
Use intervention time to analyze data with students. Offer opportunities during the instructional day (R/E Remediation/Enrichment) for students to have access to supplemental resources for reading, additional time, and instructional resources.	Use intervention time to analyze data with students. Offer opportunities during the instructional day (R/E Remediation/Enrichment) for students to have access to supplemental resources for mathematics instruction, additional time, and instructional resources.
English Learners	**Students with Disability**
Focus on Students' ACCESS data to determine stretch performance strategies. Literacy and language support is provided by way of Imagine Learning.	Provide extended time for students to respond to common assessments as outlined by student IEP and needs. Allow opportunities for peer-to-peer learning and for students to work in small groups or one-to-one settings. Use intervention time to analyze data with students. Offer opportunities during the

	instructional day (R/E Remediation/Enrichment) for students to have access to supplemental resources for reading, additional time, and instructional resources.
Gifted Learners	
Exposure both high potential and gifted students to a gifted curriculum. Create tiered assignments for in-classroom learning and enrichment.	

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 June 2024 all students in grades 3-5 Math in the performance area of proficient and distinguished scores will increase by 8% percentage points from 24% in 2023 to 31% in 2024.

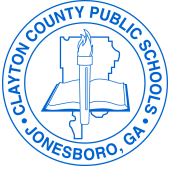| Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
River's Edge Elementary will implement: **One Touch: Learning w/L.O.V.E** The school will use kinesthetic & tactile learning strategies to address deficits standards in the content area of mathematics. and promote the contextualization in mathematics. **Resources**: E-walk, One Touch Data, Content Department Support, Extended Collaborative Planning, Small Group Lesson Plan Template **Research**: Please access the link below to view research on evidence-based uses of kinesthetic and tactile learning strategies Resources: Kinesthetic Learning Resources: Tactile Learning	May 2023 Training July 2023 Redelivery August 2023 Implementation December 2023 MidYear Checkpoint May 2024 End of Year Checkpoint	Title I PD Funds General Funds Student Allocations	**Implementation:** Dira Harris & Tonishia Whitlow, **Training**: Dira Harris, Tonishia Whitlow, & Valerie Thomas Tiffanie Nealy **School Based Monitoring:** Dira Harris, Tonishia Whitlow, Valerie Thomas, Brandi Pennington, & Terri Lundstrom, Takessa Adams, Monique Swinger, Tiffanie Nealy, Dejuan Winfield

River's Edge Elementary will implement: **Extended Collaborative Planning:** The school will establish a communal meeting time to plan for innovative, engaging, rigorous instructional opportunities. During the extended planning sessions, teachers will receive training on One Touch learning strategies, create small group lesson plans, analyze assessment data and review student work samples. **Resources**: One Touch Data, Student Assessment Results, Lesson Plans, Small Group Plans, Planning Time, Training **Research**: Please access the link below to view research on evidence-based uses extended planning opportunities for teachers and the impact it has on instruction Extended Collaborative Planning	August 2023 Calendar Shared August 2023 Initial Meeting September 2023 Sessions Implementation Ongoing Weekly December 2023 Midyear Checkpoint May 2024 End of Year Checkpoint	Title I PD Funds General Funds Student Allocations	**Implementation**: Dira Harris & Tonishia Whitlow, **Training**: Takessa Adams, Monique Swinger, Tiffanie Nealy, Dejuan Winfield, Adrian Oliver, Dira Harris, Tonishia Whitlow, Valerie Thomas, Terri Lundstrom, Maranda Bright, Tia Byrd, Chalon McCann, & Gina Fitzgerald, **School Based Monitoring:** Dira Harris, Tonishia Whitlow & Valerie Thomas

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
Utilize interdisciplinary high impact strategies. Provide consistent exposure to high-impact standards through the use of various research-based strategies. Incorporate high-impact learning strategies to meet the needs of these students. Use explicit instruction learning techniques to help.	Collect data and revise instructional approaches for students. Extend learning beyond the classroom through the use of technology and other forms of at-home engagement.
English Learners	**Students with Disability**
Incorporate Sheltered Instruction Observation Protocol strategies (SIOP) as aligned with the math standards.	Provide accommodations and differentiate instruction based upon IEP. Align differentiated approaches to One Touch: Learning w/L.O.V.E strategies.

Gifted Learners
Provide separate math opportunities that accelerated student thinking for complex mathematical reasoning.

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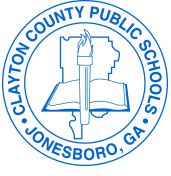
a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, gifted, and foster/homeless students) to meet the State's challenging academic standards; 1111(c)(2)

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 June 2024 the Out of School Suspension (OSS) data for the total number of students who received OSS will decrease by 8% points from 11 to 10 students in the 2024 school year.

