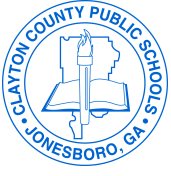


Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN		
School Name: Kilpatrick Elementary	District Name: Clayton County Public Schools	
Principal Name: Candice Jester	School Year: 2023-2024	
School Mailing Address: 7534 Tara Road, Jonesboro, GA 30236		
Telephone: 770-473-2790		
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 <input type="checkbox"/>	Targeted Support <input checked="" type="checkbox"/>	Promise School <input type="checkbox"/>
BUDGET MODEL – Check all that apply.		
Title I, Part A Budget <input checked="" type="checkbox"/>	Title I School Improvement Grant (SIG) <input type="checkbox"/>	
L4GA Budget <input type="checkbox"/>		
SIGNATURES AND REVISION DATE		
Principal’s Signature:	Date:	
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

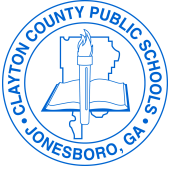


Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

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 Jester	Principal
Kesha Shiflet	Assistant Principal
Sharon Saunders	Instructional Coach
Ashley Collins	Parent Liaison
Doreen Wilson-Smith	Department Chair/Lead Teacher
Noembay George	Department Chair/Lead Teacher
Tatia Beal	Department Chair/Lead Teacher
Rhonda Savage	Department Chair/Lead Teacher
Rosemarie Bryan	Department Chair/Lead Teacher
Kelly Barnes	Department Chair/Lead Teacher
Toisha Jenkins	Department Chair/Lead Teacher
Marquavius Hardy	Counselor
Dayan Drake	Department Chair/Lead Teacher
Jennifer Rippy	Department Chair/Lead Teacher
Chia Suggs	Parent
Stephanie Dickerson	Parent
Floyd Bryant	Business Representative
Kenneth Hill	Business Representative
Jamie Harris	Media Specialist
Jennifer Williams	Other
Donnel Suggs	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.**

Georgia Milestones EOG - ELA											
2021-22	% BL	% DL	% PL	% DSL	%PL/DL	2022-23	% BL	% DL	% PL	% DSL	%PL/DL
3 rd	59	22	16	3	19	3 rd	60	22	15	3	18
4 th	50	35	10	5	15	4 th	53	29	12	6	18
5 th	41	40	19	0	19	5 th	42	39	15	4	20
Georgia Milestones EOG - Math											
2021-22	% BL	% DL	% PL	% DSL	%PL/DL	2022-23	% BL	% DL	% PL	% DSL	%PL/DL
3 rd	39	36	20	5	25	3 rd	33	44	20	4	23
4 th	49	41	1	0	1	4 th	34	28	29	8	38
5 th	55	36	9	0	9	5 th	55	26	15	4	19
Georgia Milestones EOG - Science											
2021-22	% BL	% DL	% PL	% DSL	%PL/DL	2022-23	% BL	% DL	% PL	% DSL	%PL/DL
5 th	69	27	2	1	3	5 th	61	26	10	3	13

GMAS SUBGROUP DATA - Percentage

Economically Disadvantaged

Year	ELA				Math				Science			
	Beg	Dev	Prof	Dist.	Beg	Dev	Prof	Dist.	Beg	Dev	Prof	Dist.
21-22	59	32	15	3	47	36	13	2	69	27	2	1
22-23	52	24	19	4	40	32	21	5	61	26	10	3

African-American

Year	ELA				Math				Science			
	Beg	Dev	Prof	Dist.	Beg	Dev	Prof	Dist.	Beg	Dev	Prof	Dist.
21-22	47	36	17	1	49	37	13	1	73	24	2	0
22-23	46	32	16	5	39	35	21	5	61	24	12	2



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

SWD

Year	ELA				Math				Science			
	Beg	Dev	Prof	Dist.	Beg	Dev	Prof	Dist.	Beg	Dev	Prof	Dist.
21-22	92	8	0	0	89	8	3	0	100	0	0	0
22-23	93	7	0	0	88	9	3	0	100	0	0	0

ELL

Year	ELA				Math				Science			
	Beg	Dev	Prof	Dist.	Beg	Dev	Prof	Dist.	Beg	Dev	Prof	Dist.
21-22	63	30	6	1	57	34	9	0	81	16	3	0
22-23	56	23	10	4	42	38	19	1	63	18	6	3

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

2 nd Mean RIT Score								
Subgroup	Black		ED		ELL		DES	
	Fall 2022	Spring 2023	Fall 2022	Spring 2023	Fall 2022	Spring 2023	Fall 2022	Spring 2023
Math	165	178.8	165	179.2	164.1	178.8	147	159.3
Reading	166.7	177.4	163	175.1	157.5	172.1	153.3	158
Language Usage	163.8	178.4	165.0	179.2	156.9	175.5	148	154
Science								

