

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

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN		
School Name: Jonesboro Middle School	District Name: Clayton County Public Schools	
Principal Name: Kimberlee Barnett	School Year: 2023-2024	
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ESSA ACCOUNTABILITY STATUS—Check only if applicable.		
Comprehensive Support <input checked="" type="checkbox"/>	Targeted Support <input type="checkbox"/>	Promise School <input type="checkbox"/>
BUDGET MODEL – Check all that apply.		
Title I, Part A Budget <input 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**

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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:** Jonesboro Middle School will increase the number of students scoring at the proficient level or above on the 2024 GMAS ELA assessment by 8 percentage points from 17% to 25%.

In an effort to increase the number of students proficient in ELA the following opportunities will be provided for teachers and students.

- All students will Drop Everything and Read (DEAR) during homeroom.
- Teachers will be provided training on the use of Amplify.
- 6th Grade Students will utilize the Achieve 3000 Program.
- ALL students will participate in the Accelerated Reader Program designed to improve Lexile Scores.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
All Grades will implement effective collaborative planning as measured by 95% attendance, GaDOE Rubric specific Teacher Behaviors, and the walkthrough data.	August - May	General Fund	Administration, Leadership Team, Academic Coaches, all teachers



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All Grades will implement a new district instructional framework as measured by 95% compliance evidenced in Lesson Plans and Weekly Focus Walks.	August - May	General Fund	Administration, Leadership Team, Academic Coaches, all teachers
Pedagogical Leadership Team and Teacher Leaders - will participate in a school based data summit to improve schoolwide Data Consciousness and Analyze BOY MAP Data and create a plan to increase the number of students scoring at the proficient level or above on the 2024 GMAS by 8%age points.	August - May	General fund	Administration, Leadership Team, Academic Coaches, Student Engagement Specialist, all teachers
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
Although action steps above address this subgroup, students will receive additional support through the acceleration plan and from the Circle of Support (CoS) as needed to supplement general instructional needs. Students will also receive greater access to gifted education.	Provide teachers with access to SSW and other support personnel to ensure needs of all students are met. Students will receive additional support from the Circle of Support (CoS) as needed to supplement general instructional needs.		
<b>English Learners</b>		<b>Students with Disability</b>	
Although action steps above address this subgroup, students will receive additional support through the acceleration plan and from the Circle of Support (CoS) as needed to supplement general instructional needs. Students will also receive greater access to gifted education.	Execute the instructional accommodations as outlined in IEP. Students will receive additional support from the Circle of Support (CoS) as needed to supplement general instructional needs.		
<b>Gifted Learners</b>			
Although action steps above address this subgroup, students will receive additional support through the acceleration plan and from the Circle of Support (CoS) as needed to supplement general instructional needs. Students will also receive greater access to gifted education.			



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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)**

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**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:** Jonesboro Middle School will increase the number of students scoring at the proficient level or above on the 2024 GMAS Math assessment by 8 percentage points from 5% to 13%.

JMS is alignment with CCPS and the National Council of Teachers of Mathematics (NCTM), and Georgia Performance Standards to provide support to educators in order to improve student achievement, the Math educators will receive continuous training throughout the school year from CCPS Mathematical Department that will:

- Equip educators to have mathematical tasks to engage students' interest and intellect.
- Provide knowledge and strategies to give educators opportunities to deepen students' understanding of mathematics and its applications.
- Model how to orchestrate classroom discourse in ways that promote the investigation and growth of mathematical ideas. Provide opportunities to deepen students' understanding of mathematics and its applications.
- Use technology and other tools to pursue mathematical investigations in the classroom
- Help students seek connections to previous and developing knowledge
- Guide individual, small-group, and whole-class instruction.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
All Grades will implement effective collaborative planning as measured by 95% attendance, GaDOE Rubric specific Teacher Behaviors, and the walkthrough data.	August - May	General Fund	Administration, Leadership Team, Academic Coaches, all teachers



