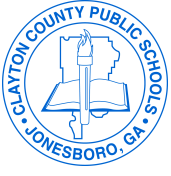


Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN		
School Name: Thurgood Marshall Elementary		District Name: Clayton County Public Schools
Principal Name: Candice Dillard		School Year: 2023-2024
School Mailing Address: 5885 Maddox Road Morrow, Ga 30260		
Telephone: 678-827-7942		
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: <i>Candice RM Dillard</i>		Date: Jul 30, 2023
Title I Director's Signature:		Date:
Assistant Superintendent's Signature:		Date:
TLSI Deputy Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:

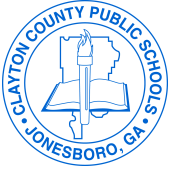


Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

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
Candice Dillard	Principal
Evelyn Hodges	Assistant Principal
Gerald Yancey	Assistant Principal
Demetrius Smith	Counselor
Quovadia Speakman	Counselor
Inga Moore	Student Engagement Specialist
Saniyah Moore	Title 1 Academic Coach
Dr. Shakila Green	EIP Teacher
Veronica Williams	EIP Teacher
Briana Scott	EIP Teacher
April Jackson	Kindergarten Grade Level Chair
TrKia Ingram	1st Grade Level Chair
Bridgette Smith	2nd Grade Level Chair
Daniella Allen	3rd Grade Level Chair
Luella Young	4th Grade Level Chair
Rashaeda Goodwin	5th Grade Level Chair
Gail Darden	EIP Lead
Dr. Angela Kinnel	ESOL Lead
Kenneth Staten	Specials Lead
Kendalyn Thomas	Parent



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

Data:

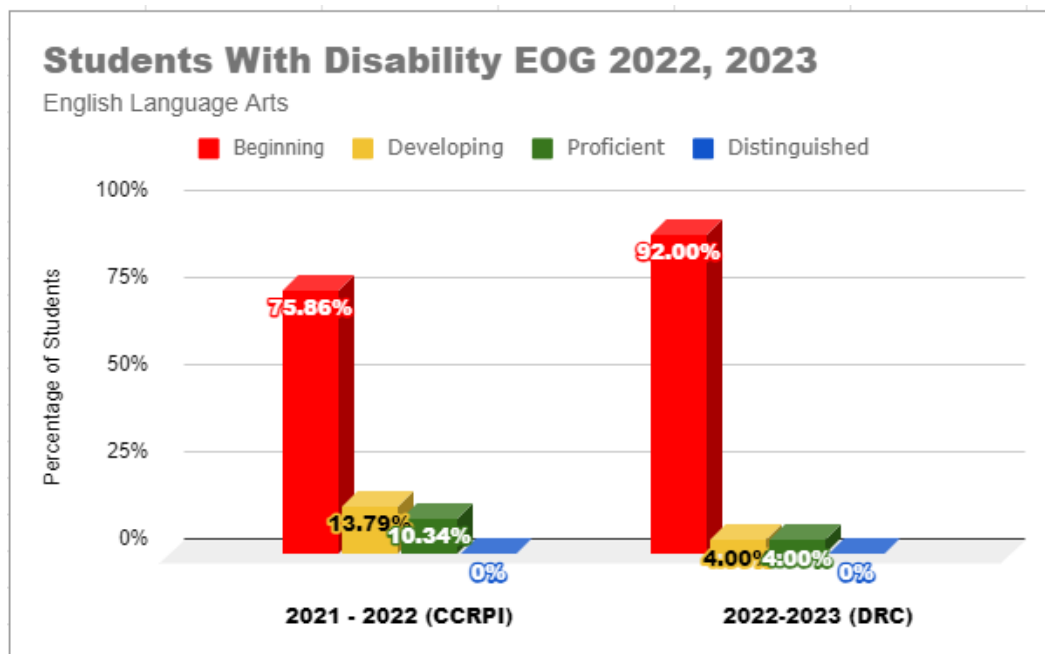
Include student achievement data charts/graphs and a written summary of the data that represent the schools' various subgroups (Academics, Discipline, and Attendance). Samples of student achievement data reports (MAP, Access Reports, EOC, Milestones).

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.**

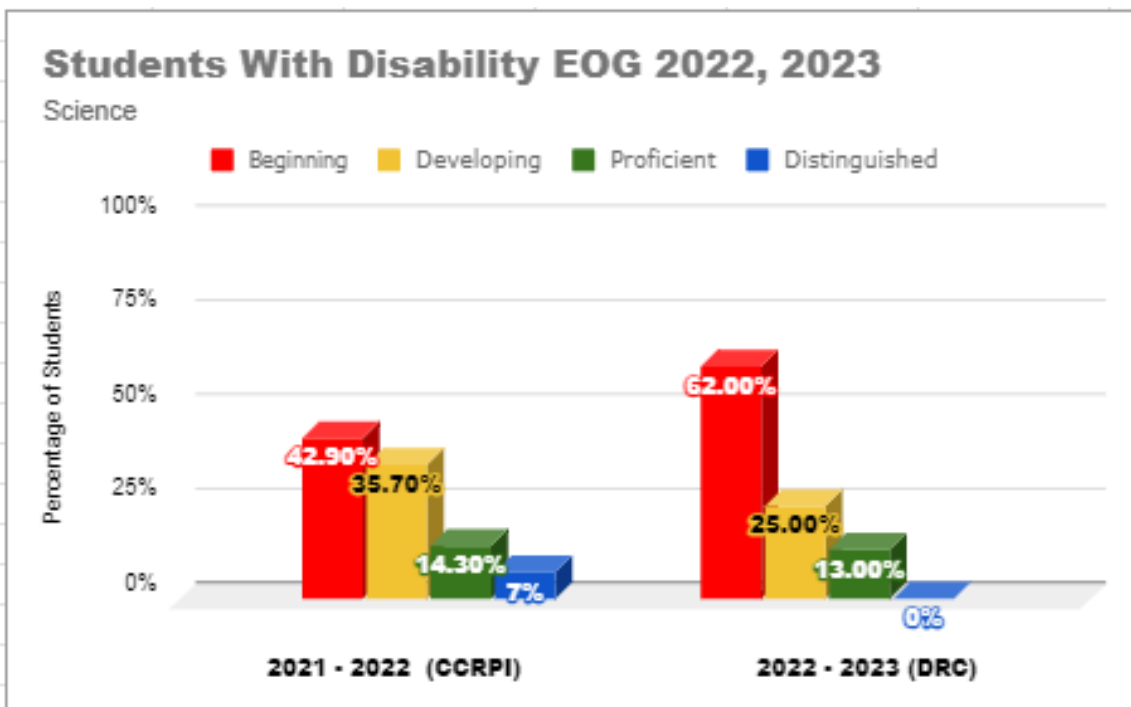
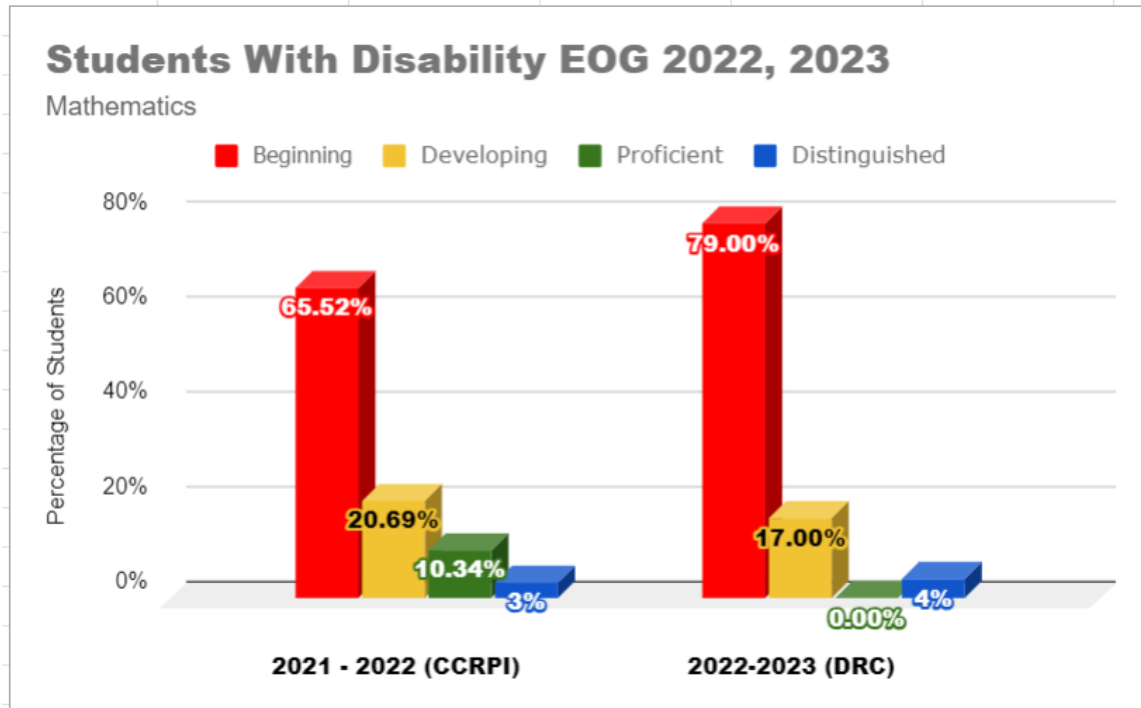
SWD:

When comparing the 2022 data to the 2023 data, Students With Disability (SWD) showed an increase in the beginning learner performance level in all tested content areas and a decrease in the developing, proficient, and distinguished learner performance level in English Language Arts and Science. Subsequently, SWD did show a 1% increase in the distinguished learner performance level in the content area of Mathematics.





Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

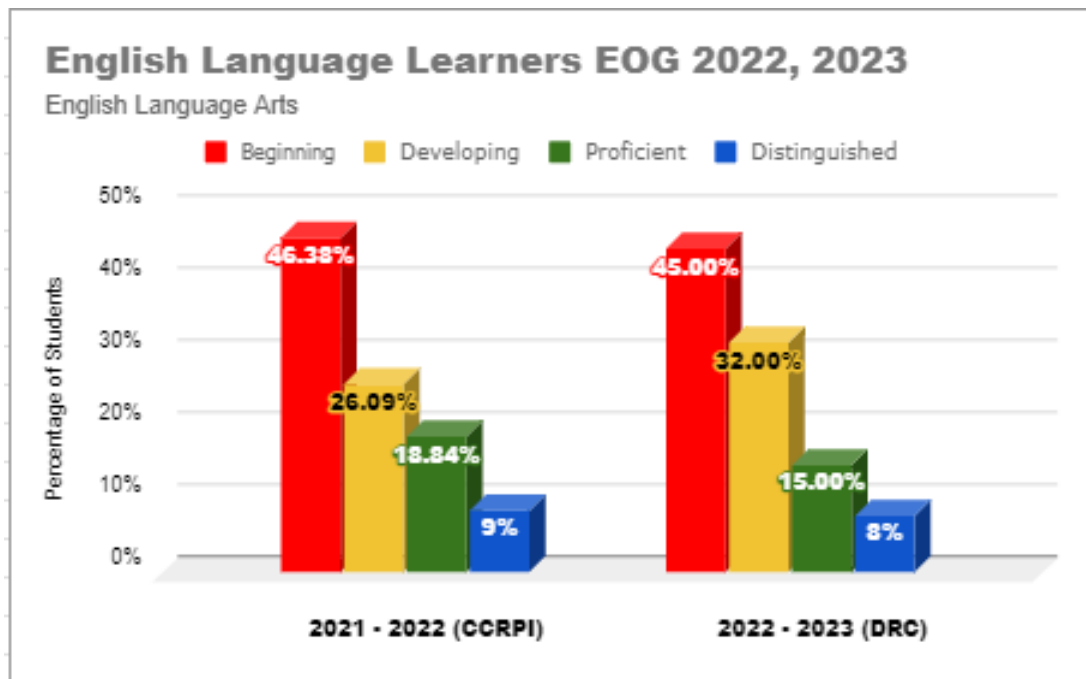




Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

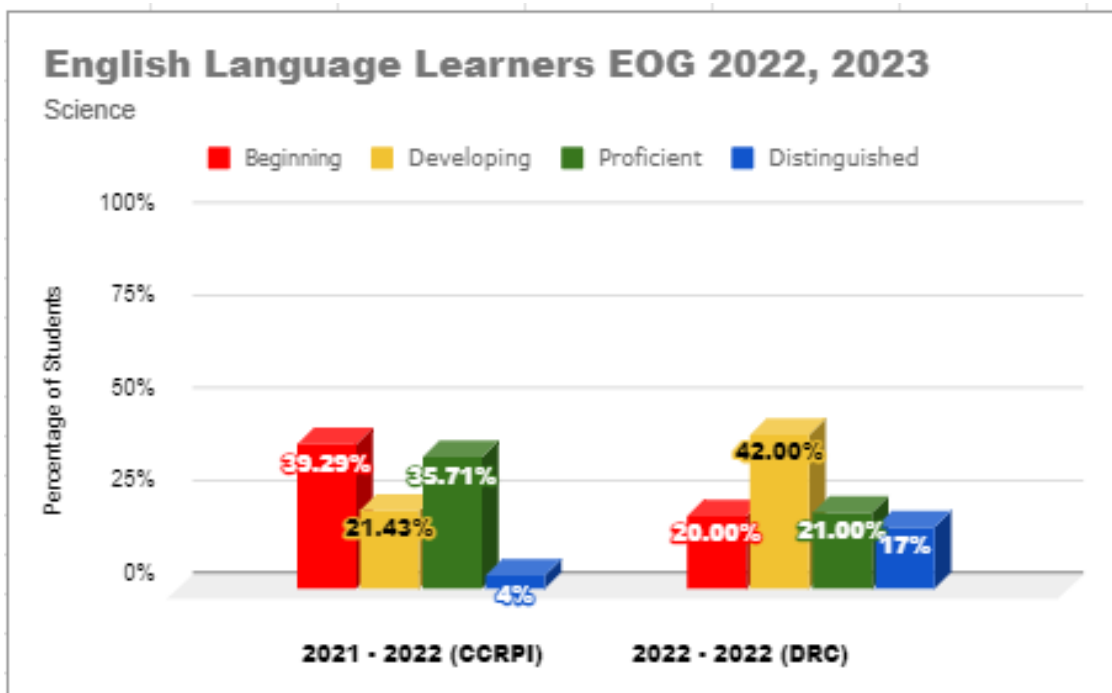
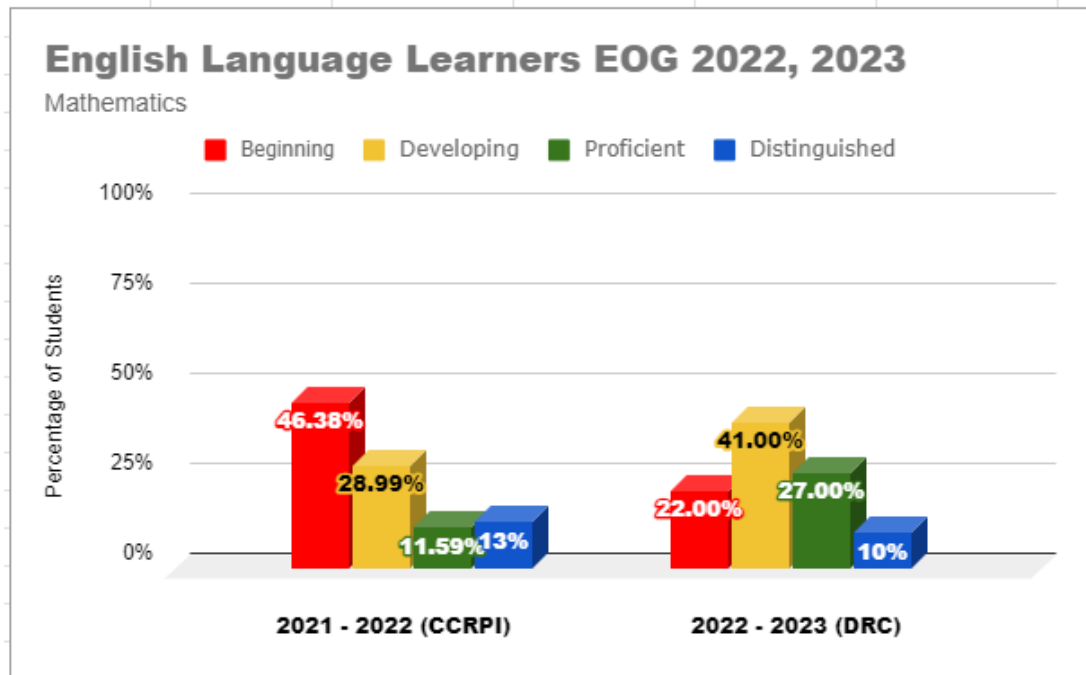
ELL:

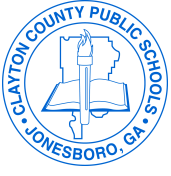
When comparing the 2022 data to the 2023 data, English Language Learners (ELL) showed a consistent decrease in the beginning learner performance level and a consistent increase in the developing learner performance level in all content areas. The percentage of ELL proficient learners decreased in the areas of English Language Arts and Science but increased in the area of Mathematics. The percentage of Distinguished ELL learners slightly decreased in the areas of English Language Arts and Mathematics but showed a significant increase in the area of Science.





Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

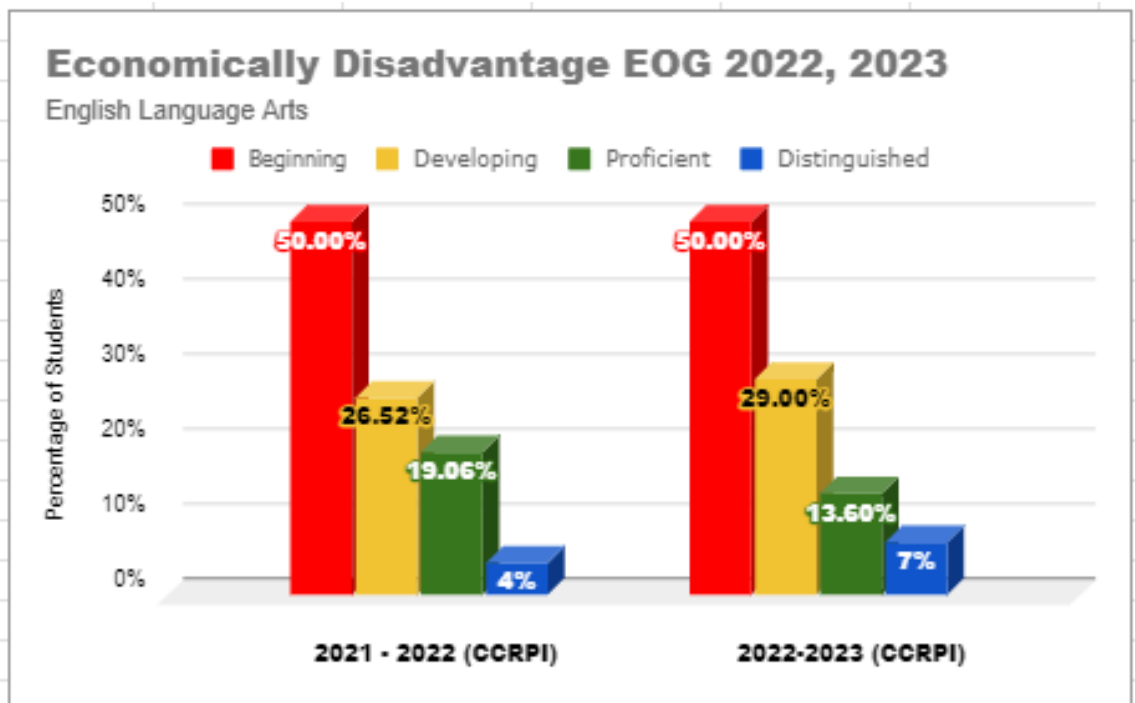




Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

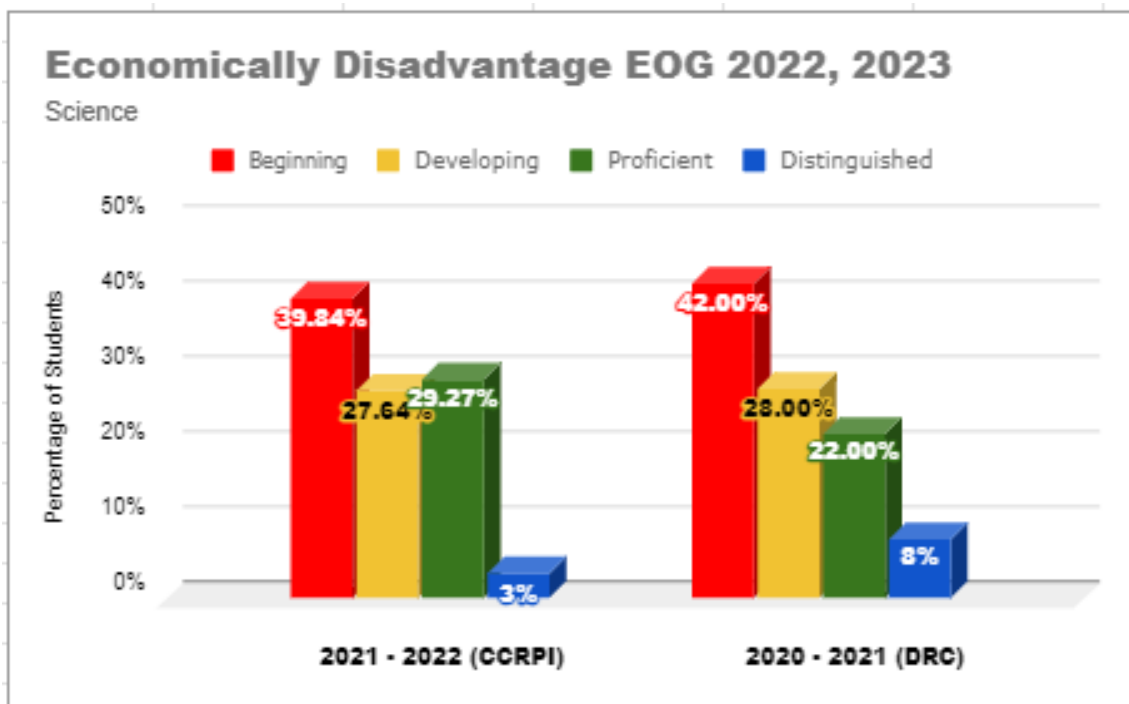
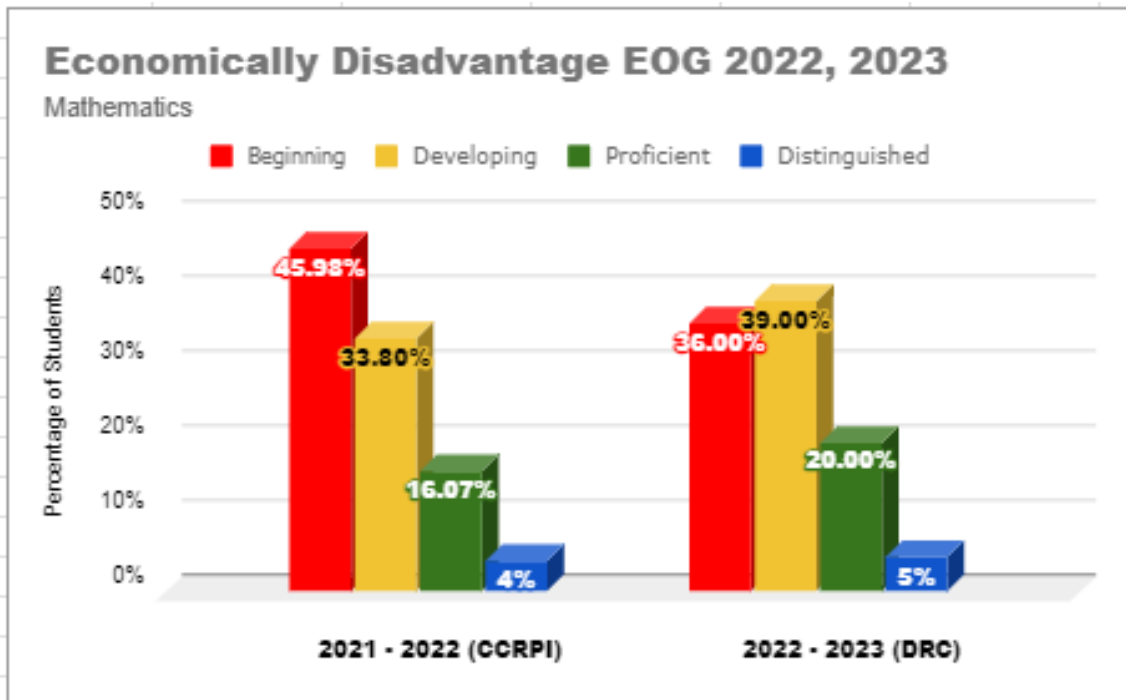
ED:

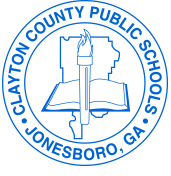
When comparing the 2022 data to the 2023 data, Economically Disadvantage demonstrated and consistent increase in the developing and distinguished learner performance level in all content areas. The percentage of proficient learners increased in the area of Mathematics; however, it decreased in the area of English Language Arts and Science. The percentage of developing learners decreased in the area of Mathematics, started constant in the area of Science, and decreased in the area of English Language Art.





Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

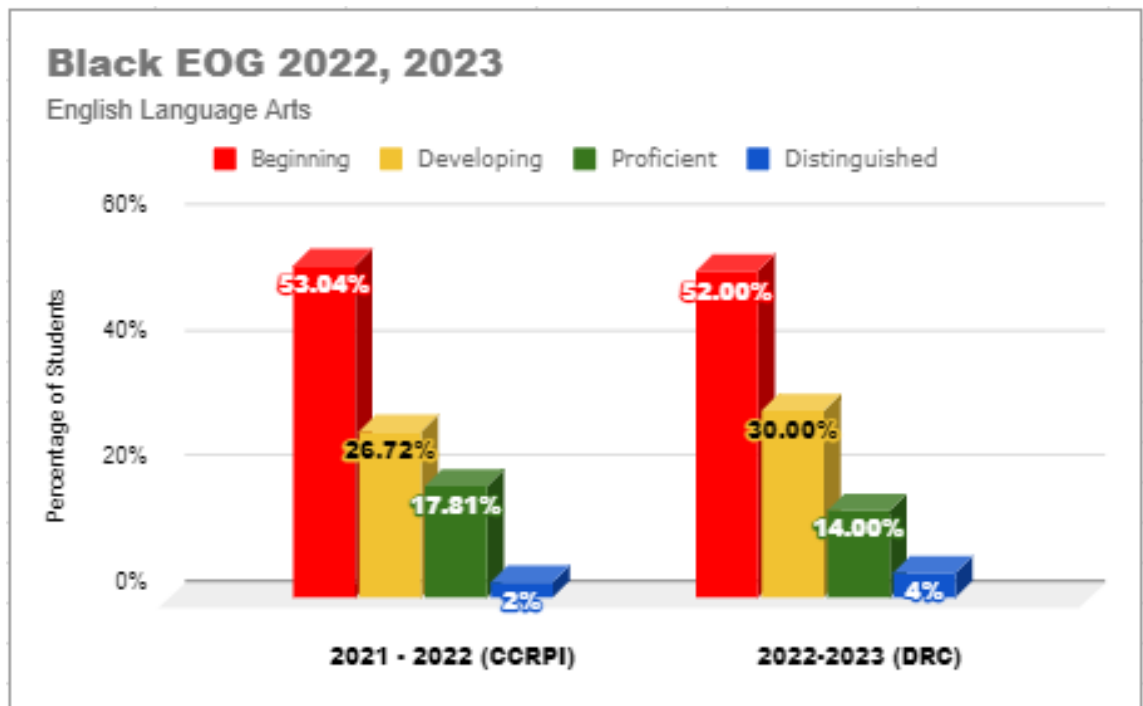




Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

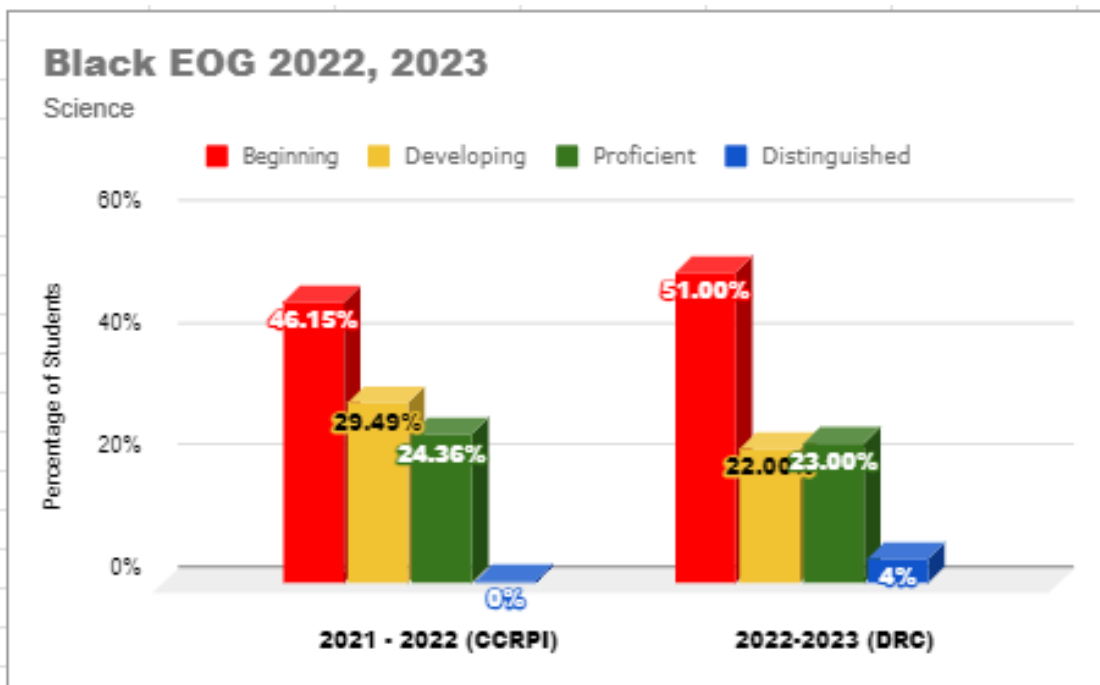
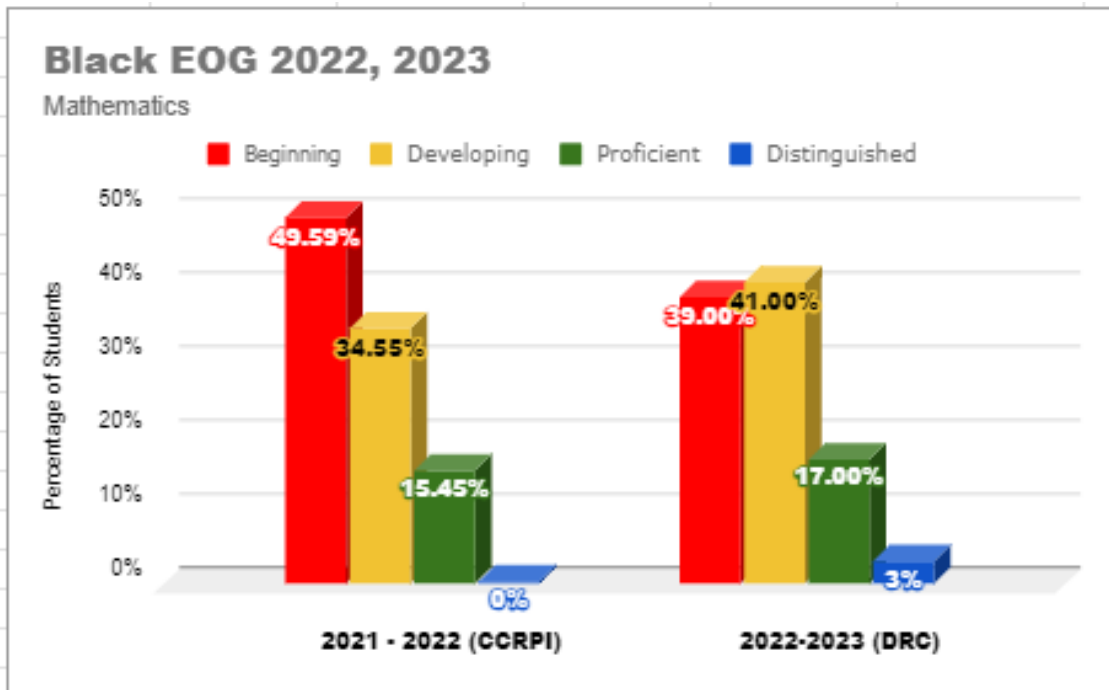
Black- Non-Hispanic:

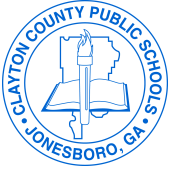
When comparing the 2022 data to the 2023 data, our Black/Non-Hispanic subgroup showed significant improvement in the content area of Mathematics. The percentage of developing learners decreased and the percentage of beginning, proficient, and distinguished learners showed 2% or greater increase. The developing learners showed a decrease in English language Arts and Mathematics, but demonstrated an increase in Science. The distinguished learner performance level showed an increase in all content areas as well.





Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

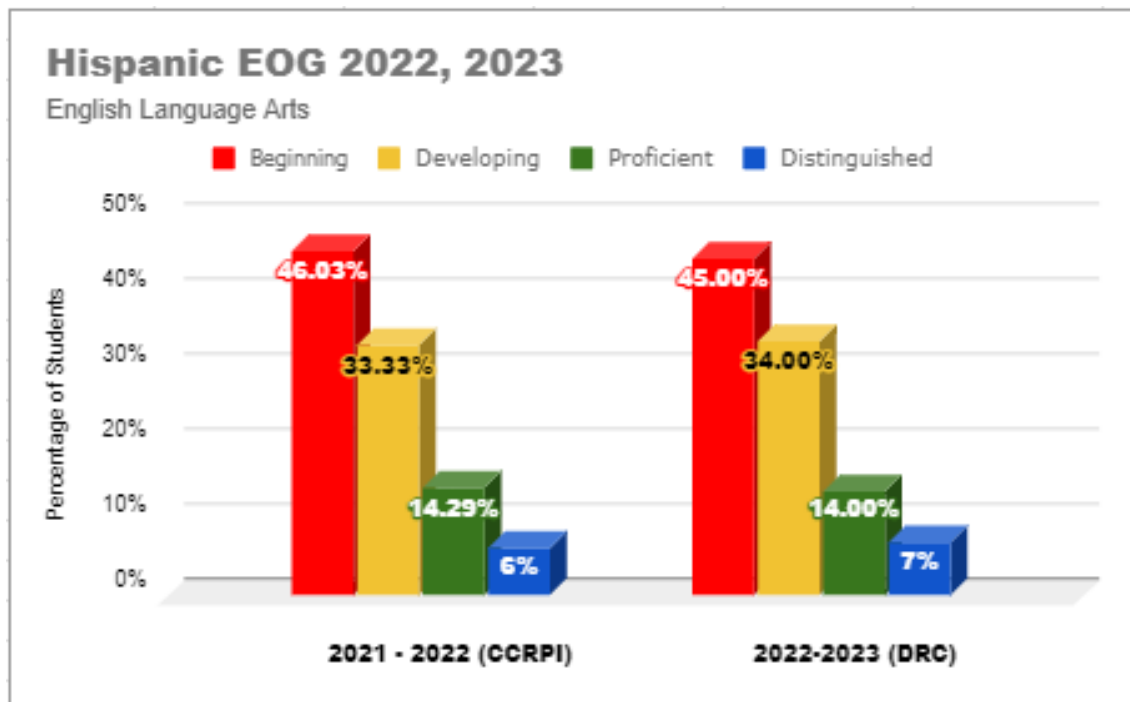




Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

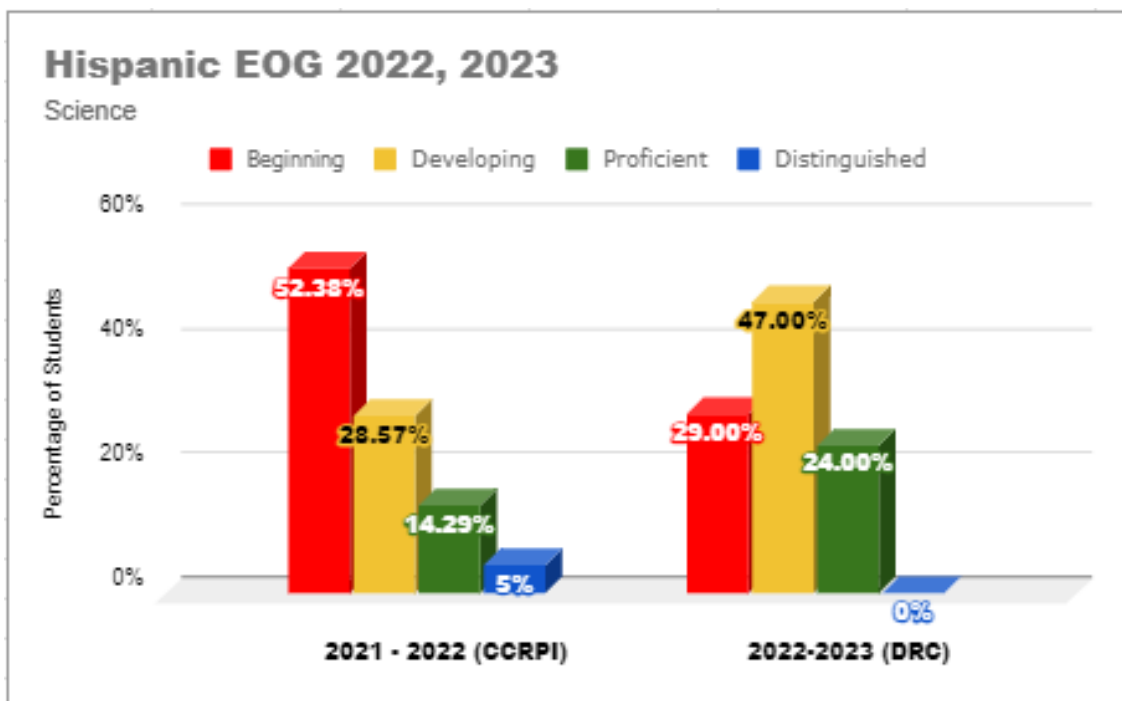
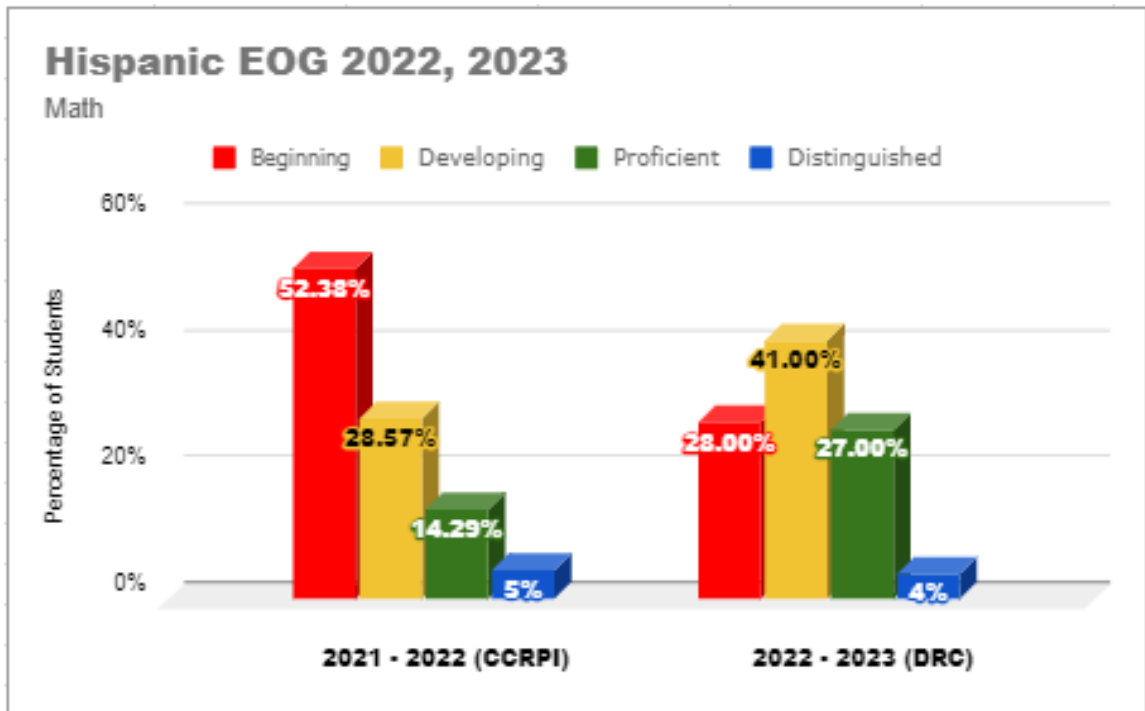
Hispanic:

When comparing the 2022 data to the 2023 data, our Hispanic subgroup showed a significant percent decrease in the beginning learner performance level while the developing and proficient learner performance level showed a significant percent increase in the content areas of Mathematics and Science. In the content area of English Language Arts, our Hispanic subgroup showed minimal improvement; beginning learners decreasing by 1% and developing, proficient, and distinguished learners increasing by 3% or less.





Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

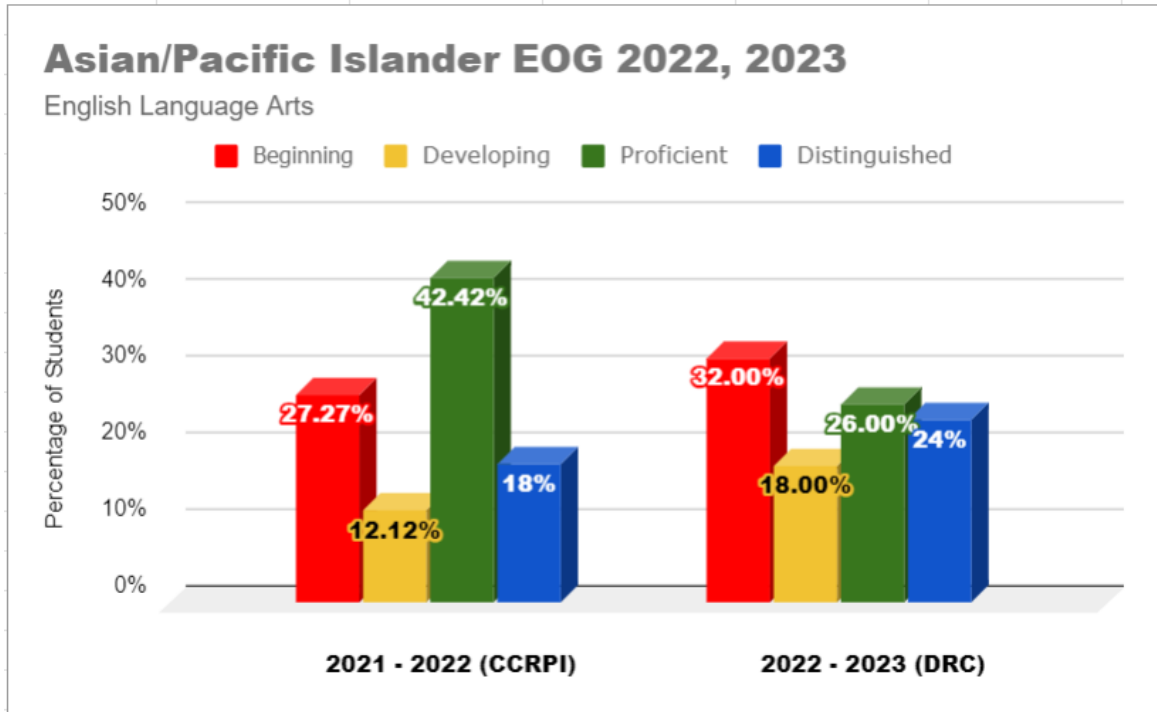




Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

Asian/Pacific Islander:

When comparing the 2022 data to the 2023 data, the Asian/Pacific Islander subgroup demonstrated an increase in the distinguished learner performance level in the English Language Arts and Science content area. Within this same subgroup, the developing learner demonstrated an increase in English Language Arts and Math, yet a decrease in Science.

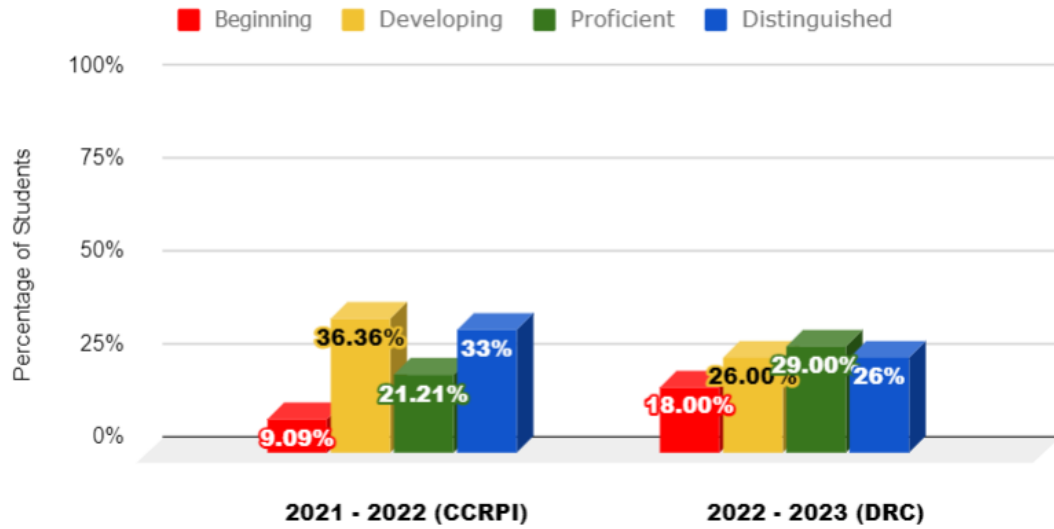




Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

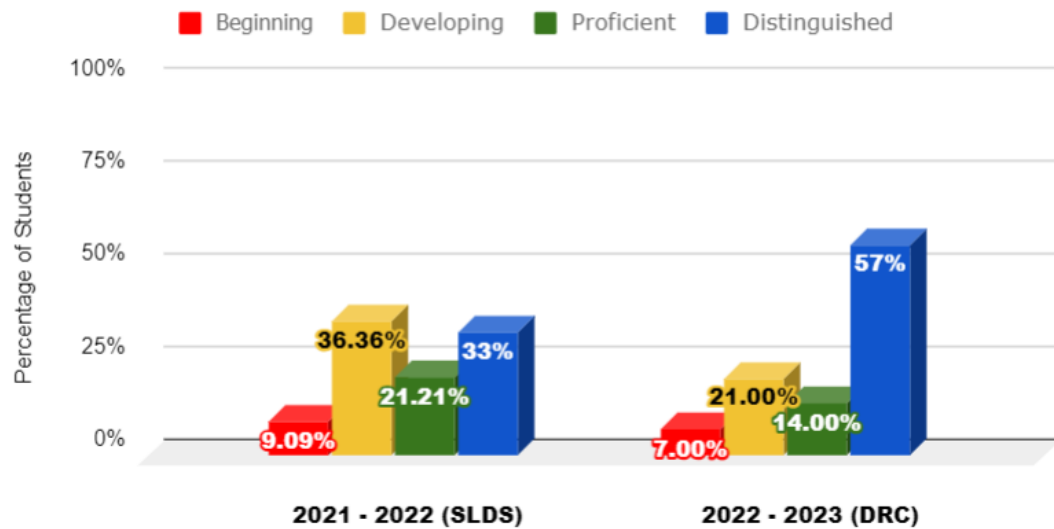
Asian/Pacific Islander EOG 2022, 2023

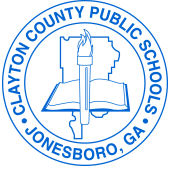
Mathematics



Asian/Pacific Islander EOG 2022, 2023

Science

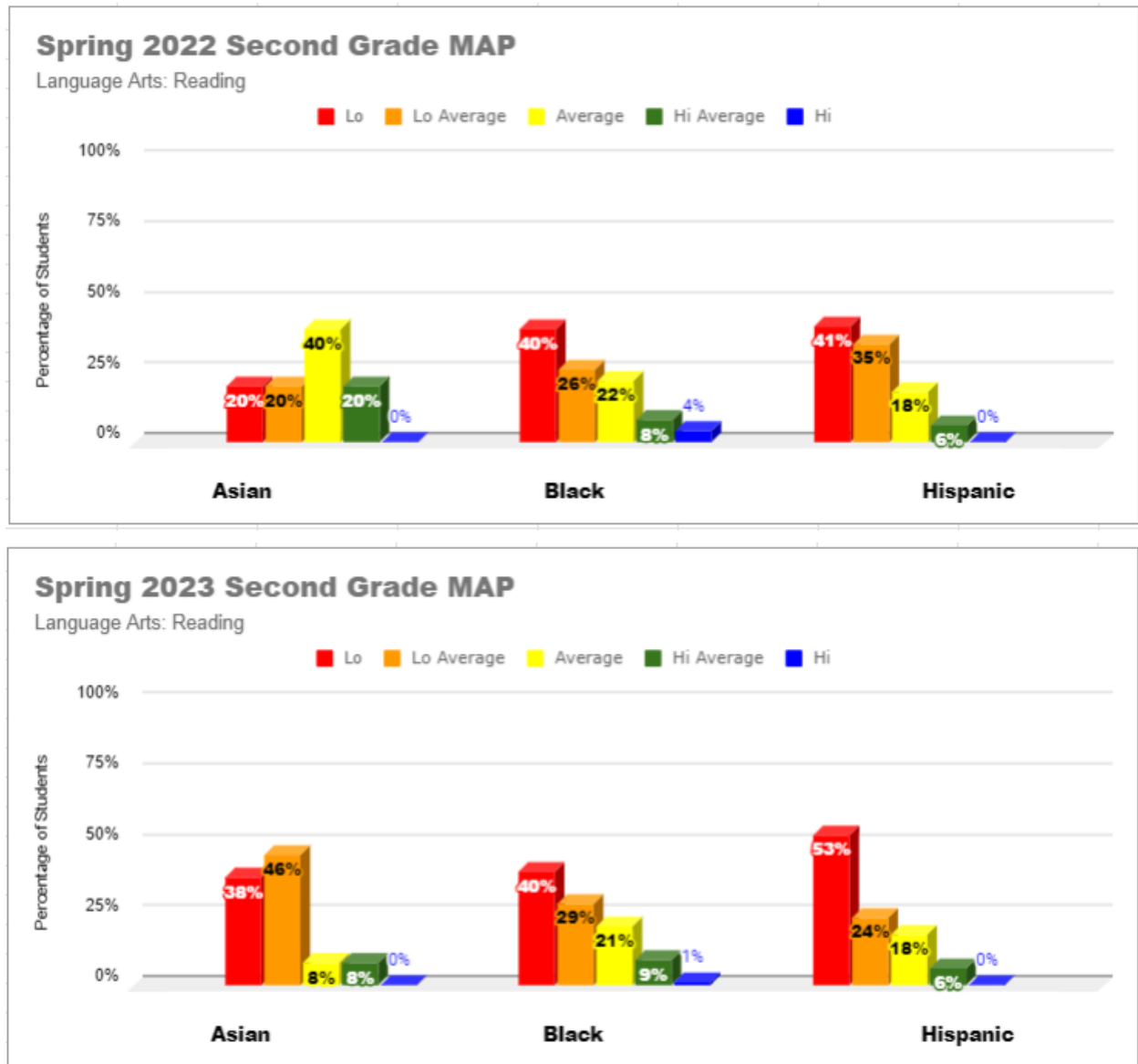




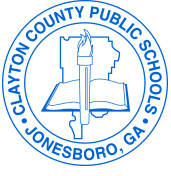
Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

- 2) 2 or 3 years of the current MAP scores, if available. Provide displays of grade level data by subgroups.

Second Grade

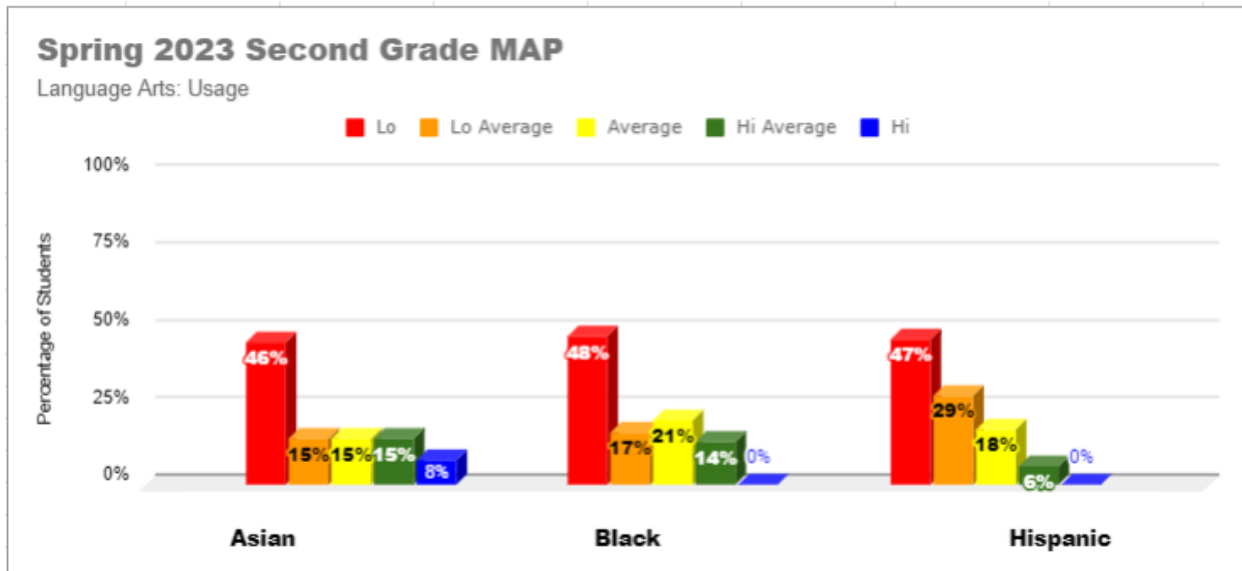
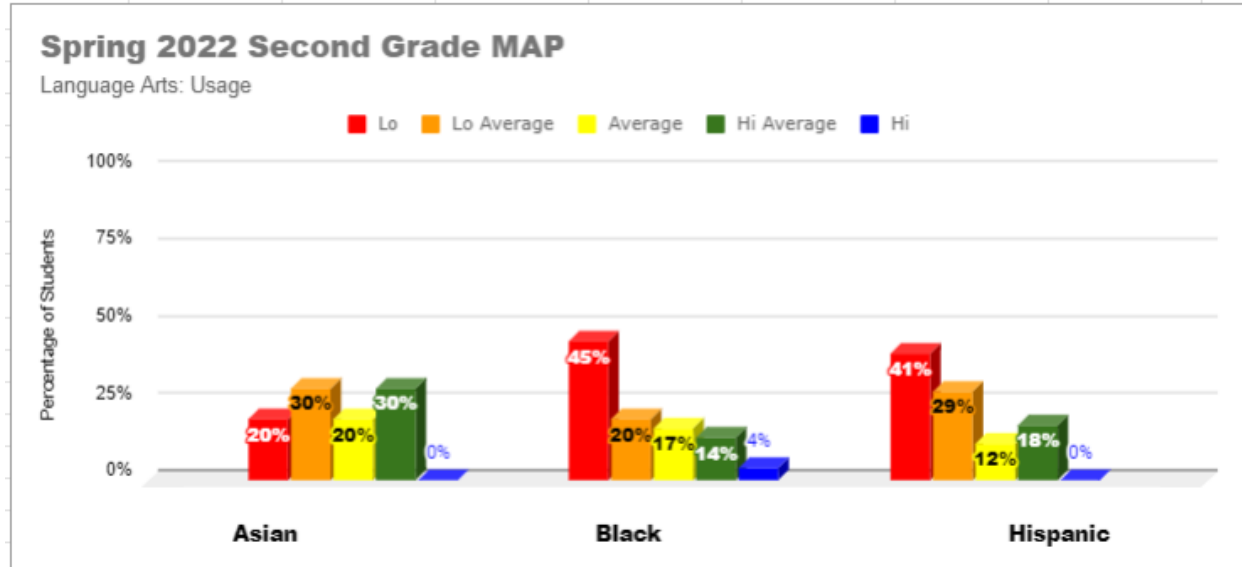