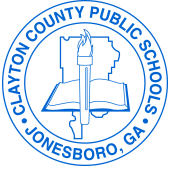| Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
River's Edge Elementary will implement **GO Green S.O.A.R Behavior Card:** The school will follow the school-wide behavior matrix for determining behavior standards and utilize a uniform method of distributing points for positive student behavior. **Resources:** S.O.A.R. Behavior Card, Behavior Assemblies, Remind Communication App, Community Stakeholders **Research:** Please access the link below to view resources on evidence-based uses of positive school-wide behavior programs. [The Effectiveness of Positive Behavior Interventions and Supports (PBIS) in Schools](#)	August 2023 Share the initiative with staff, students, and parents. August 2023 Kickoff S.O.A.R. Program Air Elite September 2023 S.O.A.R. Program Pickles and Popcorn October 2023 S.O.A.R. Program Science with Mike November 2023 S.O.A.R. Program Movies and Milk Dud Madness	Title I PD Funds General Funds Student Allocations	**Implementation** Dira Harris & Tonishia Whitlow **Training:** Dira Harris, & Tonishia Whitlow, Taneisha Jackson, Nugent Dickety **School-Based Monitoring:** Dira Harris, Tonishia Whitlow, Valerie Thomas, Adrianne Rorie, Erika Edwards, Shannon Neyland, Christie Young-Momon, Tracee Tyree. Lashondra Statham

	January 2024 S.O.A.R. Program Party Animals February 2024 S.O.A.R. Program Hot Chocolate and Smore Mania March 2024 S.O.A.R. Program Glow Dance Party		
River's Edge Elementary will implement classroom-based **Fun Fridays:** The school will ensure all classroom teachers host Fun Friday activities that promote positive student behavior. **Resources:** S.O.A.R. Behavior Cards, PBIS, Student Behavior Funds, Planning Time, School Store **Research:** Please access the link below to view resources on evidence-based uses of positive school-wide behavior programs. Inspiring Learning Through Incentives	Implementation August 2023- May 2024 Ongoing Weekly	Title I PD Funds General Funds Student Allocation	**Implementation:** Dira Harris & Tonishia Whitlow **Training**: Dira Harris, & Tonishia Whitlow **School-Based Monitoring:** Dira Harris, Tonishia Whitlow, Valerie Thomas, Adrianne Rorie, Erika Edwards, Shannon Neyland, Christie Young-Momon, Tracee Tyree. Lashondra Statham

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
Use wait time and second chance strategies to promote instructional engagement with students demonstrating off task behaviors	Identify those students who have 2 or more infractions monthly as based upon the weekly SOAR Report. Provide teachers with a list of those students so they can make parent contacts anytime in which those students are exhibiting off task behavior.

English Learners	Students with Disability
Engage ESOL instructors with helping to monitor behavior of students within their groups. Collaborate with general education and ESOL teachers to support student behavior plans.	Adhere to specific components of the Individual Education Program (IEP) to promote positive behavior. Use the Behavior Intervention Specialist and Behavior Intervention Plan (BIP) to determine specific behavior goals. Make accommodations based upon plans.
Gifted Learners	
Work collaboratively with gifted instructors to identify home related concerns and establish a plan of action for students.	

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

River's Edge Elementary School's Leadership Team (SLT) along with the School Improvement Team (SIT) met to discuss reform strategies that would address the needs of all students, but specifically those learners identified as at risk.

The team identified several support based programs designed to meet the needs of the most marginalized student learning groups. Students can be identified for services based upon various factors of performance including attendance, request, academic performance etc. The At Risk Services & Supports components are listed below:
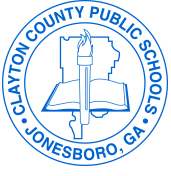
At Risk Services & Supports:

At Risk Services and Supports are meant to provide wraparound services. At Risk Services and Supports are intended to be a way of supporting individuals with a range of complex needs in any community. In addition, Wraparound services are individualized to meet the needs of each youth and family who participates.
- Caring Adult in The Building
- Lunch Bunch
- Early Intervention Program (EIP)

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

River's Edge Elementary School's Leadership Team (SLT) along with the School Improvement Team (SIT) met to discuss post secondary education. At this time, the team determined that this component was not directly related to the elementary areas of school improvement.

Nonetheless, the school does incorporate some components of extended learning through the school level programs. Secondary Readiness components are listed below:

Secondary Readiness (At the Elementary Level)
- Gifted Learning Program
- R.E Remediation/Enrichment Instructional Block
- Walk to R.I.T

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.);

River's Edge Elementary School's Leadership Team (SLT) along with the School Improvement Team (SIT) met to identify tiered based models that address deficit behaviors through a school-wide behavior initiative.