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All Grades will implement a new district instructional framework as measured by 95% compliance evidenced in Lesson Plans and Weekly Focus Walks.	August - May	General Fund	Administration, Leadership Team, Academic Coaches, all teachers
Pedagogical Leadership Team and Teacher Leaders - will participate in a school based data summit to improve schoolwide Data Consciousness and Analyze BOY MAP Data and create a plan to increase the number of students scoring at the proficient level or above on the 2024 GMAS by 8%age points.	August - May	General fund	Administration, Leadership Team, Academic Coaches, all teachers
Educators will receive additional support from CCPS that will provide them ongoing support in throughout the school year to understand the new Math standards.	August - May	General Fund	Administration, Leadership Team, Academic Coaches, all teachers
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
Although action steps above address this subgroup, students will receive additional support through the acceleration plan and from the Circle of Support (CoS) as needed to supplement general instructional needs. Students will also receive greater access to gifted education.	Provide teachers with access to SSW and other support personnel to ensure needs of all students are met. Students will receive additional support from the Circle of Support (CoS) as needed to supplement general instructional needs.		
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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:** Jonesboro Middle School will increase the percentage of students achieving grade level target Lexile scores by 8 percentage points during the 2023 - 2024 school year as measured by the 2024 GMAS.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Jonesboro Middle School will implement a reading and comprehension improvement program: Achieve 3000 to improve reading comprehension for all 6th grade students wherein 95% of all 6th grade <b>ELA teachers</b> will Attend training, administer Lexile baseline assessment and implement with fidelity the program.	August - May	Title I/SIG	Administration, ELA Coach, Department Chairperson, 6th grade teachers
Jonesboro Middle School will implement and nurture the DEAR (Drop Everything, and Read) initiative every morning during homeroom wherein all teachers will need classroom libraries and a novel for every content to support and encourage daily reading and comprehension.	August - May	Title I/SIG	Administration, ELA Coach, Department Chairperson, 6th grade teachers
Jonesboro Middle School will institute the 25 book campaign wherein all teachers will	August - May	Title I/SIG	Administration, ELA Coach,





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promote through an incentive based program daily reading and comprehension.			Department Chairperson, 6th grade teachers
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**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:**



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**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**

### **School-wide Reform Strategies:**

- Identifying issues affecting school performance, such as absenteeism
- Addressing social or behavioral problems
- Helping students develop skills needed for academic success
- Counseling individuals and small groups
- Counseling large group
- Assessing students' abilities and interests
- Helping students achieve academic or career goals
- Safety assessments
- Community support resource linkage
- Impact mentoring
- Back Back Bears
- Help students process their problems and plan goals and action
- Mediate conflict between students, Peers and teachers
- Improve parent/teacher and Parent / Student relationships
- Assist with High School, college and career planning
- Facilitate drug and alcohol prevention program
- Refer students to psychologists/ SPARKS and other mental health resources

**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.);**

- Individual Education Plans: The 'Individualized Education Program, also called the IEP, is a document that is developed for each public-school child who needs special education. The IEP is created through a team effort, reviewed periodically. In the United States, this program is known as an Individualized Education Program (IEP).
- 504 Accommodations: The **504 Plan** is a **plan** developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment
- RTI/SST: Jonesboro Middle School follows Georgia's four-tiered Student Achievement Pyramid of Interventions to provide appropriate and effective Response to Intervention services, which incorporates universal screening, targeted interventions, and a team approach to decision-making and the development and implementation of services.



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- **Tiers I and II Interventions** are facilitated in the general education environment by grade level and department teams. Documentation from each tier is utilized to make decisions regarding interventions and movement between tiers.
- **Tier III Interventions** and services are facilitated by the Student Support Team (SST). The SST Chairperson ensures the process is followed and team decisions are made according to the outcome of data, indicating student progress.
- **Tier IV Interventions** and services are facilitated through specialized programs or instructional delivery models such as the Program for Exceptional Children, English Language Learners, or Gifted Instruction.