3 rd Mean RIT Score								
Subgroup	Black		ED		ELL		DES	
	Fall 2022	Spring 2023	Fall 2022	Spring 2023	Fall 2022	Spring 2023	Fall 2022	Spring 2023
Math	178.3	191.9	176.3	190.8	174.4	188.9	161.0	170.0
Reading	176.5	187.8	173.1	184.2	168.8	179.5	160.9	170.7
Language Usage	178.3	191.9	176.8	190.8	169.6	178.3	160.8	164.7
Science	180.1	188.9	178.5	187.3	175.9	185.2	170.4	181.2

5 th Mean RIT Score								
Subgroup	Black		ED		ELL		DES	
	Fall 2022	Spring 2023	Fall 2022	Spring 2023	Fall 2022	Spring 2023	Fall 2022	Spring 2023
Math								
Reading								
Language Usage								
Science								



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

Math	192.6	207	193.5	205.0	181.5	190.2	171.2	182.7
Reading	193.9	204.7	192.1	200.9	176.7	183.3	165.5	177.9
Language Usage	194.2	203.6	192.8	200.9	176.6	182.5	162.9	173.1
Science	193.7	202.0	192.5	198.8	183.1	184.39	176.3	179.4

SY23 MAP Achievement (Fall to Spring)

MATH

Kilpatrick Elementary

Grade	FALL 2022-2023 ACHIEVEMENT					SPRING 2022-2023 ACHIEVEMENT					Number of Students		
	Median Percentile	Achievement Percentiles					Median Percentile	Achievement Percentiles					
Grade 2	24th	46%	23%	16%	13%	2	18th	54%	16%	14%	12%	4	83
Grade 3	22nd	50%	24%	14%	9%	3	26th	47%	17%	12%	20%	4	99
Grade 4	25th	44%	23%	18%	9%	6	27th	38%	18%	24%	10%	10%	94
Grade 5	18th	57%	25%	8%	8%	2	21st	46%	26%	16%	7%	5	87

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

READING

Kilpatrick Elementary

Grade	FALL 2022-2023 ACHIEVEMENT					SPRING 2022-2023 ACHIEVEMENT					Number of Students		
	Median Percentile	Achievement Percentiles					Median Percentile	Achievement Percentiles					
Grade 2	25th	38%	30%	15%	11%	6	25th	44%	18%	17%	12%	9%	89
Grade 3	24th	47%	21%	14%	13%	5	25th	47%	14%	16%	18%	5	103
Grade 4	24th	48%	17%	18%	11%	6	32nd	42%	17%	19%	14%	8%	88
Grade 5	30th	39%	22%	19%	15%	5	38th	35%	18%	30%	11%	6	89

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



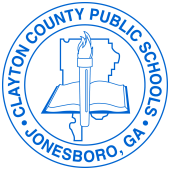
Clayton County Public School

2023-2024 Comprehensive School Improvement Plan

MAP Growth Report Fall 2022 to Spring 2023

Initial Enrolled Grade	Number of Records	Avg. Observed raw growth	Avg. Grwth Indx	Avg. Met or Exceeded Growth Goal,	Aggregate CGI	Median CGP
2	269	14.0	-1.5	40.9%	-0.2	41
3	419	11.1	-1.2	46.3%	-0.2	46
4	376	9.0	-0.7	48.9%	-0.1	49
5	366	8.7	0.6	52.2%	0.1	53
Grand Total	1,430	10.5	-0.7	47.5%	-0.1	48

SUMMA 2023



Clayton County Public School

2023-2024 Comprehensive School Improvement Plan

Kilpatrick Elementary

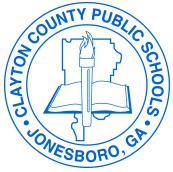
Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms				Student Norms		
		Mean RT Score	Standard Deviation	Achievement Percentile	Mean RT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projection	Number of Students Who Met Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
L	0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
2	89	165.0	13.2	4	179.2	12.9	5	14	0.9	14.3	-0.66	48	89	36	40	38
B	37	165.0	12.4	4	178.8	10.4	4	14	1.5	14.3	-2.23	41	37	14	38	39
Caucasian	1	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
H	47	164.4	14.0	3	179.3	14.7	5	15	1.1	14.3	0.17	57	47	20	43	40
M	4	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
3	194	178.8	13.6	3	198.8	15.8	6	14	0.8	12.1	0.92	82	194	99	97	68
B	51	178.3	13.4	4	191.9	16.8	8	14	1.1	12.1	0.70	76	51	31	61	56
Caucasian	2	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
H	47	175.5	12.7	1	189.8	14.3	4	14	1.1	12.0	1.09	86	47	24	51	61
M	4	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
4	93	188.0	17.6	4	206.1	18.7	8	12	0.7	16.2	0.94	83	93	55	99	55
A	3	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
B	38	187.7	15.2	4	198.6	16.0	5	11	1.2	10.2	0.34	83	38	21	55	53
Caucasian	4	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
H	45	185.0	18.8	1	197.3	20.6	4	12	0.9	10.0	1.14	87	45	27	60	52
M	3	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
5	89	193.6	16.6	2	205.0	16.7	5	12	0.7	8.1	1.44	93	89	57	64	65
A	1	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
American Indian or Alaskan Native	1	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
B	34	192.6	17.6	1	207.0	15.9	8	14	1.0	8.1	2.73	99	34	28	82	83
Caucasian	3	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
H	45	192.8	16.4	1	202.8	17.8	3	10	1.0	8.1	0.83	80	45	24	53	58
M	5	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

