

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

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN		
School Name: Eddie White Middle Academy	District Name: Clayton County Public Schools	
Principal Name: Dr. Micki Harris	School Year: 2023-2024	
School Mailing Address: 11808 Panhandle Road Hampton, GA 30228		
Telephone: 770-472-2850		
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 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 checked="" 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:

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CSIP Planning Committee:

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

NAME	POSITION/ROLE
Dr. Micki Harris	Principal
Dr. Donte Gilbert	Assistant Principal
Michael Howard	Assistant Principal
Devlyn White	Assistant Principal
Kimberly Reid	Academic Coach
Kimberly Smith	Literacy Coach
Renamae Pintard	Parent Liaison
Stephanie Perdue	ELA Department Chair
Martin Screen	Mathematics Department Chair
Alexis Sewell	Science Department Chair
Aviance Welch	Social Studies Chair
Tamara McNeil	6th Grade Counselor
Javonne Darling	7th Grade Counselor
Taylor Robinson	8th Grade Counselor
Rhonda Reese	Attendance Secretary
Rico McWilliams	SES Teacher
David McFadgen	6th Grade Level Chair
Reginald Pettus	7th Grade Level Chair
Curtis Combs	8th Grade Level Chair
Dawn Fox	Behavior Intervention Specialist

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Data:

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

Minimally include and summarize the following data if available for the school.

- 1) 2 years of the current GMAS data (2021-2022 and 2022-2023). Provide displays of data by subgroups.
- 2) 2 or 3 years of the current MAP scores, if available. Provide displays of grade level data by subgroups.
- 3) The current and 3 years of prior years' student attendance data.
- 4) The current and 3 years of prior years' student discipline data.

2022-2023 EWMA GMAS DATA

ELA	Grand Total	Total # Students Enrolled	# of BL	% of BL	# of DL	% of DL	# of PL	% of PL	# of DSL	% of DSL
	Total		1349	538	39.9%	476	35%	269	20%	19

6th Grade ELA	Teacher	Total # Students Enrolled	# of BL	% of BL	# of DL	% of DL	# of PL	% of PL	# of DSL	% of DSL
	Andrew (AU)	6	5	83%	0	0%	0	0%	0	0%
	LaFace (EL)	112	81	72%	28	25%	0	0%	0	0%
	Perdue (REM)	107	27	25%	51	48%	27	25%	0	0%
	Rogers (SSBC)	1	0	0%	1	100%	0	0%	0	0%
	Vacant (DES)	103	24	23%	42	41%	29	28%	0	0%
	Wiggins (Gft'd/Hnr	118	60	51%	12	10%	34	29%	9	8%

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	s)									
	Total	447	197	44%	134	30%	90	20%	9	2%

7th Grade ELA	Teacher	Total # Students Enrolled	# of BL	% of BL	# of DL	% of DL	# of PL	% of PL	# of DSL	% of DSL
	Green (Gft/Hnrs)	108	32	30%	33	31%	35	32%	4	4%
	Rogers (SSBC)	2	1	50%	0	0%	0	0%	0	0%
	Vacant (DES)	85	52	61%	19	22%	9	11%	0	0%
	Thomas (EL)	129	58	45%	47	36%	18	14%	0	0%
	M. Williams (REM)	124	49	40%	47	38%	21	17%	0	0%
	Total	448	192	43%	146	33%	83	19%	4	1%

8th Grade ELA	Teacher	Total # Studen ts Enrolle d	# of BL	% of BL	# of DL	% of DL	# of PL	% of PL	# of DSL	% of DSL
	Andrew (AU)	1	1	100%	0	0%	0	0%	0	0%
	Combs (Gft'd/Hnrs)	91	12	13%	31	34%	40	44%	0	0%
	Baker (EL)	120	50	42%	51	43%	18	15%	5	4%
Piercy (DES)	128	53	41%	53	41%	18	14%	0	0%	