Summary: When comparing the Spring 2022-2023 2nd Grade subgroup charts for Reading, the percentage of Asian, Black, and Hispanic students showed an increase in the Lo percentile level. Asian and Black students showed an increase in the Lo Average percentile level, whereas Hispanic students showed a decrease. In the Average, and Hi Average percentile levels, the percentage of students decreased for Asian students, and remained relatively the same for Black and Hispanic students. The percentage of students

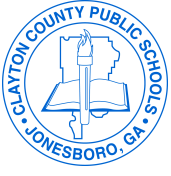


Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

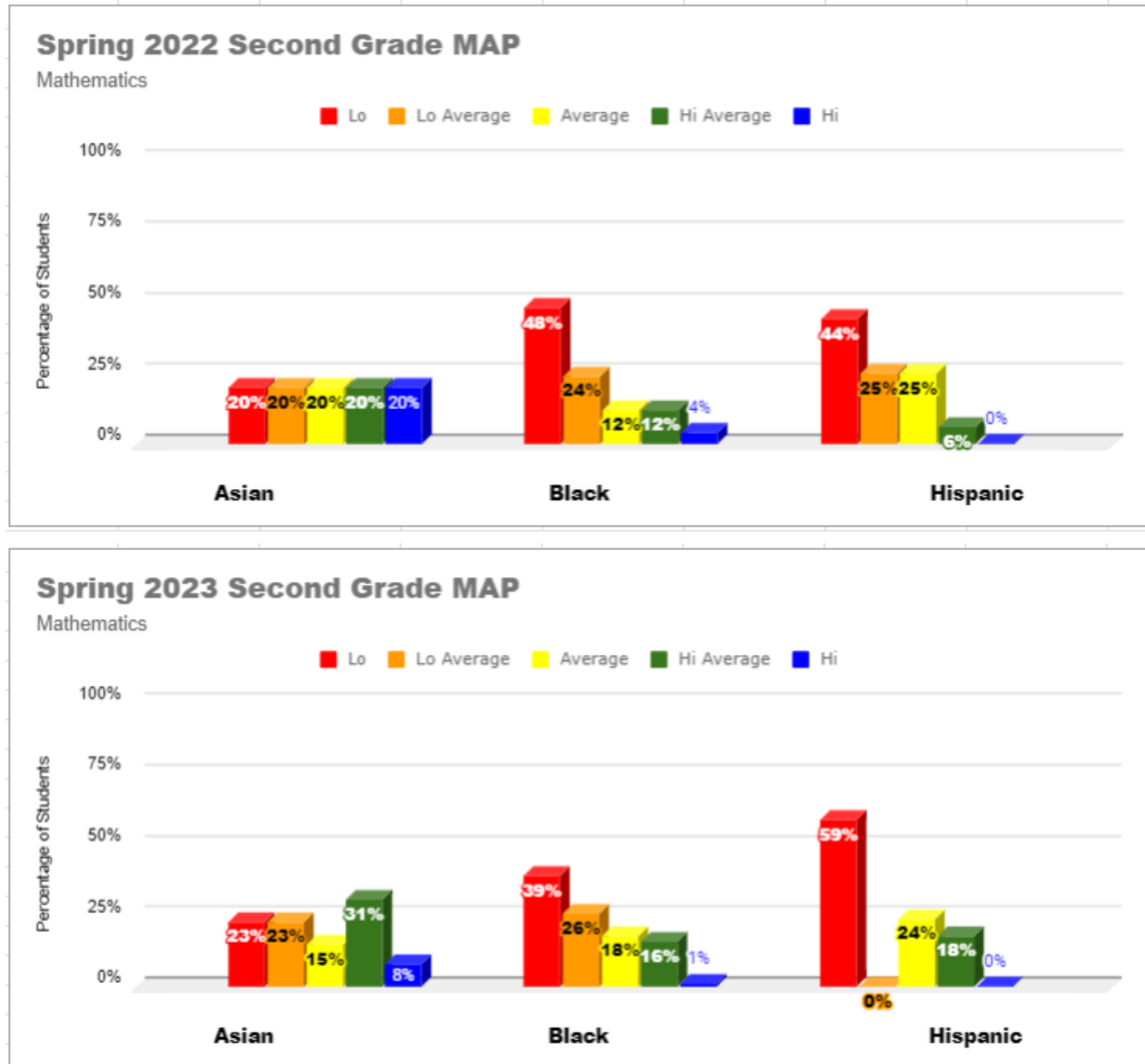
in the Hi percentile level remained the same for Asians and Hispanics, and decreased for Blacks.



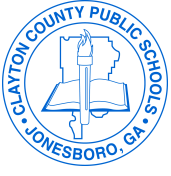
Summary: When comparing the Spring 2022-2023 2nd Grade subgroup charts for Language Usage, the percentile levels of Asian, Black, and Hispanic students showed an increase in the Lo percentile level. Asian and Black students showed a decrease in the Lo Average percentile level, whereas Hispanic students showed an increase. The percentage of students in the Average percentile level, decreased for Asian students, and increased for Black and Hispanic students. The percentage of students in the Hi Average percentile level decreased for Asians and Hispanic students, and increased for Black students. The percentage of students in the Hi percentile level decreased for Asian students, and remained relatively the same for Black and Hispanic students.



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan



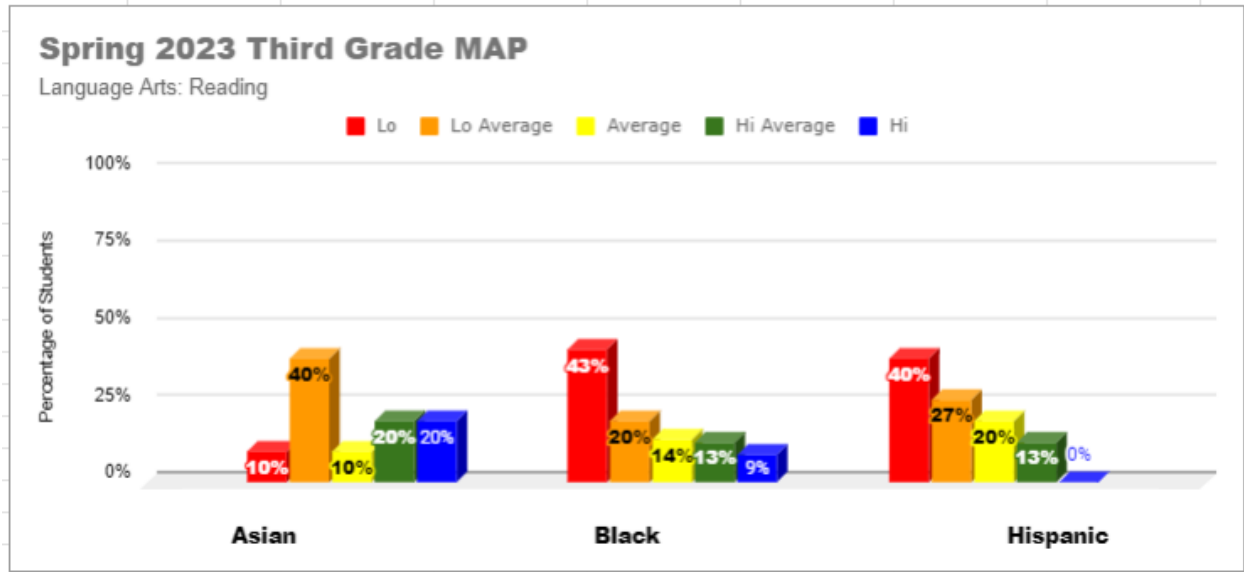
Summary: When comparing the Spring 2022-2023 2nd Grade subgroup charts for Math, the percentile levels of Asian and Hispanic students increased, decreased for Black students in the Lo percentile level. Asian and Black students showed an increase in the Lo Average percentile level, whereas Hispanic students showed a decrease. The percentage of students in the Average percentile level decreased for Asian students, increased for Black students, and stayed relatively the same for Hispanic students. The percentage of students in the Hi Average percentile level increased for Asians, Black, and Hispanic students. The percentage of students in the Hi percentile level decreased for Asian and Black students, and remained relatively the same for Hispanic students.



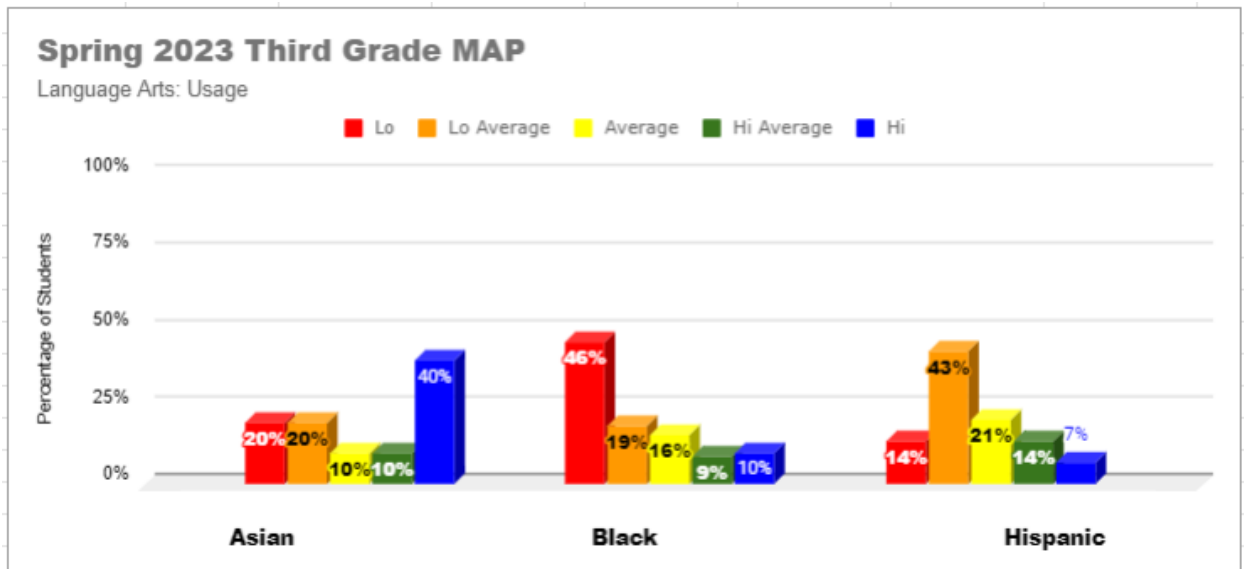
Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

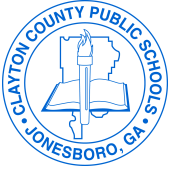
Third Grade

Spring 2022 Third Grade MAP: Language Arts Reading - No Data Found



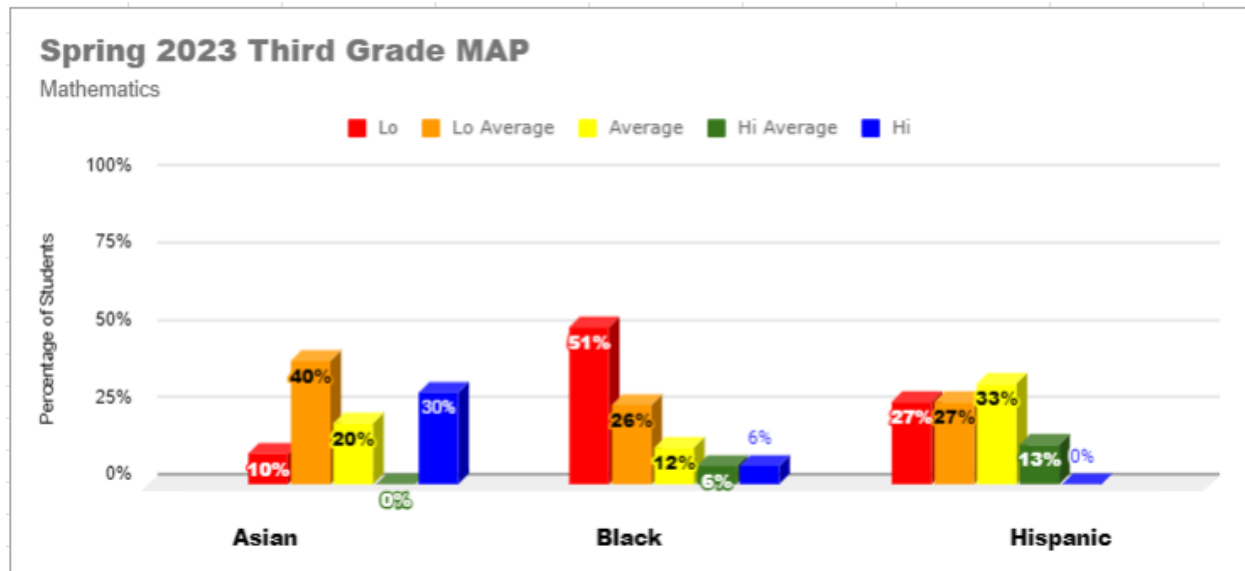
Spring 2022 Third Grade MAP: Language Arts Usage - No Data Found

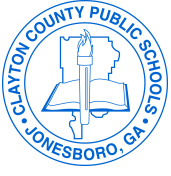




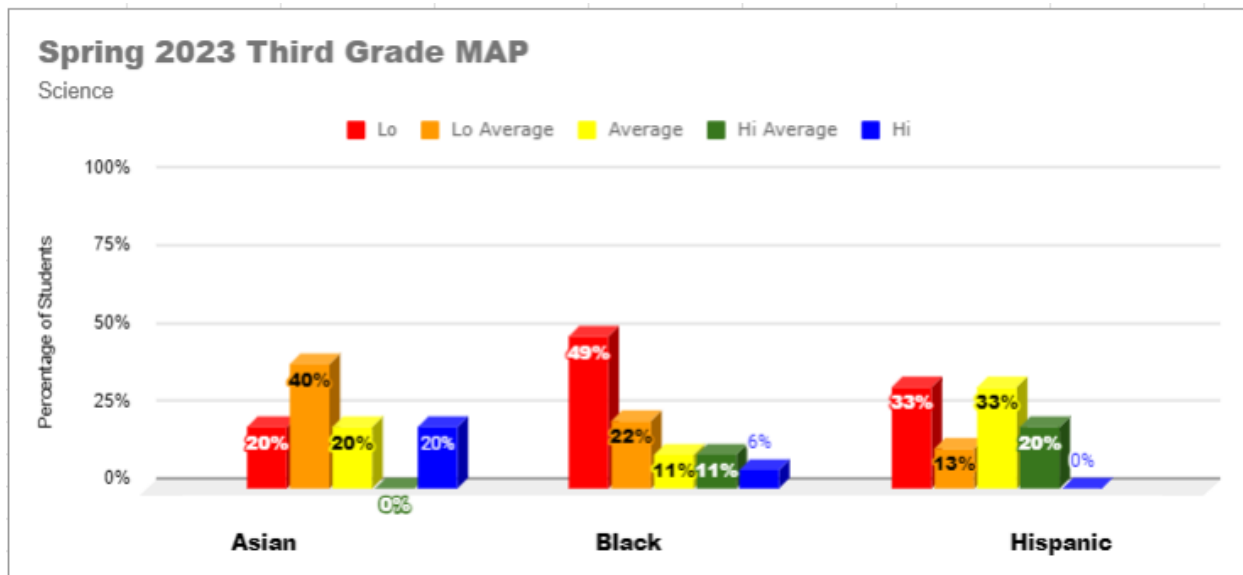
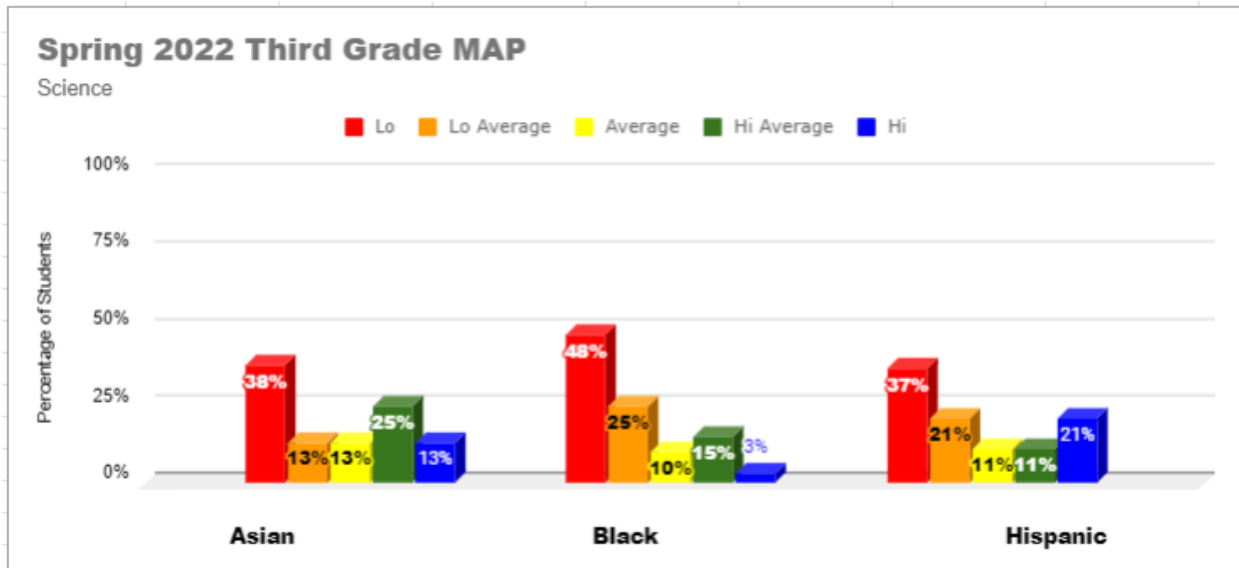
Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