Kilpatrick Elementary

Language Arts:
Reading

Grade (Spring 2023)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms				Student Norms		
		Mean RT Score	Standard Deviation	Achievement Percentile	Mean RT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projection	Number of Students Who Met Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
L	0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
2	89	163.0	14.5	8	175.1	16.9	7	12	0.9	12.9	-0.34	37	89	55	59	40
B	37	166.7	11.3	19	177.4	14.9	13	11	1.4	13.1	-0.94	17	37	11	30	38
Caucasian	1	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
H	47	160.5	16.2	3	173.4	18.6	4	13	1.2	12.9	0.01	51	47	22	47	44
M	4	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
3	194	173.1	17.7	3	184.2	18.1	4	11	0.7	11.1	0.00	96	194	48	46	45
B	51	176.5	17.8	8	187.8	17.6	10	11	1.0	10.9	0.17	57	51	28	55	50
Caucasian	2	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
H	47	169.9	17.4	1	180.4	18.1	1	11	1.0	11.2	-0.35	36	47	19	40	32
M	4	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
4	93	192.6	19.0	3	191.9	21.0	3	9	0.9	9.8	0.17	57	93	53	57	55
A	3	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
B	38	185.0	18.0	5	194.9	17.7	8	10	1.3	8.8	0.52	70	38	23	61	58
Caucasian	4	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
H	45	177.5	18.9	1	185.9	22.5	1	8	1.4	9.2	-0.41	34	45	23	51	48
M	3	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
5	90	192.1	18.8	4	200.9	18.7	8	9	1.0	7.2	0.83	80	90	47	52	49
A	1	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
American Indian or Alaskan Native	1	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
B	34	193.9	19.1	7	204.7	16.3	19	11	1.8	7.1	1.89	97	34	20	59	53
Caucasian	3	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
H	46	188.1	18.1	2	196.6	20.6	2	8	1.0	7.3	0.10	54	46	22	48	41
M	5	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+



Clayton County Public School

2023-2024 Comprehensive School Improvement Plan

Kilpatrick Elementary

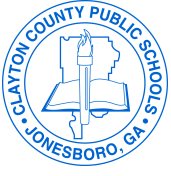
Language Arts:
Reading

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**				**				**
1	0	**			**			**				**				**
2	89	163.0	14.5	8	176.1	16.9	7	12	0.9	12.9	-0.34	37	89	35	39	40
B	37	166.7	11.3	19	177.4	14.9	13	11	1.4	13.1	-0.94	17	37	11	30	38
Caucasian	1	*			*			*		*			*			*
H	47	160.5	16.2	3	173.4	18.6	4	13	1.2	12.9	0.01	51	47	22	47	44
M	4	*			*			*		*			*			*
3	104	173.1	17.7	3	184.2	18.1	4	11	0.7	11.1	0.60	50	104	48	46	45
B	51	176.5	17.8	8	187.8	17.6	10	11	1.0	10.9	0.17	57	51	28	55	50
Caucasian	2	*			*			*		*			*			*
H	47	169.9	17.4	1	180.4	18.1	1	11	1.0	11.2	-0.35	36	47	19	40	32
M	4	*			*			*		*			*			*
4	93	182.6	19.0	3	191.9	21.0	3	9	0.9	9.0	0.17	57	93	53	57	55
A	3	*			*			*		*			*			*
B	38	185.0	18.0	5	194.9	17.7	8	10	1.3	8.8	0.52	70	38	23	61	58
Caucasian	4	*			*			*		*			*			*
H	45	177.5	18.9	1	185.9	22.5	1	8	1.4	9.2	-0.41	34	45	23	51	48
M	3	*			*			*		*			*			*
5	90	192.1	18.8	4	200.9	18.7	8	9	1.0	7.2	0.83	80	90	47	52	49
A	1	*			*			*		*			*			*
American Indian or Alaskan Native	1	*			*			*		*			*			*
B	34	193.9	19.1	7	204.7	16.3	19	11	1.8	7.1	1.89	97	34	20	59	53
Caucasian	3	*			*			*		*			*			*
H	46	189.1	19.1	2	196.6	20.6	2	8	1.0	7.3	0.10	54	46	22	48	41
M	5	*			*			*		*			*			*