**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.)**

Jonesboro Middle believes in promoting the continuing education of the faculty and staff. Continuing education of the teacher and paraprofessional promotes the education of the student. 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. This will create Professional Learning communities within the school. Jonesboro Middle will offer professional development on an on-going basis both in school and with-in the district. As permitted, staff members are encouraged to attend conferences, symposiums, and other workshops that enhance their knowledge and skill while improving student achievement. Workshops are not limited to academia, but will also include character education and personal growth. Staff will also participate in book studies in professional learning communities; participate in afterschool professional development with topics such as differentiated instruction, instructional strategies for reluctant readers, utilizing technology effectively, and attend all of the mandated county professional development sessions.

Jonesboro Middle will use feedback from classroom observations to determine additional professional learning for all faculty and staff. We know that our teachers need more learning support to better implement the explicit instruction/gradual release framework. Professional development will include training in incorporating reading and writing strategies across the curriculum, instructional technology, and using data to determine remediation models and adjusting instruction.

Additional training will include a repertoire of classroom management inclusive of building positive relationships, establishing procedures, understanding the nature and needs of the middle grade learner, combined with social emotional learning, critical thinking, higher order thinking



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and effective ways to increase parental and community involvement. Furthermore, we mandate that educators participate in any district required professional development.

Much of our training will occur on site during monthly reserved professional learning times. Our staff members will learn from subject-matter experts. Learners will engage in a variety of school improvement initiative learning activities that will enable teachers to effectively teach students to meet state academic achievement standards. These activities will address school improvement initiatives, needs identified in the staff evaluation process, or mandated professional learning. We will continue to ensure our Title I Parent Liaison participates in all mandatory Title I training.

The parent liaison will assist the administrators in providing opportunities for parents to engage in learning activities. Learning opportunities for parents will be offered during the day, Curriculum nights, and other evening meetings/trainings with parents. To encourage parent participation in these trainings, Title I funds will be used to provide parents resources and access to technology.

In the midst of the unprecedented COVID-19 Crisis, all school stakeholders had to consider other ways and means of communicating and educating our students. Teachers, principals, and paraprofessional and support staff members have and will be provided with ongoing training to support students learning through the use of technology. All 6<sup>th</sup> through 8<sup>th</sup> grade students will be provided chrome books, so they can continue to engage in meaningful learning with the use of technology and face-to-face instruction. As a means to provide continuous support to both educators and students, technology integration will be a resource, but not the only source.

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example:

Purchase books for book study.

PD conferences for teachers and administrators based upon needs assessment including data analysis, integrating technology, Literacy across the curriculum, content Math, content Science, and content Social Studies, along with PD related to SWD and ELL student achievement.

- Provide PD on-site during and after school hours using Title I and PL funds.
- Monitor classroom instruction through Focus walks to ensure implementation of PD.
- Conduct weekly grade level and bi-weekly department meetings.
- Utilize CCPS district level Lead Teachers and PL staff to provide PD for applicable staff.
- Bi-weekly meetings with the School Improvement Team to determine PD needs.
- Provide resources for classrooms to carry out the implementation plans.
- Utilize Title I Academic Coach for on-site job embedded professional learning

We have included teachers in professional development activities surrounding the use of MAP and Illuminate to create and administer academic assessments. These systems enable teachers to



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provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways:

- Jonesboro Middle School will provide instructional staff with training in use of the SLDS. Further SLDS training will continue thereafter as needed.
- Research in the form of a book study, *How Teachers Can Turn Data Into Action* (Venables, 2014).
- Teachers will participate in professional learning on the use of assessments to drive the instructional program.
- Teachers will participate in ongoing PD delivering effective virtual instruction and fidelity of curriculum implementation, with a particular emphasis on Literacy across the Curriculum and Critical Thinking.
- Teachers will receive PD in rigor and relevant strategies to apply in all contents. SWD and ELL teachers will be included in PD to positively impact student achievement across all subgroups.

**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.**

To smooth the transition from elementary to middle school, Jonesboro Middle School Plans to offer a Rising 6<sup>th</sup> Grade Parent Orientation Night to address questions parents may have about middle school, interventions for students who may need additional support, testing, and the middle school curricula. In the spring, the rising 6<sup>th</sup> grade students are invited to a transition presentation and orientation tour of the school. If parents are unable to attend the spring transition meeting, they can attend a make-up session before school starts in the fall.