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	Rogers (SSBC)	2	0	0%	0	0%	0	0%	0	0%
	Williams, D. (REM)	112	33	29%	61	54%	20	18%	1	1%
	Total	454	149	33%	196	43%	96	21%	6	1%

Math	Grand Total	Total # Students Enrolled	# of BL	% of BL	# of DL	% of DL	# of PL	% of PL	# of DSL	% of DSL
		Total	1347	692	51.4%	517	38%	92	7%	10

6th Grade Math	Teacher	Total # Students Enrolled	# of BL	% of BL	# of DL	% of DL	# of PL	% of PL	# of DSL	% of DSL
	Andrew (AU)	6	5	83%	0	0%	0	0%	0	0%
	Ball (EL)	112	61	54%	41	37%	6	5%	0	0%
	McFadgen (REM)	107	62	58%	42	39%	2	2%	0	0%
	Neal (DES)	102	74	73%	24	24%	1	1%	0	0%
	Rogers (SSBC)	1	1	100%	0	0%	0	0%	0	0%
	Screen (Gft/Hrs)	117	34	29%	58	50%	22	19%	4	3%
	Total	445	237	53%	165	37%	31	7%	4	1%

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7th Grade	Teacher	Total # Student s Enrolled	# of BL	% of BL	# of DL	% of DL	# of PL	% of PL	# of DSL	% of DSL
	Amouzou (DES)	85	53	62%	21	25%	5	9%	0	0%
	Barrington (REM)	124	52	42%	63	51%	6	12%	1	1%
	Griffin (Gft'd/Hnrs)	108	26	24%	57	53%	20	77%	2	2%
	Raym (EL)	129	55	43%	56	43%	6	11%	0	0%
	Rogers (SSBC)	2	2	100%	0	0%	0	0%	0	0%
	Total	448	188	42%	197	44%	37	8%	3	1%

8th Grade Math	Teacher	Total # Student s Enroll ed	# of BL	% of BL	# of DL	% of DL	# of PL	% of PL	# of DSL	% of DSL
	Andrew (AU)	1	1	100%	0	0%	0	0%	0	0%
	Vacant (Gft'd/Hnrs)	91	31	34%	48	53%	10	11%	1	1%
	Mosely, T. (DES)	128	84	66%	38	30%	2	2%	0	0%
	Rogers (SSBC)	2	1	50%	0	0%	0	0%	0	0%
	Snell (EL)	120	82	68%	30	25%	7	6%	0	0%
	Williams-Bankston (REM)	112	68	61%	39	35%	5	4%	2	2%

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Total	454	267	59%	155	34%	24	5%	3	1%
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EWMA 2021-2022 GMAS DATA

Subject:	Beginning (0 pts)	Developing (.5 pts)	Proficient (1 pt)	Distinguished (1.5 pts)	Distinguished + Proficient
ELA 6th Grade	51%	27%	16%	1%	17%
ELA 7th Grade	47%	37%	15.10%	>1%	16%
ELA 8th Grade	37%	39%	20%	3%	23%
ELA (All) 6th-8th	40.00%	34.00%	17%	1.50%	18.67%
Math 6th Grade	61%	33%	5%	0%	5%
Math 7th Grade	49.26%	42.04%	7.43%	1.27%	9%
Math 8th Grade	57%	32%	11%	0%	11%
Math (All) 6th-8th	55.67%	35.67%	7.81%	0.42%	8.30%
Science - 8th Grade	62%	28%	8%	2%	10%