Kilpatrick Elementary

Language Arts:
Language Usage

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**				**				**
1	0	**			**			**				**				**
2	88	161.6	15.0	3	177.0	17.1	6	15	1.0	14.5	0.33	63	88	44	50	47
B	36	163.8	13.0	6	178.4	16.2	8	15	1.6	14.4	0.05	52	36	18	50	47
Caucasian	1	*			*			*		*			*			*
H	47	160.5	16.8	2	176.2	18.2	4	16	1.3	14.5	0.43	67	47	23	49	46
M	4	*			*			*		*			*			*
3	104	174.2	16.4	2	184.1	18.9	1	10	0.9	11.1	-0.61	27	104	46	44	44
B	51	177.4	16.2	5	188.6	17.9	7	11	1.3	11.0	0.11	54	51	27	53	53
Caucasian	2	*			*			*		*			*			*
H	47	171.7	16.4	1	179.6	19.0	1	8	1.3	11.2	-1.68	5	47	16	34	20
M	4	*			*			*		*			*			*
4	93	184.2	20.2	2	192.7	20.7	3	9	0.9	8.5	-0.01	50	93	41	44	40
A	3	*			*			*		*			*			*
B	38	187.2	18.8	7	195.0	18.8	6	8	1.1	8.3	-0.31	38	38	18	47	44
Caucasian	4	*			*			*		*			*			*
H	45	178.4	20.3	1	187.4	22.3	1	9	1.5	8.9	0.06	53	45	18	40	30
M	3	*			*			*		*			*			*
5	90	192.8	19.8	4	200.9	18.2	7	8	0.9	6.5	0.98	84	90	51	57	51
A	1	*			*			*		*			*			*
American Indian or Alaskan Native	1	*			*			*		*			*			*
B	34	194.2	19.2	6	203.6	14.9	15	10	1.7	6.5	1.84	97	34	19	56	51
Caucasian	3	*			*			*		*			*			*
H	46	190.3	21.0	1	197.1	20.7	2	7	1.0	6.7	0.09	53	46	23	50	47
M	5	*			*			*		*			*			*



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

Kilpatrick Elementary

Science: Science K-12

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	103	178.5	12.4	6	187.3	10.4	7	9	0.7	9.0	-0.10	46	103	45	44	39
B	51	180.1	11.6	10	188.9	10.3	12	9	0.9	8.9	-0.03	49	51	21	41	39
Caucasian	2	*			*			*					*			
H	46	177.1	13.0	4	185.7	10.4	4	9	1.1	9.2	-0.25	40	46	21	46	42
M	4	*			*			*					*			
4	93	187.3	11.7	10	193.1	13.2	8	6	0.8	6.9	-0.52	30	93	42	45	42
A	3	*			*			*					*			
B	38	187.6	11.4	11	194.4	11.9	12	7	1.1	6.8	-0.02	49	38	18	47	43
Caucasian	4	*			*			*					*			
H	45	185.8	11.6	6	189.7	13.8	2	4	1.2	6.9	-1.48	7	45	15	33	34
M	3	*			*			*					*			
5	89	192.5	12.9	9	198.8	13.7	11	6	0.8	6.1	0.10	54	89	44	49	47
A	1	*			*			*					*			
American Indian or Alaskan Native	1	*			*			*					*			
B	33	193.7	13.1	13	202.0	12.0	24	8	1.3	6.1	1.06	85	33	20	61	55
Caucasian	3	*			*			*					*			
H	46	191.0	13.2	5	195.3	14.9	4	4	1.0	6.1	-0.85	20	46	16	35	34
M	5	*			*			*					*			

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

2018-19	2020-21	2021-22	2022-23
94.39%	90.35%	92.72%	92.38%

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

Year	Incident Count	Event Count	Participant Count
2018-19	38	39	44
2020-21	0	0	0
2021-22	6	6	7
2022-23	2	4	2

22-23 Attendance Data

148 Students (20.6%) Absent 10% of enrolled or more, less than 20% enrolled

191 Students (26.5%) Absent more than 5%, less than 10% enrolled

292 Students (40.6%) Absent 5% or enrolled days



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Comprehensive Needs Assessment:

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

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

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

The school improvement plan was developed based on the results of a needs assessment conducted by the Leadership Team. The needs assessment included reviewing achievement data, parent and community engagement data as well as formative data from the SY23 designated academic assessment platforms (iReady, DIBELS, MAP and GMAS) and comparing gradebook data with assessment data. After reviewing the various data sources, the leadership team identified **strengths, opportunities** and **obstacles**.

The results from the needs assessment were reviewed by some of our stakeholders. During the review, the team looked at the data trends including gaps and potential areas of concerns for all subgroups (ED, African American and ELL).

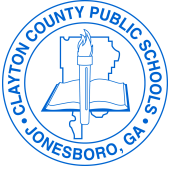
The team discussed possible root causes including current classroom practices and identified priority focus areas for the upcoming school year. The review of the findings led to the development of improvement goals that will be driven by State academic standards and the team will regularly review formative data to monitor progress.

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)

100% of Kilpatrick's student population is economically disadvantaged with 49% of the population identified as African-American while 48% of the population is identified as Hispanic. Over 36% of the Hispanic population are identified as ELL.

MAP Growth data and GMAS data were reviewed and analyzed. There was some growth observed across all subgroups when comparing both data sources. All data sources consistently show the same patterns of low performance in ELA, math, science and social studies.

An analysis of the SY23 EOY MAP Math achievement data indicate that students in second and fifth grades made only minimal growth.. The gains amongst each grade level are noticeably within 3 percentage points. Second grade student achievement declined on an average of 10 percentage points. The percentage of students' achievement for second to fifth grade remains in the 21st to 40th percentile.