Spring 2022 Third Grade MAP: Mathematics - No Data Found

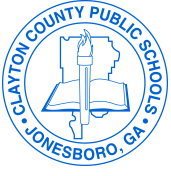




Clayton County Public School 2023-2024 Comprehensive School Improvement Plan



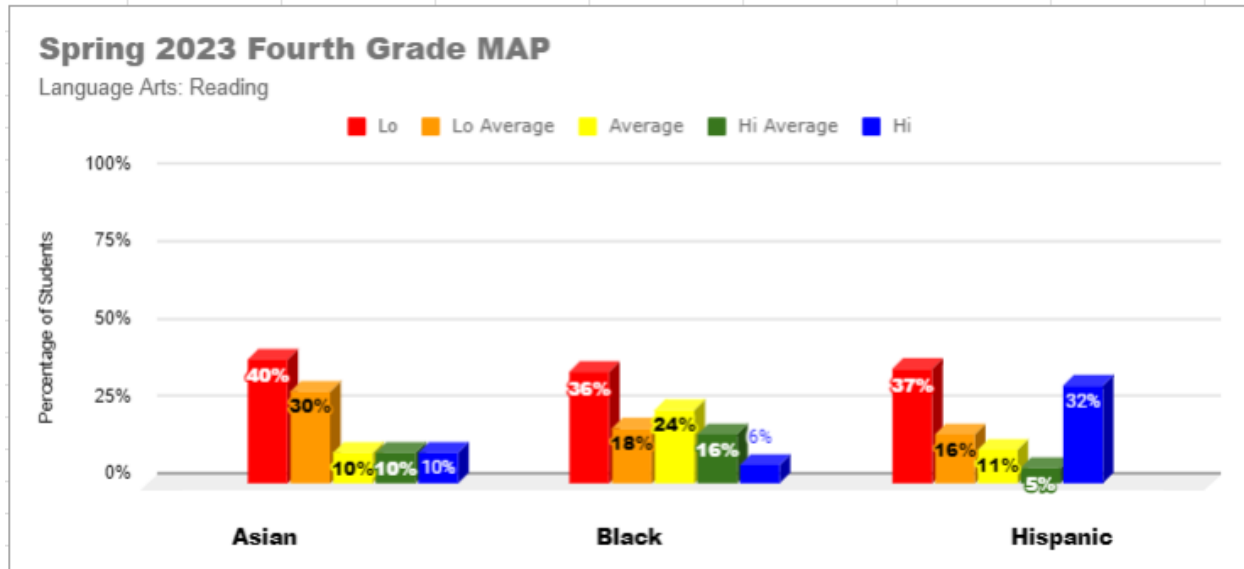
Summary: When comparing the Spring 2022-2023 3rd Grade subgroup charts for Science, the percentile levels of Asian and Hispanic students showed a decrease in the Lo category, and Black students stayed relatively the same. Asian students showed an increase in the Lo Average percentile level, whereas Black and Hispanic students showed a decrease. The percentage of students in the Average percentile level, increased for Asian and Hispanic students, and stayed relatively the same for Black students. The percentage of students in the Hi Average percentile level decreased for Asians and Black students, and increased for Hispanic students. The percentage of students in the Hi percentile level increased for Asian and Hispanic students, and decreased for Black students.

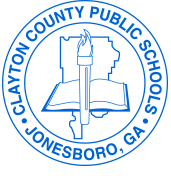


Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

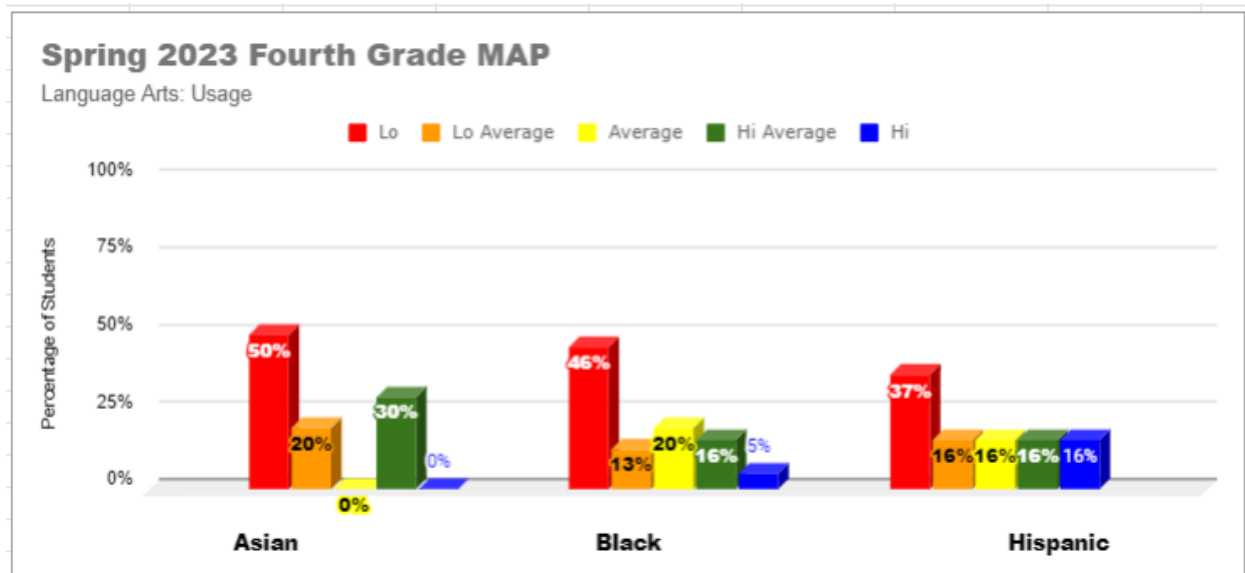
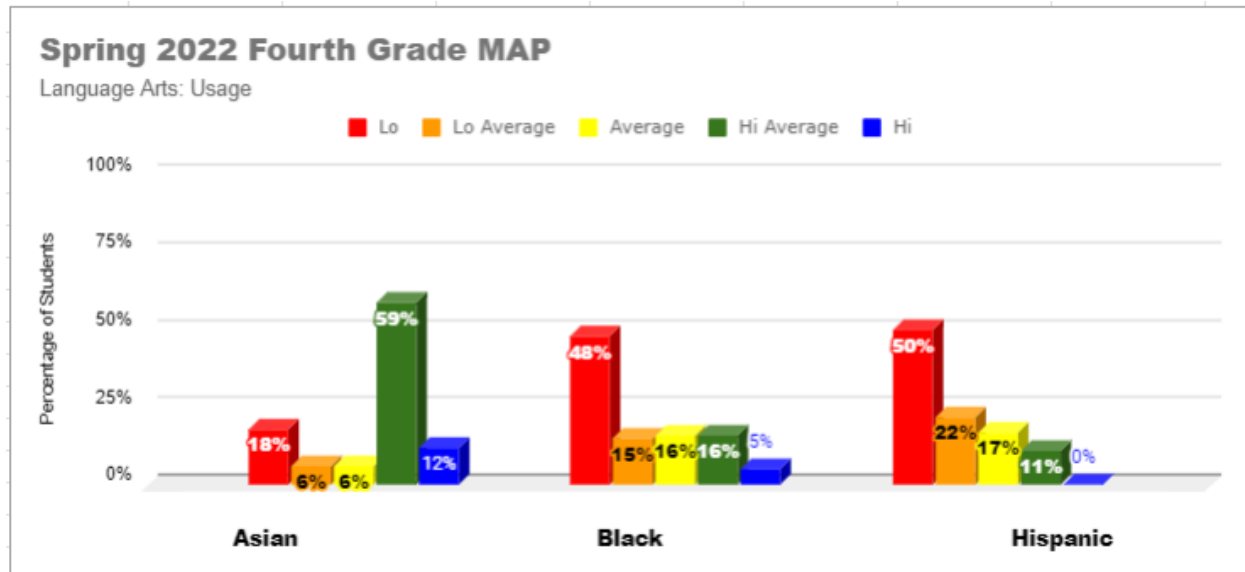
Fourth Grade

Spring 2022 Fourth Grade MAP: Language Arts - Reading - No Data Found

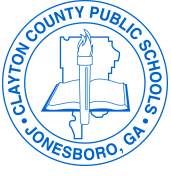




Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

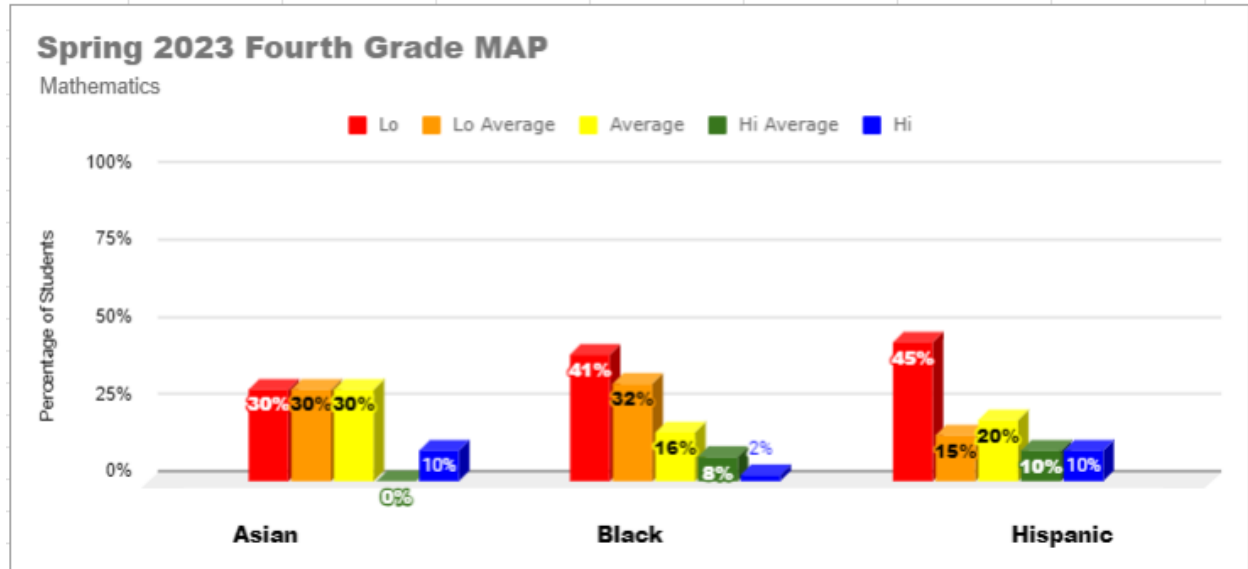


Summary: When comparing the Spring 2022-2023 4th Grade subgroup charts for Language Usage, the percentile levels of Asian students increased, stayed relatively the same for Black students, and decreased for Hispanic students in the Lo percentile level. Asian students showed an increase in the Lo Average percentile level and showed a decrease for Black and Hispanic students. The percentage of students in the Average percentile level decreased for Asian students, and increased for Black and stayed relatively the same for Hispanic students. The percentage of students in the Hi Average percentile level decreased for Asian students, stayed the same for Black students, and increased for Hispanic students. The percentage of students in the Hi percentile level decreased for Asian students, stayed the same for Black students and increased for Hispanic students.



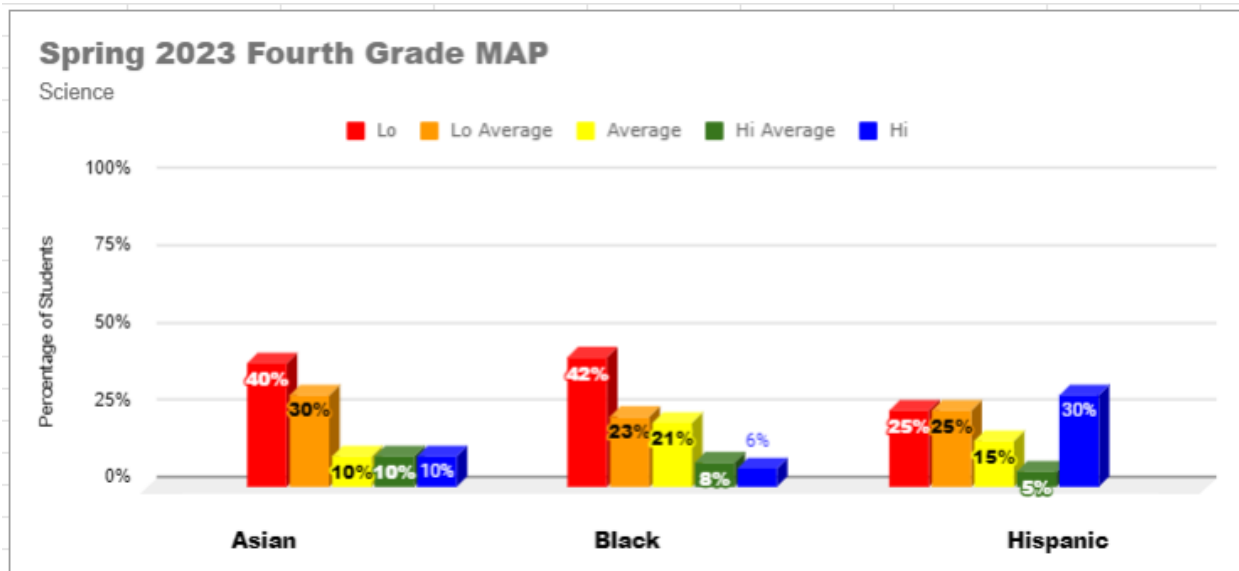
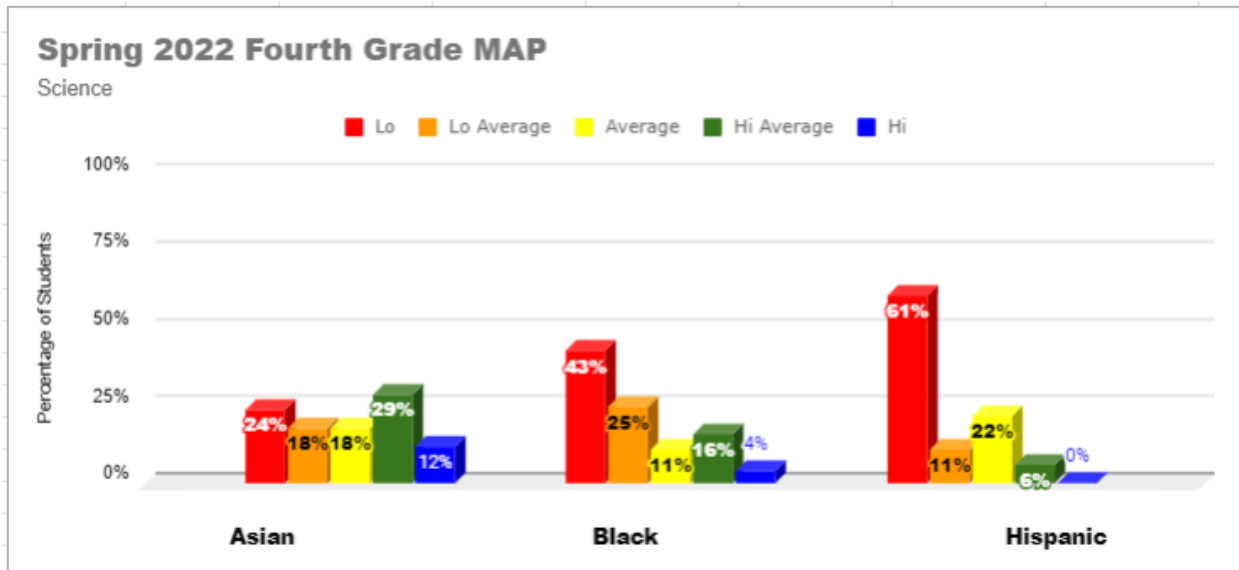
Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

Spring 2022 Fourth Grade MAP: Math - No Data Found

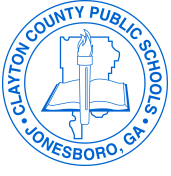




Clayton County Public School 2023-2024 Comprehensive School Improvement Plan



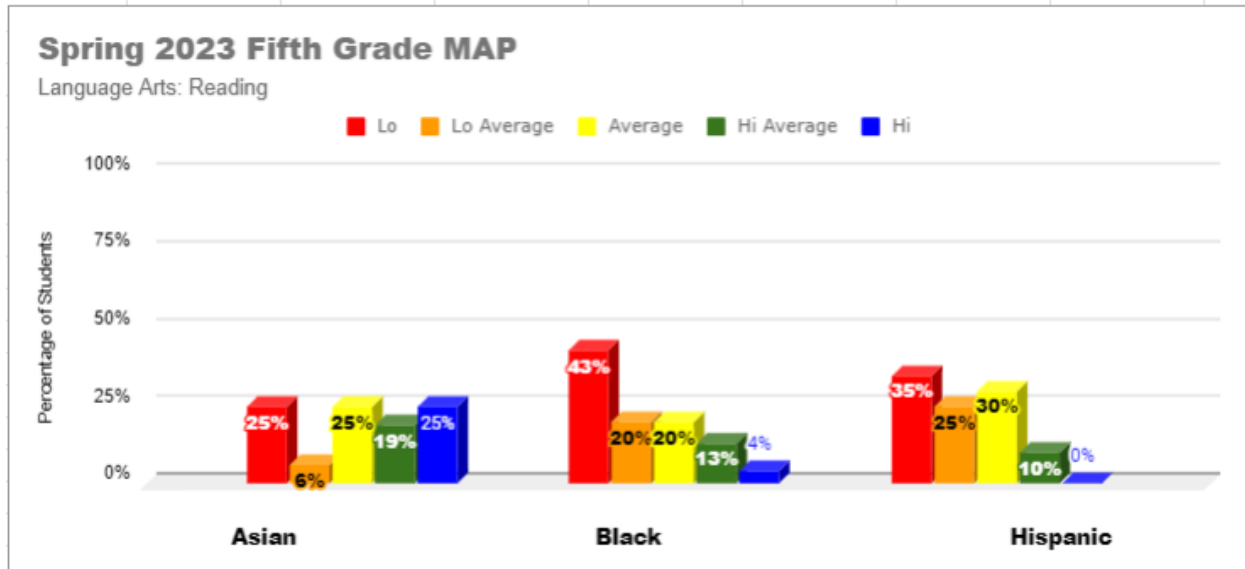
Summary: When comparing the Spring 2022-2023 4th Grade subgroup charts for Science, the percentile levels of Asian students increased, stayed relatively the same for Black students, and decreased for Hispanic students in the Lo category. Asian and Hispanic students increased in the Lo Average percentile level and relatively stayed the same for Black students. The percentage of students in the Average percentile level, decreased for Asian and Hispanic students, and increased for Black students. The percentage of students in the Hi Average percentile level decreased for Asians and Black students, and relatively stayed the same for Hispanic students. The percentage of students in the Hi percentile level decreased for Asian students, and increased for Black and Hispanic students.