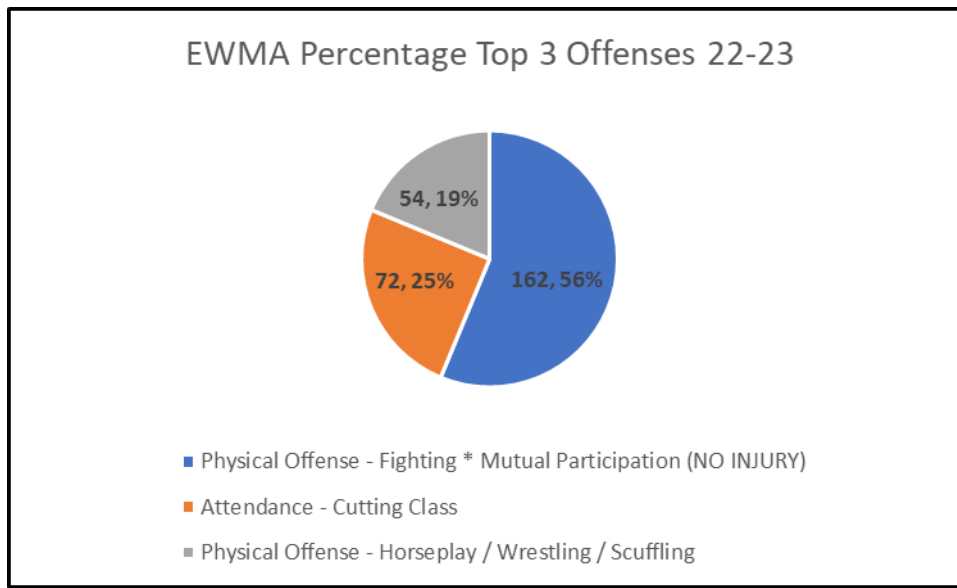
Subject:	Beginning	Developing	Proficient	Distinguished	Distinguished + Proficient
Algebra I Overall 21-22	27%	52%	19%	3%	21%
Phy Sci Overall 21-22	30%	45%	22%	2%	24%

GMAS - Content Mastery - Spring 2022																
Subject:	Number of Students Tested	Beginning (0 pts)	# of BL Students	# of Students 5% Decrease in BL	SY 23 CSIP Goal for BL	Developing (.5 pts)	# of DL Students	SY23 CSIP Goal for DL	Proficient (1 pt)	# of PL Students	Distinguished (1.5 pts)	# of DSL Students	Distinguished + Proficient	# of PL+ Students	# of Students for PL+ Increase (5%)	SY23 CSIP Goal
ELA 6th Grade	472	51%	241	12	229	27%	127	139	16%	76	1%	5	17%	80	4	84
ELA 7th Grade	473	47%	222	11	211	37%	175	186	15.10%	71	1%	5	16%	76	4	80
ELA 8th Grade	520	37%	244	12	232	39%	203	215	20%	104	3%	16	23%	120	6	126
ELA (All) 6th-8th	1,465		689	34	654	34.00%	498	533	17%	249	1.50%	22	19%	271	14	285
Math	472	61%	222	11	211	33%	156	167	5%	24	0%	0	5%	24	1	25