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The EOY MAP Reading achievement data indicate that students in fourth and fifth grades showed an increase of eight percentage points in reading achievement. The second grade EOY assessment data show no change from the BOY data. Third grade EOY data showed a one percentage point increase from the BOY data. The percentage of students' reading achievement for second to fifth grade remains in the 21st to 40th percentile.

While GMAS EOG Data shows a 5-percentage point increase in students performing proficient or better in ELA, 52% scored at the beginning level. In math, 40% of the student population scored at the beginning level. However, there was an 11-percentage point increase in the percentage of students scoring proficient or better in comparison to SY22. In SY23, 61% of students scored in the beginning level compared to 69% in SY22. There was an increase of 10 percentage points of students scoring proficient or better in grades 3-5.

Students identified as students with disabilities make up 12% of tested (GMAS) students. They showed a 1 percentage point increase from SY22 in the percentage of students scoring at the beginning level in ELA. In math, there was a 1 percentage point decrease (from 89-88) of students at the beginning level. The percentage of SWD students scoring proficient in all content areas remained the same.

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

Focus – Root Cause

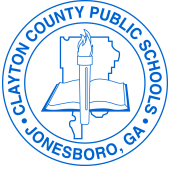
- Math (Numbers and Operations) –
 - Lack of foundational skills to build upon cumulative knowledge
 - Lack of explicit instruction using mathematical practices
- ELA (Vocabulary and Comprehension)
 - Problems with phonics and decoding or with automaticity and fluency
 - Lack of explicit instruction in reading strategies such as inferring and monitoring for comprehension

In SY24 we will focus on all content areas with prioritized focus on math and reading. While there are several factors that contribute to the current data, the root cause or possible explanation is that students in grades K-5 are entering each grade level with a deficit- an increasing gap between what they know and can do and the required grade-level skills in reading and math. Additionally, staffing issues also played a role. Over 40% of the students in 3rd grade did not have a math teacher during the first semester. Class sizes were also possible root causes. Class sizes being as large as they were, negatively impacted how effectively teachers could provide targeted individualized interventions.

In addition, teachers have varying levels of pedagogical and content knowledge and understanding of how to address the high percentage of learners performing below grade level. As a result, more targeted professional learning will be provided and required for content and support teachers. Professional learning topics will include, but will not be limited to content specific training, small group instruction and co-teaching.



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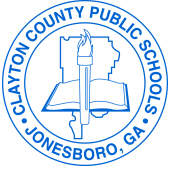
Goals and Strategies: (Identify 3 to 4 SMART goals based on school needs.)

<p>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)</p> <p>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)</p> <p>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;</p>			
<p>Goal 1: By the end of SY24, the percentage of all students reading at or above grade level will increase by at least 8% points as measured by reading assessment data (MAP and EOG: GMAS.)</p>			
Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Adjust the school schedule to increase time for targeted ELA instruction by implementing a daily schoolwide ELA/Reading initiative	August 2023 – May 2024	NA	Academic Coach, All teachers and instructional support staff
Utilize Academic Coach to collaborate weekly with teachers to explore best reading instruction practices, provide coaching and support instruction.	August 2023 – May 2024	Title I	Administrators, Academic Coaches, Teachers
Hire a Title I Paraprofessional to provide tailored small group ELA/Reading instructional support to students in grades 3-5.	August 2023 – May 2024	Title 1	Principal
Provide opportunities for professional learning with evidence-based reading instructional strategies.	August 2023 – May 2024	Title I and SIG	Administrators and Academic Coach
<p>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</p>			
Economically Disadvantaged		Foster and Homeless	
<p>The academic coach will support teachers and provide professional learning on instructional strategies and evidence-based practices for reading instruction and formative assessment practices.</p> <p>Supplemental support will be provided through direct instruction and interventions.</p>		<p>Parent Liaison, Social Worker, Student Engagement Specialist, SST Chair and Counselor will connect with students and families to help address non-academic needs and provide resources. Monitor students’ academic progress, ensure RTI and SST processes are implemented to provide students additional support.</p>	



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English Learners	Students with Disability
<p>EL students will receive support from ESOL teachers who will provide access to the curriculum designed to improve language and content understanding. WIDA standards will be used to help teachers provide differentiated ELA/reading instruction. Elevation will also be used to provide teachers with strategies for providing instruction.</p>	<p>The LTSE, SDI coach and academic coach will facilitate professional learning to ensure instruction is designed to meet the needs outlined in the IEP. Resources will be identified for use during collaborative and resource groups to help students with content mastery.</p>
Gifted Learners	
<p>The gifted resource teacher will collaborate with the teacher of record to ensure differentiated instruction includes strategies that develop students' ability to address complex problems and tasks.</p>	



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)

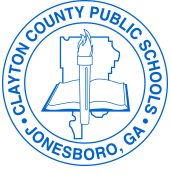
b) use methods and instructional strategies and instructional programs in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 2: By the end of SY24, the percentage of all students scoring proficient or better in math will increase by at least 8% points as measured by reading assessment data (MAP and EOG: GMAS.)