Another event to assist sixth grade students with making the transition from 5<sup>th</sup> to 6<sup>th</sup> grade at Jonesboro Middle School plans to impliment multi-day summer bridge program. Students will learn from teachers and counselors how to navigate through middle school. The program is designed to help sixth grade students make a smooth transition into middle school by giving them an early introduction to the expectations of middle school. In the fall, the school will open an Open House for ALL students that will provide pertinent information such as schedule, meet the teacher, school supplies, expectations, and tour to make sure both students and parents are well informed and prepared for the first day of school. We host a Town Hall meeting for 6<sup>th</sup> grade orientation where the Leadership Team meets to discuss curriculum, homework policies, uniform dress policies, etc.

The preparation of rising 9<sup>th</sup> graders will be in line with the rigors of the high school curricula. Additionally, teachers can collaborate on the effective implementation of research-based instructional strategies. During the school year, our 8<sup>th</sup> grade students visit the feeder high



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school. High school Marching Band students come over quarterly to host programs and discussions with current 8<sup>th</sup> graders about high school life and expectations.

Throughout the school year vertical teaming is done for teachers to collaborate. The teachers discuss important information in making the students' transition easier. In addition, the counselor conducts classroom guidance sessions with the students to inform them of what to expect next school year.

The 8<sup>th</sup> grade students visit their assigned High school for the upcoming school year in May. During this visit they meet the Leadership Team, counselors, Elective teachers and classroom teachers for 9<sup>th</sup> grade. They are given vital information to give to their parents and are able to ask questions about their upcoming high school experience. Chorus and band students perform along with performances from the Step and drill teams, cheerleaders and members of the sports teams and coaches introduce themselves.

As an additional layer of support, the feeder school counselors and Leadership Team visit periodically to meet with the counselor, teachers and administrators to recommend strategies and best practices. This meeting of the minds is to strategically plan for the transition to middle school and to high school smooth. As a point of contact the counselors take the charge in coordinating these events, discussions, and initiatives to meet the needs of all our learners.

Furthermore, all stakeholders, partake in a variety of activities throughout the year to provide students and parents a clear pathway for learning at Jonesboro Middle School. During these times of connecting, the following are provided, but not limited to the items listed: Information about the curriculum and pacing, procedures, grading system, assessments, digital platforms to support student learning, use of technology, and additional parent resources to help the whole child. To name specific events, Parent Night, Curriculum Night, College, and Career Day, Hispanic Heritage Celebration, Fine Arts Concerts, amongst many other opportunities encourage community and provide parents moments to participate in building a better tomorrow today.

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

We will provide full opportunities, to the extent practical, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand. When appropriate, Title I funds will be used for childcare, interpreters, transportation, and technological services at parent involvement activities. Jonesboro Middle School will also attempt to accommodate the needs of parents with disabilities and those of migratory and homeless, neglected and delinquent students, as well as parents with limited English proficiency. Furthermore, we will involve parents in an organized,



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ongoing, and timely way in the planning, review, and improvement of school-wide programs and the school parental involvement policy. Jonesboro Middle School will schedule CSIP Planning Meetings and invite parents of all students, school staff, students, and community members to attend. Jonesboro Middle School partners with the district's International Center to effectively communicate with parents of ELL students. The school based Lead Teacher of Special Education, has developed a plan for communication with the special education teachers to support the consistent and effective communication with parents to address varying needs and concerns. JMS consistently sends out communication using language translation software and utilizes interpreters to ease parental apprehension when dealing with parent and student concerns. These strategies are used when communicating for the purposes indicated below.