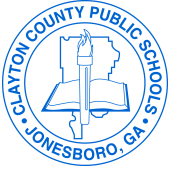


Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

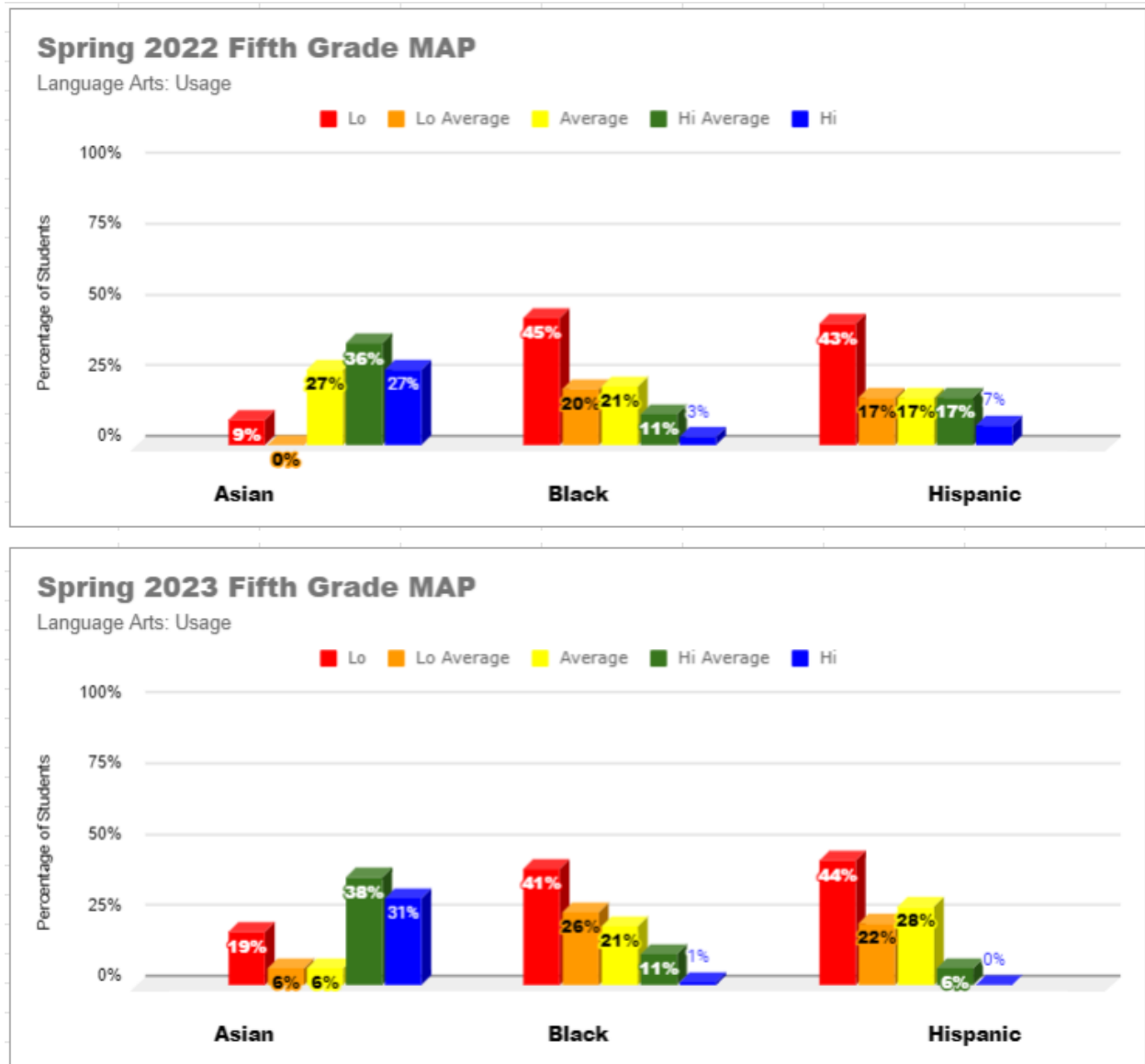
Fifth Grade

Spring 2022 Fifth Grade MAP: Language Arts - Reading - No Data Found

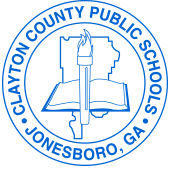




Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

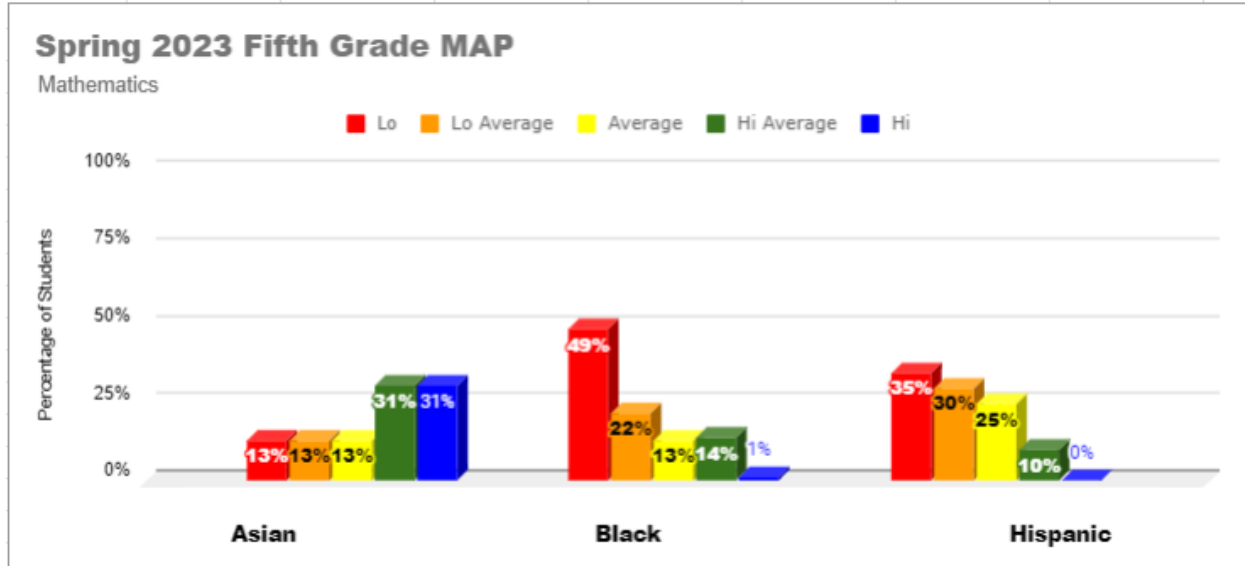


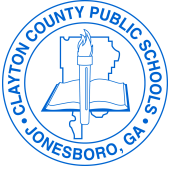
Summary: When comparing the Spring 2022-2023 5th Grade subgroup charts for Language Usage, the percentile levels of Asian students increased, and relatively stayed the same for Black and Hispanic students. Asian students showed a decrease in the Lo Average percentile level, whereas Black and Hispanic students showed an increase. The percentage of students in the Average percentile level, decreased for Asian students, stayed relatively the same for Black students and increased for Hispanic students. The percentage of students in the Hi Average percentile level stayed relatively the same for Asians, stayed the same for Blacks, and decreased for Hispanic students. The percentage of students in the Hi percentile level increased for Asian students, and decreased for Black and Hispanic students.



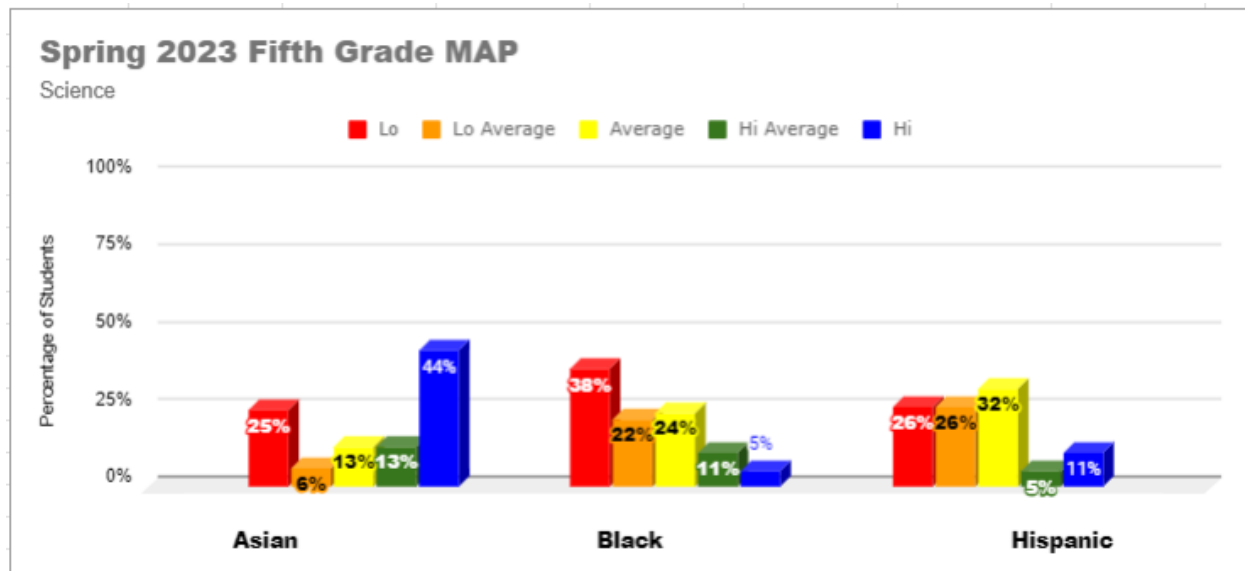
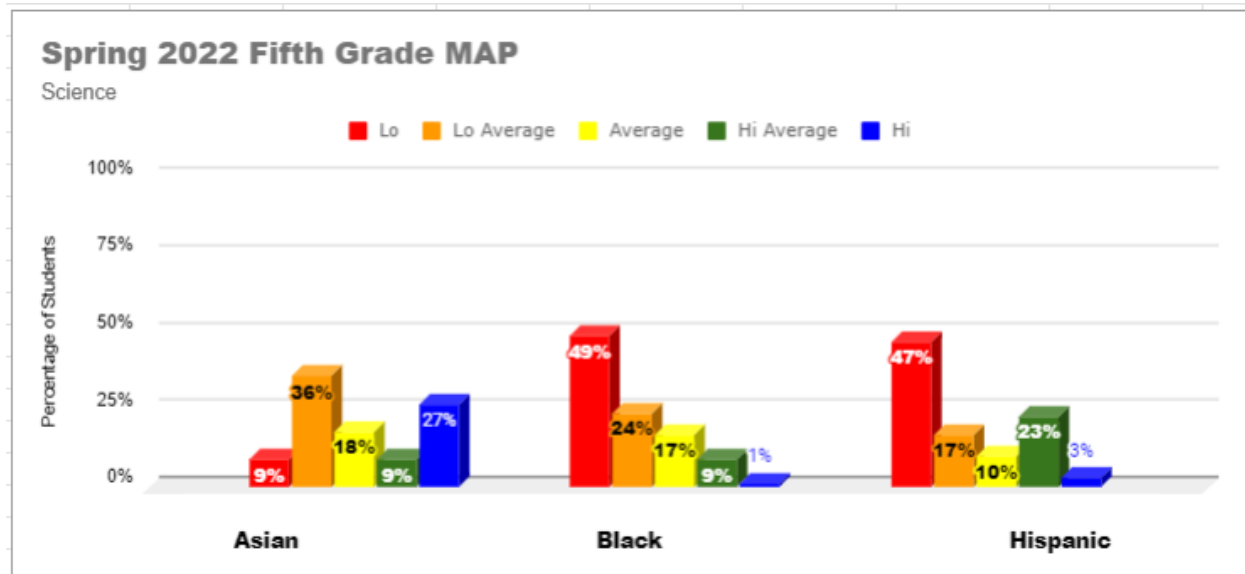
Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

Spring 2022 Fourth Grade MAP: Mathematics - No Data Found





Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

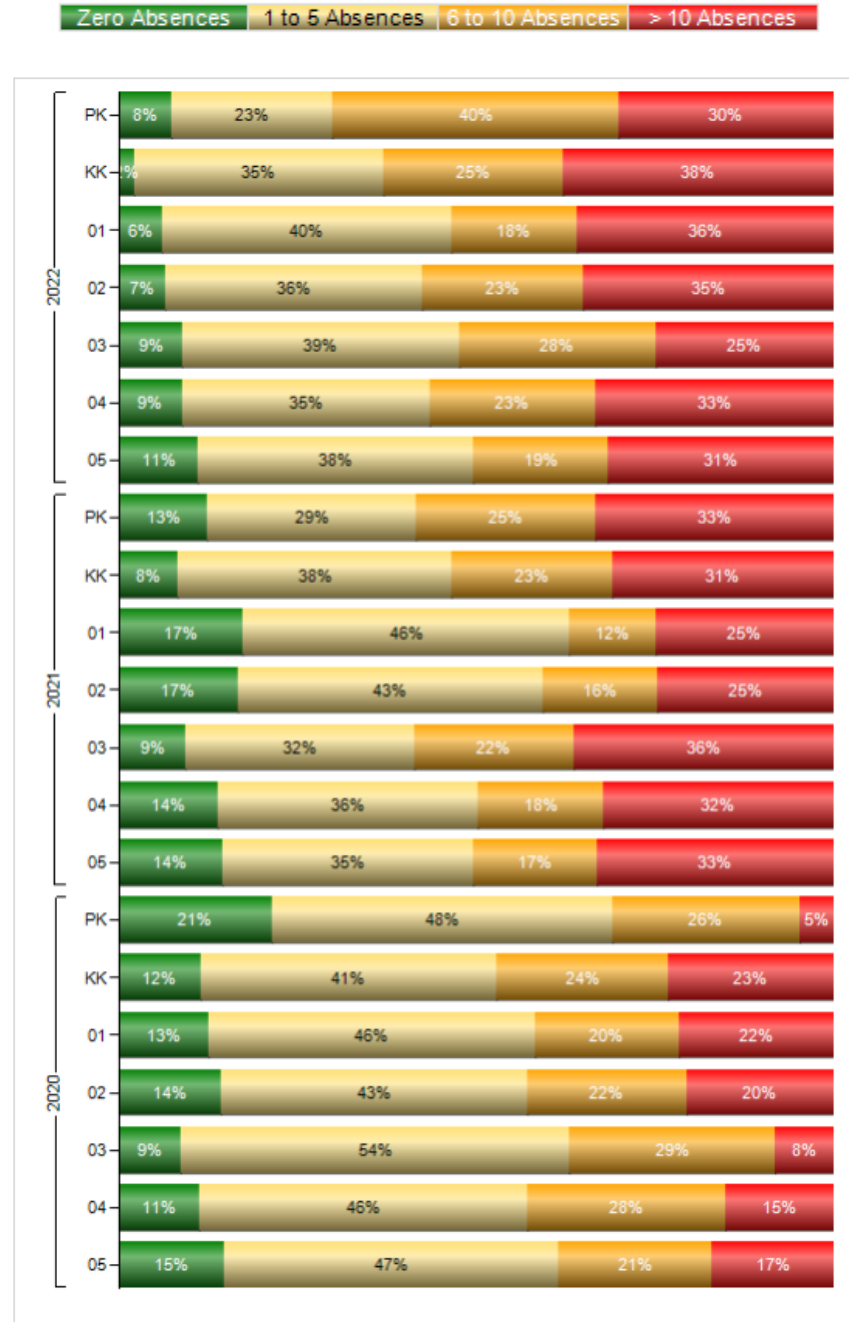


Summary: When comparing the Spring 2022-2023 5th Grade subgroup charts for Science, the percentile levels of Asian students increased, and decreased for Black and Hispanic students. In the Lo Average percentile level, Asian students decreased, Black students relatively stayed the same, and increased for Hispanic students. The percentage of students in the Average percentile level, decreased for Asian students, and increased for Black and Hispanic students. The percentage of students in the Hi Average percentile level increased for Asians and Black students, and decreased for Hispanic students. The percentage of students in the Hi percentile level increased for Asian and Hispanic students, and decreased for Black students.



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

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

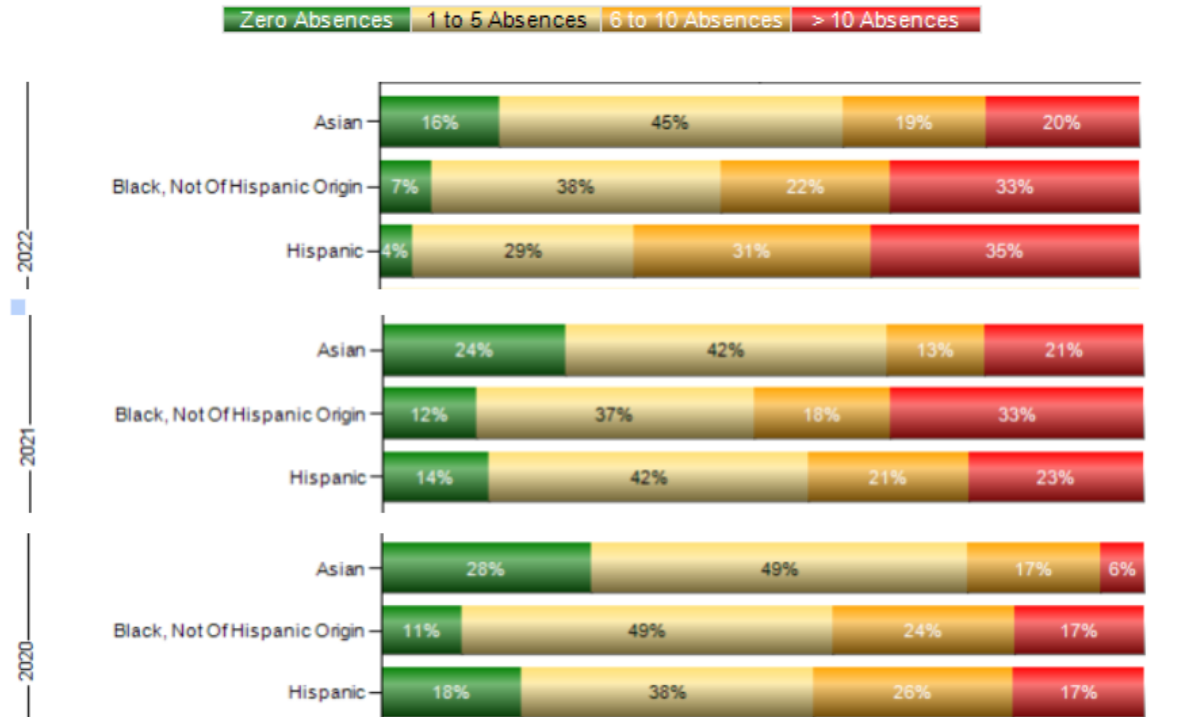


Summary: This chart shows the consistency of attendance throughout the last 3 years. Additionally, the chart shows that the number of students absent from 2020 for 10 or more began to increase for the next two years. Each grade had an increase in the number of

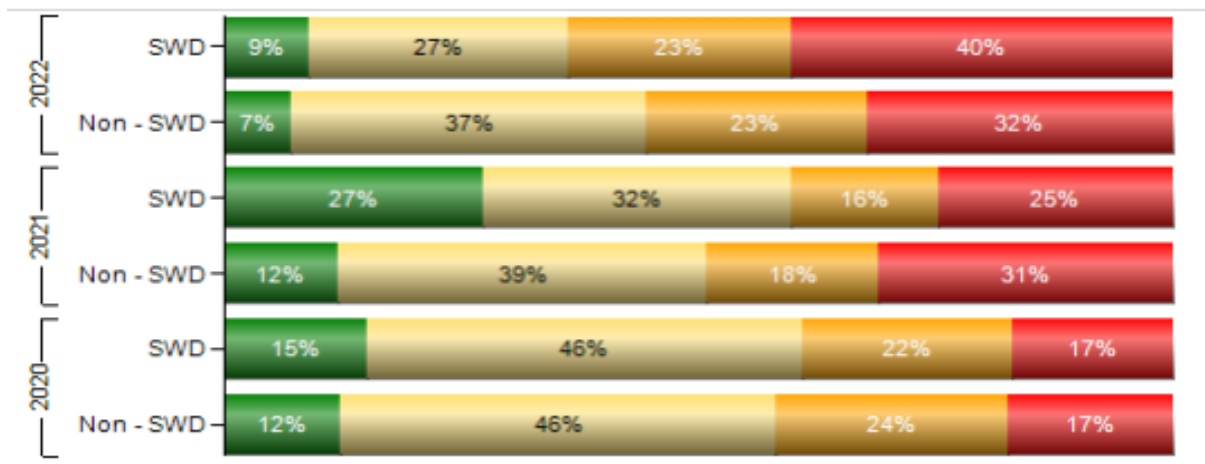


Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

absences in the 10 or more category, but we also show that 3rd grade had a decrease of 5% from 2021 to 2022 in the 10 or more absences category.