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Implement Number Talks and other mathematical practices to support student learning and engagement in math instruction	August 2023 – May 2024	NA	Academic Coach, All teachers and instructional support staff
Adjust the school schedule to increase time to implement a schoolwide initiative for daily math modeling and practice.	August 2023 – May 2024	NA	Administrators and Leadership Team
Utilize Academic Coach to collaborate weekly with teachers to explore best reading instruction practices, provide coaching and support instruction.	August 2023 – May 2024	Title I	Administrators
Provide opportunities for professional learning with evidence-based reading instructional strategies.	August 2023 – May 2024	Title I and SIG	Administrators and Academic Coach
Hire a Title I Paraprofessional to provide tailored small group math instructional support to students in grades 3-5.	August 2023 – May 2024	Title I	Principal

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

Economically Disadvantaged	Foster and Homeless
The academic coach will support teachers and provide professional learning on instructional strategies and evidence-based practices for mathematical instruction and formative assessment practices.	Parent Liaison, Social Worker, Student Engagement Specialist, SST Chair and Counselor will connect with students and families to help address non-academic needs and provide resources. Monitor students’ academic progress, ensure RTI and SST processes



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Supplemental support will be provided through direct instruction and interventions.	are implemented to provide students additional support.
English Learners	Students with Disability
EL students will receive support from ESOL teachers who will provide access to the curriculum designed to improve language and content understanding. WIDA standards will be used to help teachers provide differentiated mathematics instruction. Elevation will also be used to provide teachers with strategies for providing instruction	The LTSE, SDI coach and academic coach will facilitate professional learning to ensure instruction is designed to meet the needs outlined in the IEP. Resources will be identified for use during collaborative and resource groups to help students with content mastery.
Gifted Learners	
The gifted resource teacher will collaborate with the teacher of record to ensure differentiated instruction includes strategies that accelerate learning and develop students' ability to address complex problems and tasks.	



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

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

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

Goal 3: By the end of the SY24, all student subgroups will show an increase of 8% points or better in science achievement and science standards mastery.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Implement various evidence-based strategies and resources (technology and hands on) to engage students in science (ADI and Stem Scopes)	August 2023 – May 2024	NA	Academic Coach, All teachers and instructional support staff
Utilize Academic Coach to collaborate with teachers and provide coaching, PD training and instructional support.	August 2023 – May 2024		Administrators
Provide opportunities for professional learning with evidence-based reading instructional strategies.	August 2023 – May 2024	Title I and SIG	Administrators and Academic Coach

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

Economically Disadvantaged	Foster and Homeless
The academic coach will support teachers and provide professional learning on instructional strategies and evidence-based practices for science instruction and formative assessment practices. Supplemental support will be provided through direct instruction and interventions.	Parent Liaison, Social Worker, Student Engagement Specialist, SST Chair and Counselor will connect with students and families to help address non-academic needs and provide resources. Monitor students’ academic progress, ensure RTI and SST processes are implemented to provide students additional support.
English Learners	Students with Disability



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EL students will receive support from ESOL teachers who will provide access to the curriculum designed to improve language and content understanding. WIDA standards will be used to help teachers provide differentiated mathematics instruction. Elevation will also be used to provide teachers with strategies for providing instruction

The LTSE, SDI coach and academic coach will facilitate professional learning to ensure instruction is designed to meet the needs outlined in the IEP.

Gifted Learners

The gifted resource teacher will collaborate with the teacher of record to ensure differentiated instruction includes strategies that accelerate learning and develop students' ability to address complex problems and tasks.



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

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

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

Goal 4: By the end of SY24, the number of students with 5 or more absences will decrease by 10% points as evidenced by attendance meeting minutes and summary reports.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Implement a targeted intervention program to help improve attendance (EveryDay Intervention)	August 2023- May 2024	3500.00	Attendance Secretary, Counselor, SES, Social Worker
Implement school wide incentives to acknowledge students and their parents who attend school regularly. (NBA Club, PBIS Rewards)	August 2023- May 2024	2,000.00	Administrators, Teachers, Counselor, SES, PBIS Coach
Utilize minutes from SAC meetings to provide support for families.	August 2023-May 2023	0	Social Worker

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

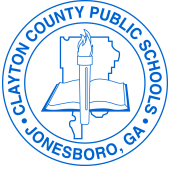
Economically Disadvantaged	Foster and Homeless
SES, Social Worker and Counselor will provide open forums to communicate attendance expectations and help parents understand the attendance policy and the importance of students attending school.	Parent Liaison, Social Worker, Student Engagement Specialist and Counselor will connect with students and families to help ensure non-academic needs are being met. Monitor students’ attendance, ensure RTI and SST processes are implemented to provide students additional support.
English Learners	Students with Disability
SES, Social Worker and Counselor will provide open forums to communicate attendance expectations and help parents understand the attendance policy and the importance of students attending school.	Parent Liaison, Social Worker, Student Engagement Specialist and Counselor, SWD Lead and teacher will connect with students and families to help ensure non-academic needs are being met. Ensure the students’



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	IEP include explicit strategies to address educational needs, as well as attendance goals and objectives.
Gifted Learners	



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

c) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include:

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

All students will participate in 50 minutes per week of a district wide SEL curriculum through ReThink Ed. Professional learning aligned with culturally relevant teaching practices will be offered to staff related throughout the year.