The team worked collectively to chart the various programs offered for students who struggle with managing or self regulating behavior. The use of school based behavior programs aided in the overall improvement of classroom learning.
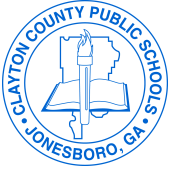
Schoolwide Tiered Behavior:

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate.
- MTSS Student Behavior Tracking
- S.O.A.R Behavior Cards
- Behavior Intervention Plans
- Behavior Assemblies

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.)*

River's Edge Elementary School's Leadership Team (SLT) along with the School Improvement Team (SIT) met to discuss professional development opportunities for teachers, paraprofessionals and other personnel.

The team outlined school based professional development that will support teacher needs and help to improve student learning outcomes.

Professional Development is an on-going strategy to keep staff abreast of the latest trends and research in education. River's Elementary has ensured that professional development opportunities are aligned with the State's academic content and student academic achievement standards by reviewing student data frequently and consistently.

Professional Development:

Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs. Professional Development components are listed below:
- One Touch Professional Development
- Rigor and Relevance
- Differentiated Instruction

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.
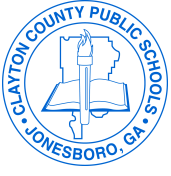
River's Edge Elementary School's Leadership Team (SLT) along with the School Improvement Team (SIT) met to review the early transition programs and the impact these programs have on overall student achievement.

The Pre-K department and kindergarten grade levels play an integral role in transitional programs. These individuals establish a protocol for communicating the events to parents through the use of connect-Ed calls, newsletters, parent notices, and website updates. These individuals also serve as parent support during the identified programs.

Transitional Programs:

Transitional Programs assess a child's strengths and independence level so certain skills can be worked on. assist in practicing life skills such as personal hygiene, transportation skills, home skills, interpersonal skills, money skills and time management abilities. Transitional Program components are listed below:

- PreK to Kindergarten Day in the Life
- Kindergarten RoundUp
- School Level Day in the Life

● Universal Day

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

River's Edge Elementary School's Leadership Team (SLT) along with the School Improvement Team (SIT) met to discuss opportunities and existing plans for family engagement. Family engagement helps to bridge the gap between school and home.

The school level parent liaison and student engagement specialist play an integral role in collaborating with the families in order to build the gap between communities and schools.

Family Engagement Programs:

Family Engagement Programs help to increase participation in positive educational outcomes and participation in school level activities. Family Engagement Programs can also help to improve educational achievement, including increased attendance and higher grades and test scores. Family Engagement Program components are listed below:

● Informal Feedback
● Parental Surveys
● Volunteering
● School Council
● Guidance/Parent Advisory Committee
● Parent Teacher Organization (PTO)
● School Conference Night
● Parent and Family Engagement Plan
● Parent-School Compact

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

The River's Edge Elementary Title and Comprehensive School Improvement Plans will be updated annually and shared with appropriate departments to include School Improvement, and Title I Budgeting. Collaboration to update and revise the School-wide Plan was done through meetings with the school leadership team. This level of collaboration and analysis has aided in implementing a successful school plan that has improved student learning outcomes in the areas of academics and attendance.
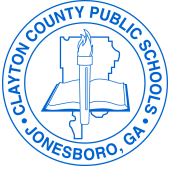
The team included grade level and department chairs, parents, the Title I Parent Liaison, counselor, and school leadership. The plans emphasize the accomplishments, growth, and overall needs of the school as well as opportunities for continued success.

All historical data was aggregated, disaggregated, reviewed, and analyzed to look at trends and to help determine goals for the 2023-2024 school year. Based on findings from these committees, the types of programs that would be implemented were determined as well as the allocation of Title I funds. The school-wide plan is a dynamic document that can be updated to meet changing needs. Meetings to review the school-wide plan are conducted semi-annually to give stakeholders the opportunity to provide feedback on the plan.

Revision & Monitoring of School Wide Plan:

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. Its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards. Revision of the School Wide Plan components are listed below:
- Plan Do Check Model

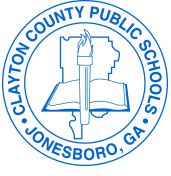- Leadership Team Meetings
- Leadership Retreat

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.

River's Edge Elementary School's Leadership Team (SLT) along with the School Improvement Team (SIT) met to review the ESSA Requirements. The team will jointly develop with parents of participating children a school-parent compact. The compact will outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

River's Edge Elementary School has developed and annually revises a School-Parent Compact along with parents, student volunteers, and members of the community, and school administration and faculty. All parents and students are invited each year by the school principal to attend the Title I Planning Meeting to provide input in revising the compact. This School-Parent Compact and Involvement Plan sets the expectations of each of the parties regarding the responsibilities for the education of students. The compact will be sent home to all families with the students and will be posted on the school's website and in the Parent Center. The Compact Involvement Plan will be signed and dated by the teacher, student, and parent(s). The School-Parent Compact Involvement Plan will be revisited with parents during conferences and other Title I meetings.