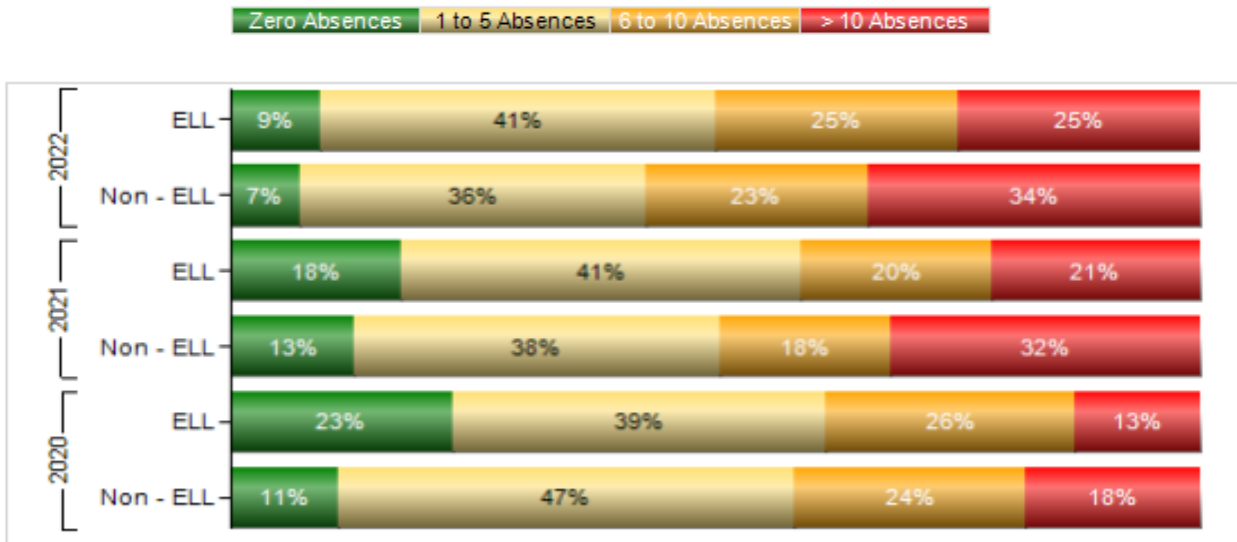
Summary: This chart shows that all demographics have an increase in absences in the 10 or more category from 2020 to 2022.



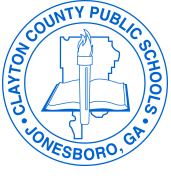


Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

Summary: This chart shows although the number of absences increased for each demographic group, 2021 shows that SWD increased in zero absences category tremendously. Furthermore, this percentage may have increased due to having a higher DES population in 2021.



Summary: This chart shows that there was an increase of ELL students missing 10 or more days year to year and when compared to Non-ELL students the days absences were similar.

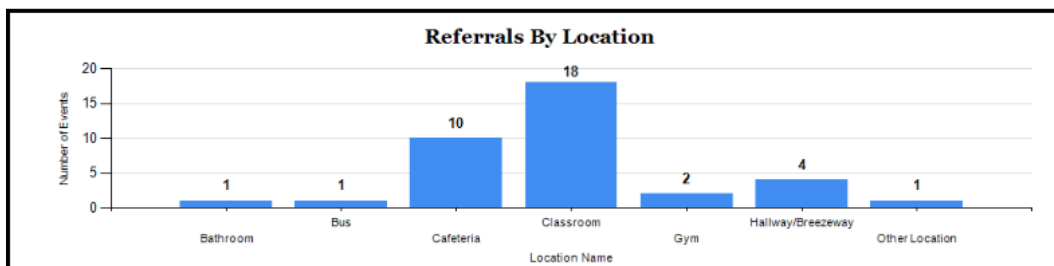
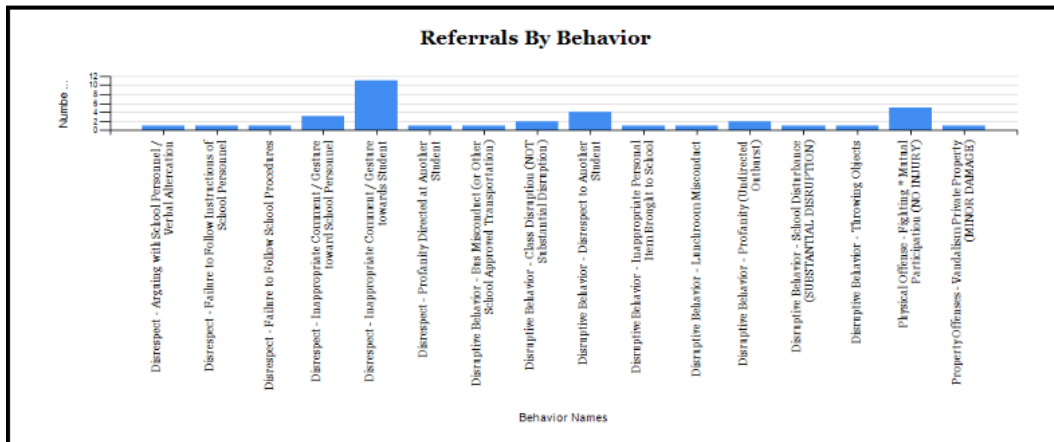
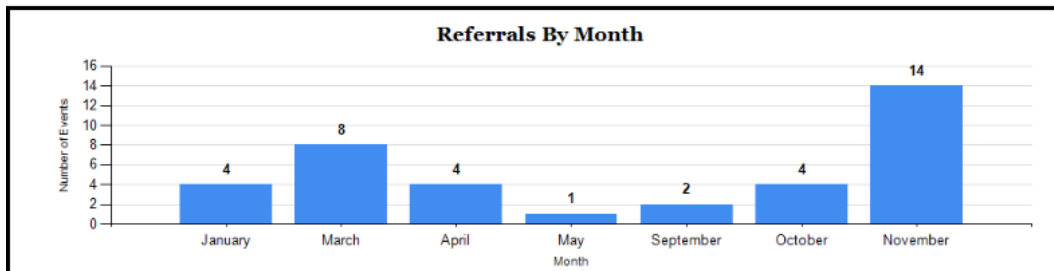


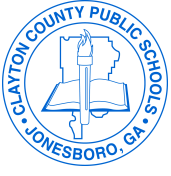
Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

4. The current and 3 years of prior years' student discipline data.

When comparing our discipline data over the past three years, Marshall has demonstrated a significant decrease in the number of referrals per month, the types of referrals by behavior and referrals by location. Even though the number of referrals have decreased, we are still showing a significant number of referrals in March and November in the classroom and cafeteria. The most frequent referrals submitted are disrespect (inappropriate comment/gesture), disruptive behavior, or physical altercation (mutual fighting without injury).

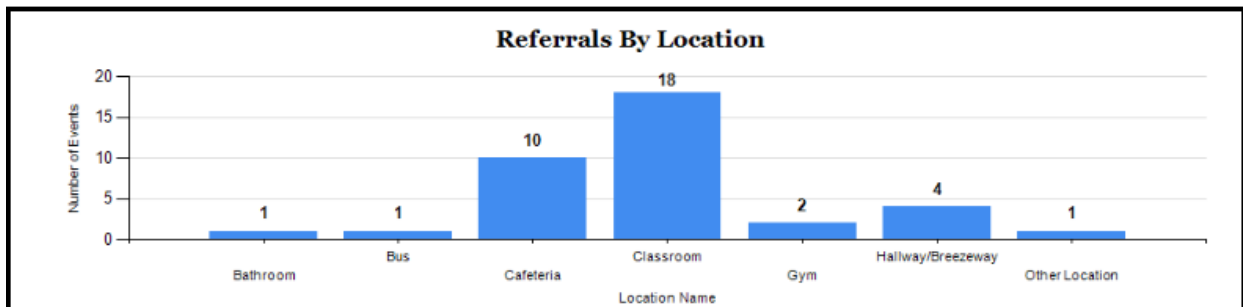
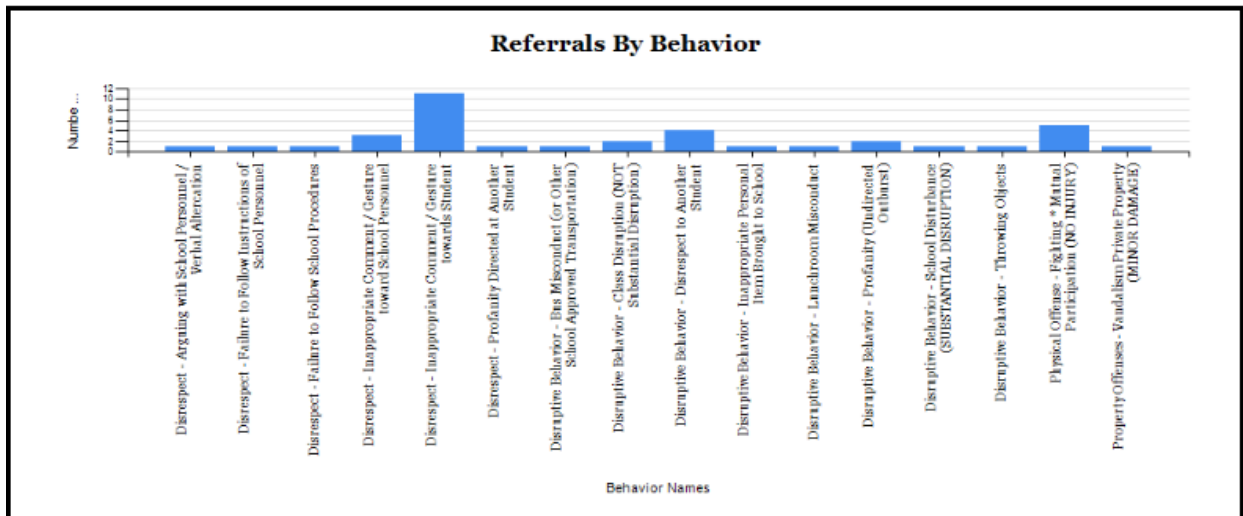
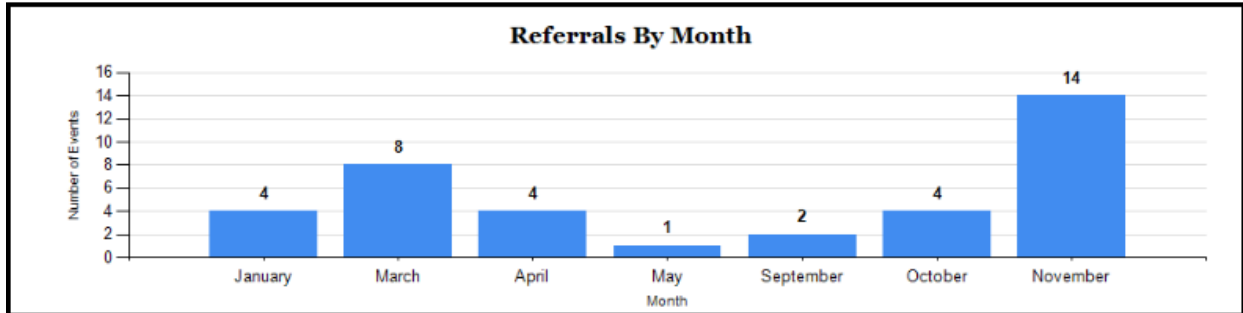
SY 22/23





Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

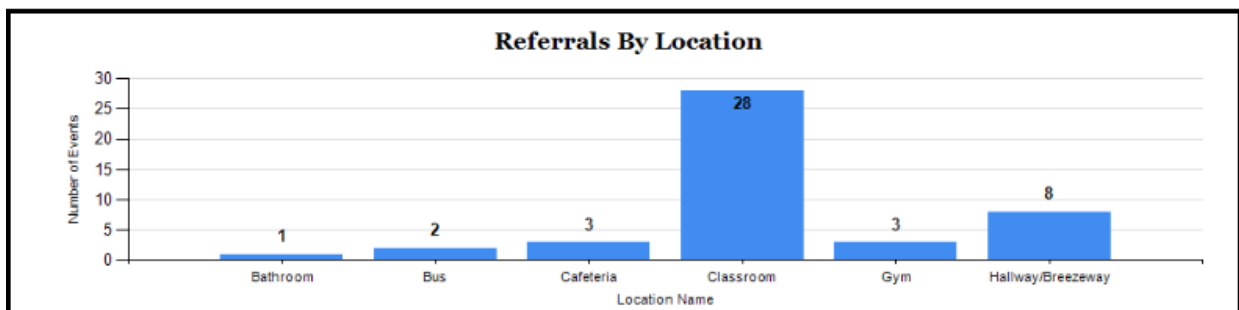
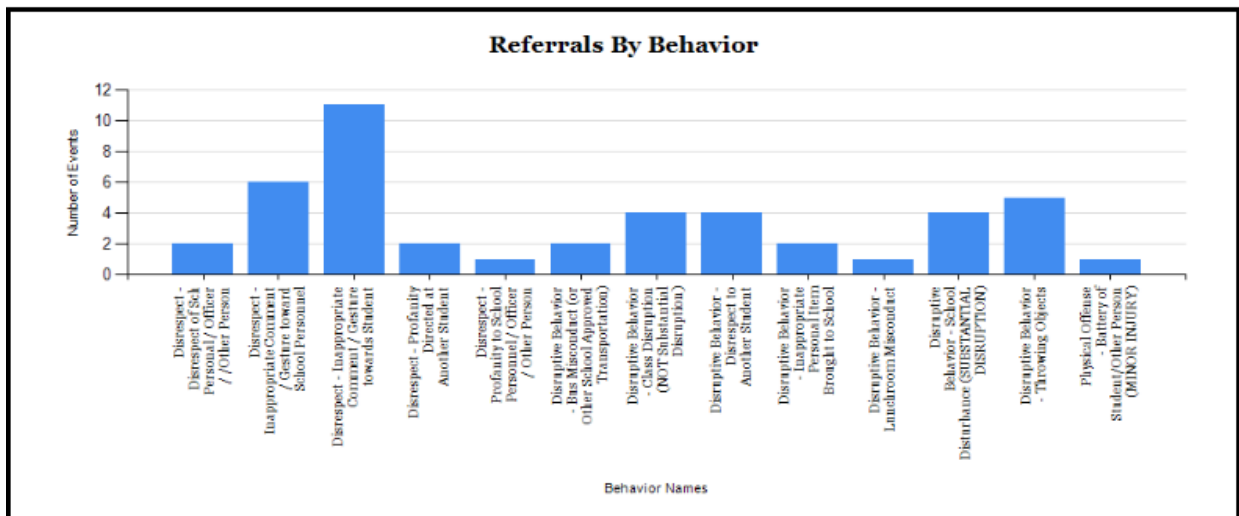
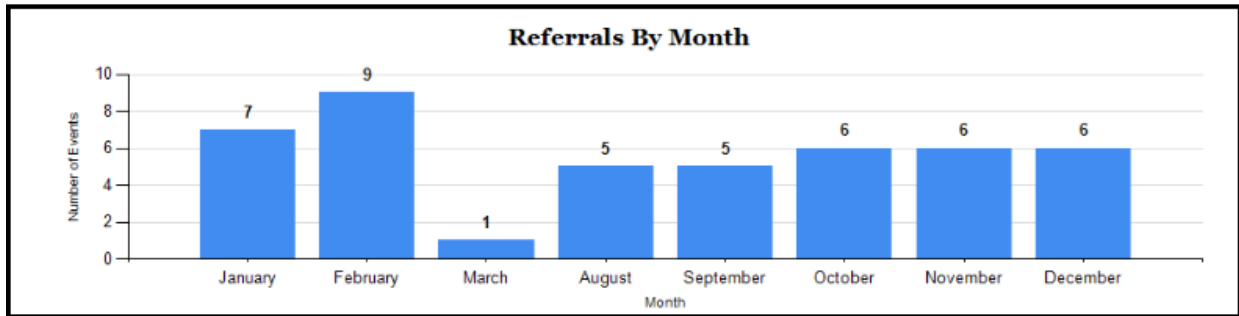
SY 21/22

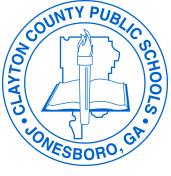




Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

SY 19/20





Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

Comprehensive Needs Assessment:

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

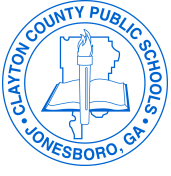
Is based on a comprehensive needs assessment of the entire school that considers information of the academic achievement of children in relation to the challenging State academic standards, **particularly the needs of those children who are failing, or are at-risk of failing**, to meet the challenging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

Describe the Comprehensive Needs Assessment Process used to develop your needs and goals for your school for this year's Comprehensive Schoolwide Improvement Plan.