The parent liaison and school social worker are also available to connect families with community-based resources.

The Student Engagement Specialist (SES) will serve select students to address needs as well using the Check and Connect Intervention.

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

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.);

In an effort to encourage positive behavior, Kilpatrick Elementary has become a PBIS school. with school behavior expectations. A Behavior Intervention Specialist has been assigned to the school to provide counseling to students along with our school counselor and SES.

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.)

Kilpatrick Elementary School will align professional development with Georgia's academic content and student academic achievement standards. Multiple avenues of professional development are included in our improvement plan that align with the actions aligned to our plan goals. Opportunities for professional



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learning will be based on plan goals, staff self-evaluation, student assessments and Teacher Keys Evaluation System (TKES). Feedback from classroom observations will also be used to determine needed professional development.

Differentiating (small group) and accelerating instruction will be a focus this school year therefore both of these topics will be embedded in the professional development plan. Professional development will also include training in incorporating literacy and numeracy strategies across the curriculum and small group instruction and effective collaborating and co-teaching. We will continue to provide ongoing training regarding data driven instruction to ensure data is gathered and closely analyzed for the purpose of adjusting instruction.

Additional training for teachers will be aligned to research based practices and strategies (Rigorous Instruction, Close-Reading; Evidence-Based Writing, Higher-Order Questions, Academic Discourse, Making Meaningful Connections, Technology Integration and effective ways to increase parental involvement.

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.

Kilpatrick Elementary will offer a bridge program for incoming Kindergarten students. Prior to the first day of school academic screening is offered and conducted the week before the start of school to provide parents and staff with formative diagnostic data.

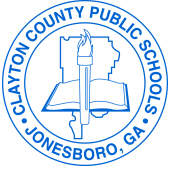
vi) describe how the school will use and implement effective parent and family engagement strategies for parents of English Learners and Students with Disabilities.

With the help of the parent liaison, SES and teachers, Kilpatrick will create different channels for communication in families' language and communicate in families' preferred language. Multiple opportunities will be provided for parents to receive and/or have access to resources.

Kilpatrick will host parent meetings, grade level and content curriculum nights along with training sessions that will be tailored to assist parents on how to help their students be successful in school and at home. Meetings and help sessions will be offered both face to face and virtual. An interpreter will be secured for all meetings and all meetings will be recorded and posted via the school website in the Title 1 – Parent Information page.

Various activities (Face to Face and Virtual) and resources will be planned and available for EL and DES Families to assist them with addressing their students' individual needs.

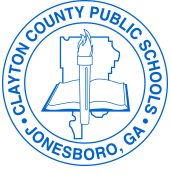
The school wide plan will be regularly monitored and revised as needed based on student achievement data obtained from GMAS, ACCESS and MAP Growth assessment. Classroom instruction will be observed regularly using observation tools such as eWalk (High Performance Practices), GaDOE Collaborative planning rubric and TKES. Teachers will receive feedback on planning and instruction as it pertains to the goals and artifacts included in the plan. Unit and common assessment data will be used to measure short term student successes.



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Data will be analyzed to determine if areas of concern are being addressed according to the goals developed. Student achievement will be measured using the assessment guidelines aligned to standard mastery.

The schoolwide plan will be revised to address short term actions according to established baselines (BOY, MOY and EOY) to ensure student improvement is occurring. The plan will remain in effect the entire school year.



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Plan Development and Evaluation:

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

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

The school wide plan will be regularly monitored and revised as needed based on student achievement data obtained from GMAS, ACCESS and MAP Growth assessment. Classroom instruction will be observed regularly using observation tools such as eWalk (High Performance Practices), GaDOE Collaborative planning rubric, and TKES. Teachers will receive feedback on planning and instruction as it pertains to the goals and artifacts included in the plan. Unit and common assessment data will be used to measure short term student successes.

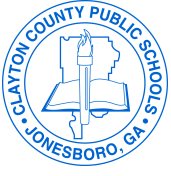
Data will be analyzed and instructional practices will be evaluated and reviewed to determine if areas of concern are being addressed according to the goals developed. Student achievement will be measured using the assessment guidelines aligned to standard mastery.

The schoolwide plan will be revised to address short term actions according to established baselines (BOY, MOY and EOY) to ensure student improvement is occurring. The plan will remain in effect the entire school year.

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.

Parents will have an opportunity to participate and review the development of the Parent and Family Engagement Plan, Student-Compact, and 1% budget. All stakeholders will be invited to provide input on the planning processes and the schoolwide plan.



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

- a) is developed during a 1-year period
- b) is developed with the involvement of parents and other members of the community including teachers, principals, school leaders, paraprofessionals, instructional support staff, and student (high school)
- c) remains in effect for the duration of the school's participation in a Title I School-Wide Program
- d) is available to the school district, parents, and the public, in a language that parents can understand
- e) is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

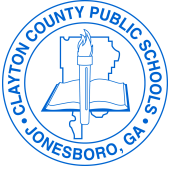
At Kilpatrick Elementary School, we developed our schoolwide plan with the participation and input of individuals who will carry out the actions and goals of the schoolwide/school improvement plan. The Leadership team met during the summer (July 2023) to review EOY student data and discuss goals and strategies for the 23- 24 school year. The team will continue to meet monthly (every 4 ½ weeks) to review data and evaluate implemented practices. The plan will be shared with stakeholders throughout the year beginning in August and it will be revised accordingly using feedback and input from all participants/stakeholders who will help in carrying out the comprehensive school improvement plan.