- A. We collect data through surveys, informational meetings, individual meetings in the Parent Resource Center, and from parent or counselor contacts. In addition, evaluation forms distributed in multiple languages at the end of each workshop or meeting will be a way for parents to voice any concerns or requests. Parents are free to provide their names, email addresses, and phone numbers to the administrators or on the evaluation forms for follow up dialogues. The school administrators will then contact them with further information about their concerns or requests.
- B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parent involvement plan available to the local community. During the annual Title I Planning Meeting, Jonesboro Middle School parents will assist in planning, developing, and approving the school's Title I school-wide program plan and budget, as well as parent involvement documents, such as, the school-parent compact and the parent involvement policy. Parents will continually be invited to participate in the title I, Local School Council meetings, and other planning processes of the school.
- C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the school-wide plan, and the school-parent compact. All parents of participating children are encouraged and invited to attend. Parents will be invited to the annual Title I parent meeting through flyers, the School Messenger dial out system, and the school's website. The annual Title I meeting will be held at Jonesboro Middle School in September.
- D. We will offer a flexible number of meetings, such as meetings in the morning or evening. Additionally, Jonesboro Middle School will hold two annual Title I parent meetings on different days and at different times and have several workshops for parents that will be outlined in the school's 2023-2024 Parent Involvement Calendar of Events. Parents who cannot attend the meetings may schedule an appointment with the Title I Parent Liaison to receive additional information in the Parent Resource Center.



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- E. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet. Additionally, we will provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practically possible, by having a Title I planning meeting and an annual parent meeting to receive important information regarding the Title I program. Students performing below grade level will receive an academic contract to inform parents of their lack of progress. Conferences will be held twice a year, and/or by parent/teacher/administrator request. In order to help parents better understand the promotion requirements and curriculum, various parent workshops will be provided. Explanations will also be communicated to parents with test scores at parent teacher conferences. The workshops will focus on the core content areas. It is our intention to build positive relationships, assist with developing instructional strategies, and to provide resources through the Parent Resource Center. There are many opportunities throughout the school year for our families and community members to become partners in the education of all students. Jonesboro Middle School offers a parent volunteer program. This is a group of parents, guardians, and community members that volunteer their time to the school. The volunteers assist in the media center, Parent Resource Center, student performances and events, and other areas as needed. There is a Local School Council that actively participates in Title I planning meetings to review data, school goals and objectives, and make any decisions that might be necessary in order to address the school's targeted needs.
- F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Jonesboro Middle School has developed and annually revises a school-parent compact along with parents, student volunteers, and members of the community, and school administration and faculty. All parents and students are invited each year by the school principal to attend the Title I planning meeting to provide input in revising the compact. This school-parent compact sets the expectations of each of the parties regarding the responsibilities for the education of students. The compact will be sent home to all families with the students and will be posted on the school's website and in the Parent Resource Center. The compact will be signed and dated by the teacher, student, parent(s), and an administrator. The compact will be revisited with parents during conferences and other Title I meetings.





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- G. We will aid parents of participating children, as appropriate, in understanding the state’s academic content standards, the state’s student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child’s progress, and how to work with educators. The key method Jonesboro Middle School will use to help parents in understanding the state’s academic content standards and assessments is through informational meetings and workshops throughout the school year. Parents also have access to Infinite Campus, which can be found on the district’s website, [www.clayton.k12.ga.us](http://www.clayton.k12.ga.us). Infinite Campus is a way parents can view their child’s grades immediately after his/her teacher enters them in the grade book. By viewing their children’s grades and attendance, parents will be able to easily monitor their child’s progress in each class.
- H. We will provide materials and training to help parents to work with their child to improve their child’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement and help parents work with their child to improve their child’s achievement. These trainings will be provided by the Title I Parent Liaison, school counselors, school administrators or teachers, external presenters, district personnel, or others. The Title I Parent Liaison will assist parents and serve as a liaison between home and school. Parents who are unable to attend training or workshops will be able to request materials be sent home.
- I. We will provide training to educate teachers, pupil services personnel, administrators, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and building ties between parents and the school, by working with parents as equal partners in the educational process to positively impact the academic achievement of the students. The administration will offer staff development opportunities for the entire faculty to build the necessary relationships between home and school, while emphasizing the value of parental contributions and parental involvement. We may also ask other CCPS support personnel to assist in presenting strategies for effective parent involvement. Some of the staff development courses that will be offered will include training on middle school assessments and curriculum. A staff development will be offered for all teachers to educate them on the importance of effective teacher/parent communication. Teachers will be provided with strategies that can be helpful to them when working with parents. An orientation of the Parent Resource Center will be provided for all staff members to make certain that they are aware of the resources that are offered for parents. A suggestion box will be placed in the Parent Resource Center to gather suggestions and comments from parents to help improve communication and support.
- J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Home Instruction Programs, the Parents as