Thurgood Marshall Elementary School is a school that is built on shared decision-making. We developed our plan with the leadership team and stakeholders who reviewed previous school data to determine our strengths, weaknesses, issues, concerns, root causes, and strategies to improve. We reviewed data from various perspectives, looking for trends, patterns, and gaps. The team's review of findings and analyses led to the development of four broad improvement goals. The identified four goals will drive actions and measurable milestones that guide our work toward meeting those goals.

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)

3-5 ELA	Total # Tested	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
Asian/Pacific Islander	34	32%	18%	26%	24%
Black/Non-Hispanic	274	52%	30%	14%	4%
Hispanic	56	45%	3%	14%	7%
ED	383	50%	29%	14%	7%
SWD	24	92%	4%	4%	0%
English Learner	60	45%	33%	15%	8%

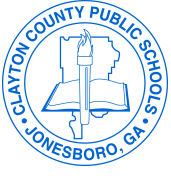


Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

3-5 Math	Total # Tested	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
Asian/Pacific Islander	34	18%	26%	29%	26%
Black/Non-Hispanic	274	39%	41%	17%	3%
Hispanic	56	28%	41%	27%	4%
ED	383	36%	39%	20%	5%
SWD	24	79%	17%	0%	4%
English Learner	60	22%	41%	27%	10%

5th Grade Science	Total # Tested	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
Asian/Pacific Islander	14	7%	21%	14%	57%
Black/Non-Hispanic	77	51%	22%	23%	4%
Hispanic	21	29%	47%	24%	0%
ED	118	42%	28%	22%	8%
SWD	8	62%	25%	13%	0%
English Learner	24	20%	42%	21%	17%

Based on the 22-23 Spring GMAS data, our Black/Non-Hispanic, Hispanic, English Learner, ED and SWD subgroups demonstrated deficits in the area of ELA/Reading. Our SWD subgroup showed the most significant deficit in all content areas followed by our Black/Non-Hispanic subgroup.



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

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

Reading

Problem: Students lack concrete knowledge of processing informational text and demonstrating the writing process.

- Root Cause: Explicit vocabulary instruction was not consistent.
- Root Cause: ELA teachers were not utilizing a common writing process.
- Root Cause: Lack of timely/appropriate feedback regarding basic conventions and mechanics

Math

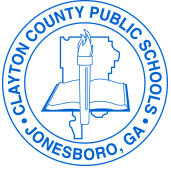
Problem: Students lack knowledge and skills in number and operations and measurement and data.

- Root Cause: Skill mastery vs standard mastery
- Root Cause: Connecting prior knowledge to real world application
- Root Cause: Students didn't have enough time to practice

Attendance

Problem: The number of students missing 10% or more days of school.

- Root Cause: Lack of monitoring and interventions for students absence prior to reaching 5% missed days.



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

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

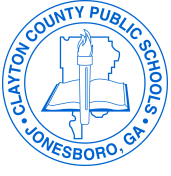
2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)

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;

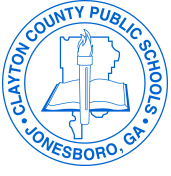
Goal 1: By May 2024, in the content area of English Language Arts, the number of Proficient and Distinguished Learners in Grades 3-5 will increase by 8% points from 21% in 2023 to 29% in 2024 as measured by the Georgia Milestones Assessment System.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Classroom teachers will utilize HMH resources and strategies to explicitly teach the 5 components of reading.	August 2023 - May 2024	General	Mrs. Candice Dillard, Principal Ms. Hodges/Mr. Yancey, Assistant Principals Ms. Moore, Academic Coach Classroom/EIP Teachers ELA Lead
Teachers will attend weekly extended collaborative planning sessions to use assessment data to determine students' needs, analyze student work to drive lesson planning, and discuss and model instructional strategies.	August 2023 - May 2024	N/A	Ms. Moore, Academic Coach Mrs. Candice Dillard, Principal Ms. Hodges/Mr. Yancey, Assistant Principals Classroom Teachers
Teachers will implement data driven small group instruction to target students' needs.	August 2023 - May 2024	N/A	Mrs. Candice Dillard, Principal Ms. Hodges/Mr. Yancey, Assistant Principals Classroom Teachers
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

Counselors will cross reference a target group of economically disadvantaged students with truancy to provide small group instruction on those ELA remedial skills and attendance as it relates to school success.	Social Worker will serve as the liaison between the CCPS homeless department and/or DFACS to ensure the “whole child” is being addressed. She will establish uniform, technology, and instructional supplies donations based upon availability. In addition, she will ensure access to school activities and programs.
English Learners	Students with Disability
ESOL Teachers will utilize a range of scaffolds that can be used for various purposes and settings.	The DES Department will provide support to teachers/teams around chunking complex skills/concepts and designing these lessons in a logical sequence.
Gifted Learners	
The gifted lead and gifted endorsed teachers will differentiate instruction by modifying content, process, products, environment, and assessment to enhance opportunities for critical thinking and learning.	



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

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)

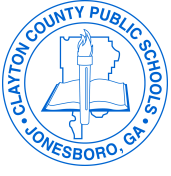
b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 2: By May 2024, in the content area of Mathematics, the number of Proficient and Distinguished Learners in Grades 3-5 will increase by 8% points from 24% in 2023 to 32% in 2024 as measured by the Georgia Milestones Assessment System.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
The classroom teachers will utilize HMH (K-2) Savaas (3-5) resources and strategies to explicitly teach and assess the adopted math standards.	August 2023 - May 2024	General	Mrs. Candice Dillard, Principal Ms. Hodges/Mr. Yancey, Assistant Principals Ms. Moore, Academic Coach Classroom/EIP Teachers ELA Lead
Teachers will implement data driven small group instruction to target students’ needs.	August 2023 - May 2024	N/A	Mrs. Candice Dillard, Principal Ms. Hodges/Mr. Yancey, Assistant Principals Classroom Teachers
Teachers will use the curriculum guidance documents to effectively plan and implement standards based instruction.	August 2023 - May 2024	N/A	Mrs. Candice Dillard, Principal Ms. Hodges/Mr. Yancey, Assistant Principals Ms. Moore, Academic Coach

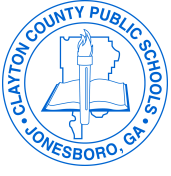
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Counselors will cross reference a target group of economically disadvantaged students with truancy to provide small group instruction on	Social Worker will serve as the liaison between the CCPS homeless department and/or DFACS to ensure the “whole child” is being addressed. She will establish uniform, technology, and



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

those mathematical remedial skills and attendance as it relates to school success.	instructional supplies donations based upon availability In addition, she will ensure access to school activities and programs.
English Learners	Students with Disability
ESOL Teachers will chunk complex skills/concepts and design lessons in a logical sequence.	The DES Department will provide support to teachers/teams around chunking complex skills/concepts and designing these lessons in a logical sequence.
Gifted Learners	
The gifted lead and gifted endorsed teachers will differentiate instruction by modifying content, process, products, environment, and assessment to enhance opportunities for critical thinking and learning.	



Clayton County Public School

2023-2024 Comprehensive School Improvement Plan

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;

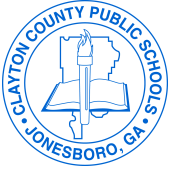
1111(c)(2)

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 number of students and teachers absent less than 5 days will increase by 3% points from 71% in 2023 to 74% in 2024 as measured by CCRPI.

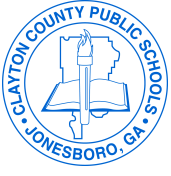
Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Homeroom incentives will be given every 4.5 weeks.	August 2023 - May 2024	General	Q. Speakman - K-2 Counselor D. Smith 3-5 Counselor Mrs. Candice Dillard, Principal Ms. Hodges/Mr. Yancey, Assistant Principals
Every 9 week period an NBA (Never Been Absent) Starting Line-Up will be produced.	August 2023 - May 2024	General	Q. Speakman - K-2 Counselor D. Smith 3-5 Counselor Mrs. Candice Dillard, Principal Ms. Hodges/Mr. Yancey, Assistant Principals
Faculty and Staff will utilize the district attendance policy to monitor and address attendance concerns.	August 2023 - May 2024	N/A	Q. Speakman - K-2 Counselor D. Smith 3-5 Counselor Mrs. Candice Dillard, Principal Ms. Hodges/Mr. Yancey, Assistant Principals

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



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

Economically Disadvantaged	Foster and Homeless
Counselors will support a target group of economically disadvantaged students (identified by ABC Tracker) with truancy to provide small group instruction on attendance as it relates to school success.	Social Worker will serve as the liaison between the CCPS homeless department and/or DFACS to ensure the “whole child” is being addressed. She will establish uniform, technology, and instructional supplies donations based upon availability. In addition, she will ensure access to school activities and programs.
English Learners	Students with Disability
ESOL lead and support teachers will host parent meetings with attendance being one of the main topics. In addition, through the use of ABC Tracker, parents of EL students with > 5 day absences will be contacted monthly.	DES lead and case managers will assist targeted students who have accumulated >5 absences (as identified in ABC Tracker) in the development of an attendance goal. In addition, parents will be contacted to encourage attendance.
Gifted Learners	
The gifted lead and gifted endorsed teachers will assist targeted students who have accumulated >5 absences (as identified in ABC Tracker) in the development of an attendance goal. In addition, parents will be contacted to encourage attendance.	



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114

(b)(7)(A)(i-iii)(I-V)

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

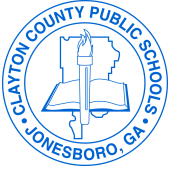
b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 4:

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

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

Economically Disadvantaged	Foster and Homeless
English Learners	Students with Disability
Gifted Learners	



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

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:

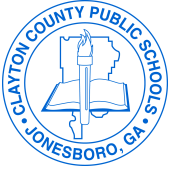
i) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

Thurgood Marshall Elementary School teachers and administrators will closely monitor students' academic performance through the use of the EduClimber platform. We will use indicators (i.e. attendance, behavior, progress monitoring, MAP data, grades at each grading period) to identify at-risk learners. In addition, we will utilize observations and informal assessments to establish small groups to meet the students' needs. Targeted populations such as ESOL students and Students with Disabilities and students identified in the Early Intervention Program will be supported through our co-teaching model or pull-out model. Students in these subgroups are taught by highly-qualified teachers and are held to the same high expectations as our regular student population. General education teachers work collaboratively with support teachers during our schoolwide data dig to disaggregate the data of GMAS scores to determine root causes. Interim assessments and ELL ACCESS testing is used to determine if an achievement gap exists.

Additionally, counseling services will be available to all students through our 2 full-time site-based school counselors, who will also provide college and career awareness instructional modules to all students, Pre-Kindergarten – 5th grade. During these sessions, students will set goals and review their progress toward goals. Special Education students have Individualized Education Plans (IEP) that correlate to their grade level curriculum. Student level is also a consideration when writing their IEPs. EL students also have modification plans that allow the students to learn grade-level content while learning English. Special Education and EL teachers work collaboratively with general education teachers to support the students and provide differentiated instruction. Also, academic and social support will continue to be oriented toward student success and academic achievement.

Lastly, the SEL Team will provide support to the staff and students through daily motivational quotes on the morning announcements, Wellness Wednesday activities, weekly updates, and SEL/Rethink Ed resources. The team will use their training to assist individuals with effectively applying their knowledge, attitudes, and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

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)



Clayton County Public School

2023-2024 Comprehensive School Improvement Plan

Students in grade K-5 will engage in guidance lessons centered around College and Career Readiness. They will also engage in various activities (i.e. virtual college tours, Career Day, etc.) for Career Week to increase the awareness of postsecondary education and the workforce. Through daily STEM lessons implemented during our STEM lab, students are exposed to various STEM careers.

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.);

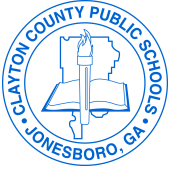
The implementation of a school-wide Positive Behavioral Intervention & Supports system is used to address student behavior and promote positive behavior. Various strategies and incentives are used to implement this system with fidelity: posting a school-wide PBIS behavior matrix throughout the building; a morning review of SOAR expectations in one of the focus areas (in the hallways, restrooms, cafeteria, classrooms, and on buses) and using CELEBRATE as a positive reinforcement initiative to reward students for positive behaviors.

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.*)

Opportunities for professional learning will be based on staff self-evaluation, student assessments, and TKES. Teachers will identify areas of proficiency in various research-based instructional strategies and knowledge and then select opportunities that will enhance areas of need. These opportunities will be provided throughout the 2023-2024 school year. In addition to staff development opportunities at the school, all staff members at Marshall Elementary School have opportunities at the district's Professional Learning Center (PLC), as well.

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.

Thurgood Marshall Elementary will plan activities for assisting preschool children in the transition from early childhood programs by partnering with the parent resource coordinators from various childcare centers to host a Kindergarten Round-Up which is held in May. Our Title 1 Parent Liaison will be available throughout the school year to meet with rising Kindergarten families. Our transition plan for our students entering middle school includes an opportunity at the end of the year to tour our feeder Middle Schools. During this time they will be introduced to the Administrators, Counselors, etc. They will also have opportunities to ask questions.



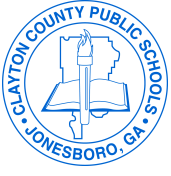
Clayton County Public School

2023-2024 Comprehensive School Improvement Plan

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

In order to foster strong relationships with parents of EL students, the ESOL department collaborates with the Parent Liaison to facilitate a Title I Meeting in October. During this meeting, information is shared regarding how the ESOL program works, the typical daily schedule for ESOL support, ACCESS testing, and Imagine Learning. The parent liaison shares strategies and resources that parents can use to support their students at home. The ESOL department also keeps the parent liaison informed when new EL students enroll so that he/she can send the parents the Title I Notification of Supplemental Language Support Services.

Thurgood Marshall Elementary School will also use and implement effective parent and family engagement strategies for parents of English Learners and Students with Disabilities through the resources provided by the Parent Liaison, resources housed in the Parent University link, and information that is provided during the monthly Title I meetings.



Clayton County Public School

2023-2024 Comprehensive School Improvement Plan

Plan Development and Evaluation:

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

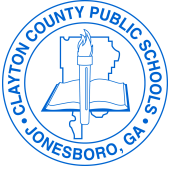
- a) Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.
- b) Determining whether the schoolwide program has been effective in increasing the achievement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

We will monitor the progress of our CSIP/Title 1 Plan goals through the use of our Short Term Action Plan. We will determine if these goals have been met by analyzing the results of our formative and summative data, artifacts, and attendance. The CSIP/Title 1 Plan is a living document that is frequently monitored and updated to meet changing needs. STAP meetings, to review and give stakeholders the opportunity to provide feedback for the school-wide plan, will be held quarterly.

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

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

The Title I plan is subject to the school improvement provisions of Section 1116 which is to improve the academic achievement of disadvantaged students and to involve stakeholders in the decision-making process. The plan is updated annually with stakeholder input and monitored throughout the year. The CSIP/Title 1 Plan will be shared with our stakeholders during our Annual Title 1 Meeting in October and it will be uploaded to our school's website.



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

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

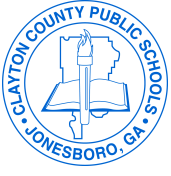
- a) is developed during a 1-year period**
- b) is developed with the involvement of parents and other members of the community including teachers, principals, school leaders, paraprofessionals, instructional support staff, and student (high school)**
- c) remains in effect for the duration of the school's 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.**

The SY 23-24 CSIP/Title I Plan at Thurgood Marshall Elementary School was developed by stakeholders. However, the CSIP/Title I Plan is a living document that is frequently monitored and updated to meet changing needs. STAP meetings are held quarterly to review the plan and provide opportunities for stakeholders to provide feedback to help improve student achievement. An annual meeting for all stakeholders (parents, students, staff) will be held to discuss data and changes to the SY 23-24 CSIP/Title I Plan, input and feedback will be requested from all participants.

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

Professional Development (question 2-iv)

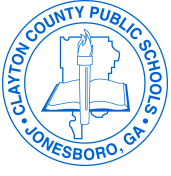
[illegible]



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

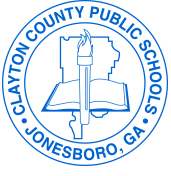
Parent and Family Engagement

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	Webmaster
School-Family Compact Discussion: Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)	December 2023	Parent Liaison/Teachers/ Administration
Annual Title I Parent Meeting: Meeting held Documents posted on school website	September 2023	Parent Liaison/ Administration/Academic Coach
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
Building Parent Capacity Fall: Curriculum Workshop 2	February 2023	Parent Liaison
Building Parent Capacity Fall: Technology/Copyright Piracy Workshop	November 2023	Parent Liaison
Building Parent Capacity Fall:	September 2023	Parent Liaison



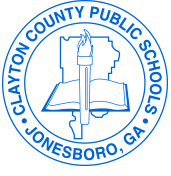
Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
EL Parent Workshop (if applicable)		
Building Parent Capacity Continuous Communications (Fall) Parent Portal in IC 101 Continuous Communication 2 Continuous Communication 3	August 22nd & 24th	Parent Liaison/Counselor
Building Staff Capacity (Fall): Intro to		
Building Staff Capacity Continuous Communications (Fall): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	October 2023	Parent Liaison/Counselor
Fall October Data Dig: PLC to review Dashboard Data	October 2023	Parent Liaison/ Leadership Team
Fall December Data Dig: PLC to review Dashboard Data	December 2023	Parent Liaison/ Leadership Team
Building Staff Capacity (Spring):	March 2024	Parent Liaison
Building Parent Capacity Spring: Curriculum Workshop 3	March 2024	Parent Liaison
Building Parent Capacity Spring: Assessment Workshop	April 2024	Parent Liaison
Building Parent Capacity Spring: Transition Meeting	May 2024	Parent Liaison/Counselors
Building Staff Capacity Continuous Communications (Spring): Continuous Communication 1 Continuous Communication 2	February 2024	Parent Liaison/Academic Coach



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Continuous Communication 3		
Building Parent Capacity Continuous Communications (Spring) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	March 2024	Parent Liaison/Academic Coach
Spring March Data Dig PLC to review Dashboard data	March 2024	Parent Liaison/ Leadership Team
Spring May Data Dig PLC to review Dashboard data	May 2024	Parent Liaison/ Leadership Team
Input Meeting (s) FY23: Staff Parents/Families Students	September 2024	Parent Liaison



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

Tentative Budget