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.

River's Edge Elementary School's Leadership Team (SLT) along with the School Improvement Team (SIT) met to review the School Plan and Development. The team will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address root causes of academic problems. For example, the team will devote resources to improve academic achievement for our students. We must increase teachers' overall efficacy. This is done through planned, consistent and pervasive professional development during the school day through the support of our instructional site facilitator and after school hours through direct instruction for teachers and staff. To that end, we have dedicated a large portion of our Title I funds to professional development including release time, resources, supplies, consultants, and materials to make the opportunities effective.
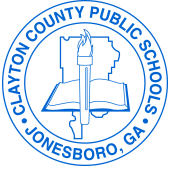
Our training sessions will occur on site during monthly reserved professional learning times. Our teachers, paraprofessionals, administrators will learn from subject-matter experts. Learners will engage in a variety of school improvement professional development activities related to strengthening personnel competencies that are needed to effectively enable all students to meet state academic achievement standards. These activities will address school improvement initiatives, needs identified in the staff evaluation process, or mandated professional learning. We will continue to ensure our Parent Liaison participates in all mandatory Title I training.

The Team will also provide opportunities for parents to engage in learning activities. Learning opportunities take place through Saturday Parent Academies, PTA meetings, Curriculum Nights, and other evening meetings/trainings with parents. River's Edge Elementary will garner educational consultants to provide specific content or subject-matter training to parents. To encourage parent participation in these trainings, Title I funds will be used to provide parent resources and access to technology. To maximize funding, all professional development funds that

include Title I, IDEA, Title II, District Professional Learning and other funds will be used to support our training needs.
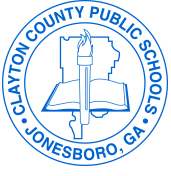
Professional Development (question 2-iv)

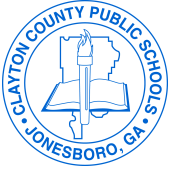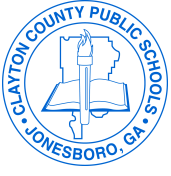| Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
Content Training for all Content Areas to Accelerate Student Learning	September 2023-April 2024	K-5 Teachers Math, Reading, Science. Social Studies	Clayton County Public School Content Department Consultant TBD
Lesson Plan Collaboration	September 2023-April 2024	K-5 Teachers Math, Reading, Science. Social Studies	Clayton County Public School Content Department Consultant TBD
Kinesthetic & Tactile Learning Strategies	September 2023-April 2024	K-5 Teachers Math, Reading, Science. Social Studies	Clayton County Public School Content Department Consultant TBD
Data Analysis & Common Assessment Analysis Planning	September 2023-April 2024	K-5 Teachers Math, Reading, Science. Social Studies	Clayton County Public School Content Department Consultant TBD

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	October 2023	
School-Family Compact Discussion: Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)	October 2023	
Annual Title I Parent Meeting: Meeting held Documents posted on school website	September 2023	
Building Parent Capacity Fall: (F2F or Zoom) *Required Parent Capacity Events (An event can be a workshop, night event, or a Zoom workshop. Checklists are required with every event, and the event must be aligned with the school goals.* Curriculum Workshop 1	October 2023	
Building Parent Capacity Fall: Curriculum Workshop 2	November 2023	
Building Parent Capacity Fall: Technology/Copyright Piracy Workshop	December 2023	
Building Parent Capacity Fall:	December 2023	

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
EL Parent Workshop (if applicable)		
Building Parent Capacity Continuous Communications (Fall) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	December 2023	
Building Staff Capacity (Fall):	#1 September 2023 #2 October 2023 #3 November 2023	
Building Staff Capacity Continuous Communications (Fall): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	December 2023	
Fall October Data Dig: PLC to review Dashboard Data	#1 February 2024 #2 April 2024	
Fall December Data Dig: PLC to review Dashboard Data	March 2024	
Building Staff Capacity (Spring):	February 2024	
Building Parent Capacity Spring: Curriculum Workshop 3	March 2024	
Building Parent Capacity Spring: Assessment Workshop	May 2024	

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	
Building Staff Capacity Continuous Communications (Spring): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	March 2024	
Building Parent Capacity Continuous Communications (Spring) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	March 2024	
Spring March Data Dig PLC to review Dashboard data	April 2024	
Spring May Data Dig PLC to review Dashboard data	April 2024	
Input Meeting (s) FY23: Staff Parents/Families Students	October 2024	

Tentative Budget