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Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. The school will help students transition from middle school to high school. This will be done through information provided by Jonesboro Middle School counselors and teachers. Jonesboro Middle School staff will collaborate with state and other CCPS personnel to provide services for our homeless, neglected and delinquent, and migrant population. The Title I Parent Liaison and school staff will encourage and support parents during the transition periods mentioned above.

- K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practical, in a language the parents can understand. Jonesboro Middle School will use clear, simple, and parent-friendly language to communicate information related to school and parent programs. Information will be translated into Spanish and other languages when appropriate. In order to maintain contact with the parents, the school will use automated calling systems, the school website, emails, newsletters, flyers, and other means of communication.
- L. The Parent Resource Center at Jonesboro Middle School will offer a variety of learning resources for parents to check out and utilize at home for extended home learning. The Parent Resource Center will be facilitated by parent volunteers and the Title I Parent Liaison who can aid ALL parents to gain a better understanding of the educational process, as well as training to help them learn skills to better assist their children academically. To assist our families of children with special needs, we have access to two parent mentors at the district level that are available as a resource. Our families classified as homeless have access to a social worker, school counselors, and the district's Homeless Liaison.



# 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 regular monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.

b) Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

c) Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program

a) The CSIP is a living document that is frequently monitored and updated to meet changing needs. The CSIP is reviewed prior to the development of quarterly STAP meetings with the GaDOE School Effectiveness Specialist and the Metro RESA School Implementation Specialist, and the administrative team. Additionally, meetings to review and give stakeholders the opportunity to provide feedback for the school-wide plan are conducted semi-annually. We amassed a committee of various stakeholders to assist with developing a school-wide plan that will help improve student achievement. This committee has been engaged in the school-wide CSIP planning process for one year.

b) Prior CSIP plans have included research based strategies and supports for increasing student achievement. Although the overall percent of students performing at the level of proficient and above falls below the target level, the percent of students performing at the Beginning level continues to decline between 6th and 8th grades. As a result, the research based strategies and supports identified in the CSIP have been effective in the past.

c) Jonesboro Middle School uses multiple forms of communication to invite feedback and input on its CSIP plan annually. If the need arises to modify the CSIP, updates will be made after the semi-annual review meeting. An annual meeting for all stakeholders (parents, students, and staff) will be held to discuss data and changes to the school-wide plan, input, and feedback will be requested from all participants.

#### 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



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

**practicable, provided in a language the parents can understand. Such a plan shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.**

Jonesboro Middle School's 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 school is identified as a Comprehensive Support and Improvement School for the 2023-2024 school year.

### **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 school-wide plan is developed with the involvement of the community and individuals who will carry out the plan including teachers, administrators, support personnel, and parents. Prior to the beginning of the school year, the school's leadership retreat was held. Attending the retreat were the administrative team, department chairs, instructional coaches, GaDOE School Effectiveness Specialist and the Metro RESA School Improvement Specialist, and other school leaders. These stakeholders participated in the initial development of this plan. The initial plan will be taken back to the school to give staff and parents the opportunity to be involved and provide input in the plan's development. Specifically, parents will be invited to attend the Title I school-wide planning meeting through flyers, phone calls, and other forms of advertisements. At the meeting, we will collaboratively analyze all of the current and historical data for Jonesboro Middle School, both academic and non-academic data. All stakeholders will have an opportunity to provide verbal feedback and engage in a variety of planning meeting sessions. We will strongly encourage participants to provide input at the planning meetings and through document reviews, parent surveys, and email.



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