Clayton County Public School 2023-2024 Comprehensive School Improvement Plan

Professional Development (question 2-iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
SDI Training	August - September 2023	DES Staff	SDI Coach and LTSE
Co-Teaching	August 2023-December 2023	K-5 Teachers and Instructional Support teachers/All subjects	Administrators, Coach
Data Formed Instruction – Using data to plan for small groups <ul style="list-style-type: none"> ● MAP Growth ● GMAS ● Common Assessments ● Unit Assessments 	August 2023-May 2024 (in alignment with testing schedule)	K-5/Reading, Math and Science	Admin and Coach, Teachers
Number Talks- Metro RESA	August 2023	All Math Teachers	Administrators, Coach, Math Ambassadors
Math Modeling and Reasoning	August 2023 – May 2023	All Math Teachers	Administrators, Coach, Math Ambassadors
CCPS High Performance Practices <ul style="list-style-type: none"> ● Close-Reading; ● Evidence-Based Writing ● Higher-Order Questions ● Academic Discussions 	Close Reading – September 2023 - March 2024)	K-5/All Subjects	Administrators and Coach
Utilizing Math Manipulatives to Teach Math- Griffin RESA	October 18, 2023	K-5/Math	Academic Coach, Math Ambassadors
Teacher Led Small Group Instruction – Griffin RESA	August 24, 2023	K-2 Teachers	K-2 Chairs and Coach
Teacher Led Small Group Instruction – Griffin RESA	October 6, 2023	3-5 Teachers	3-5 Chairs and Coach
The F.I.P. Side of Georgia Milestones Writing – Griffin RESA	September 6, 2023	K-5	Academic Coach, ELA Lead and grade level representative



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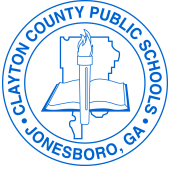
Parent and Family Engagement

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Sent Home and Posted on School Website: School-Family Compact School PFEP District PFEP	September 19, 2023	Ashley Collins, Parent Liaison Candice Jester, Principal
School-Family Compact Discussion: Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)		
Annual Title I Parent Meeting: Meeting held Documents posted on school website	September 7, 2023	Ashley Collins, Parent Liaison Candice Jester, Principal
Building Parent Capacity Fall: (F2F or Zoom) <i>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.</i> Curriculum Workshop 1	October 5, 2023	Ashley Collins, Parent Liaison
Building Parent Capacity Fall: Curriculum Workshop 2	Sep 14, 2023	Ashley Collins, Parent Liaison
Building Parent Capacity Fall: Technology/Copyright Piracy Workshop	Sep 21, 2023	
Building Parent Capacity Fall: EL Parent Workshop (if applicable)	Aug 17, 2023	Ashley Collins, Parent Liaison
Building Parent Capacity Continuous Communications (Fall) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	Aug 24, 2023	Ashley Collins, Parent Liaison



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Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Building Staff Capacity (Fall):	October 4, 2023	Ashley Collins, Parent Liaison
Building Staff Capacity Continuous Communications (Fall): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	October 4, 2023	Ashley Collins, Parent Liaison
Fall October Data Dig: PLC to review Dashboard Data	October 5, 2023	Administrators (Candice Jester and Kesha Shiflet), Academic Coach (Sharon Saunders), Teachers
Fall December Data Dig: PLC to review Dashboard Data	December 6, 2023	Administrators (Candice Jester and Kesha Shiflet), Academic Coach (Sharon Saunders), Teachers
Building Staff Capacity (Spring):	March 6, 2024	Ashley Collins, Parent Liaison
Building Parent Capacity Spring: Curriculum Workshop 3	February 7, 2024	Ashley Collins, Parent Liaison
Building Parent Capacity Spring: Assessment Workshop	March 20, 2024	Ashley Collins, Parent Liaison
Building Parent Capacity Spring: Transition Meeting	February 28, 2024	Ashley Collins, Parent Liaison
Building Staff Capacity Continuous Communications (Spring): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	April 10, 2024	Ashley Collins, Parent Liaison
Building Parent Capacity Continuous Communications (Spring) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	March 13, 2024	Ashley Collins, Parent Liaison
Spring March Data Dig PLC to review Dashboard data	March 15, 2024	Administrators (Candice Jester and Kesha Shiflet), Academic Coach (Sharon Saunders), Teachers
Spring May Data Dig PLC to review Dashboard data	May 22, 2024	Administrators (Candice Jester and Kesha Shiflet), Academic



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Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
		Coach (Sharon Saunders), Teachers
Input Meeting (s) FY23: Staff Parents/Families Students	April 10, 2024	Ashley Collins, Parent Liaison Candice Jester, Principal



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Tentative Budget