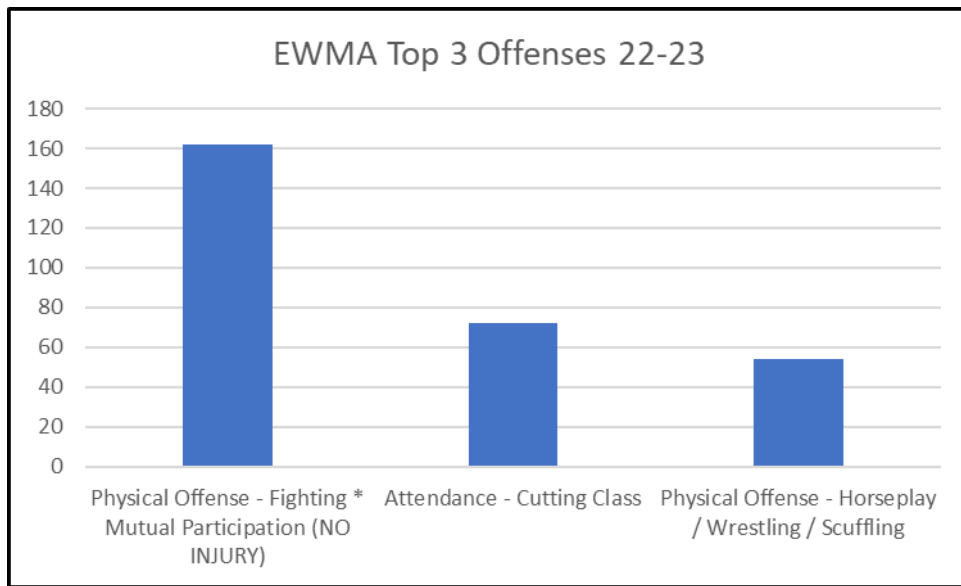
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6th Grade																	
Math 7th Grade	473	49.26 %	222	11	211	42.04 %	199	210	7.43%	35	1.27%	6	9%	41	2	43	
Math 8th Grade	520	57%	244	12	232	32%	166	179	11%	57	0%	0	11%	57	3	60	
Math (All) 6th-8th	1,465		689	34	654	35.67 %	523	557	7.81%	114	0.42%	6	8%	121	6	127	
Science - 8th Grade	450	62%	212	11	201	28%	126	137	8%	36	2%	9	10%	45	2	47	
Social Studies - 8th Grade	511	55%	248	13	235	52%	235	223	6%	28	0%	0	5%	28	2	30	

2022-2023 DISCIPLINE SUMMARY

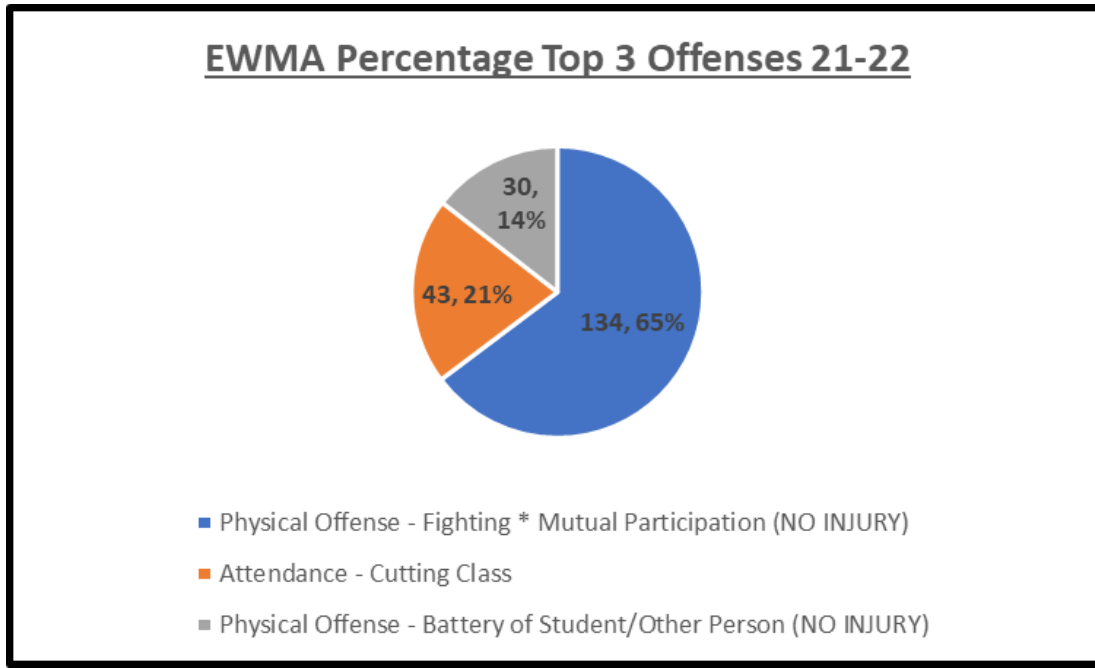
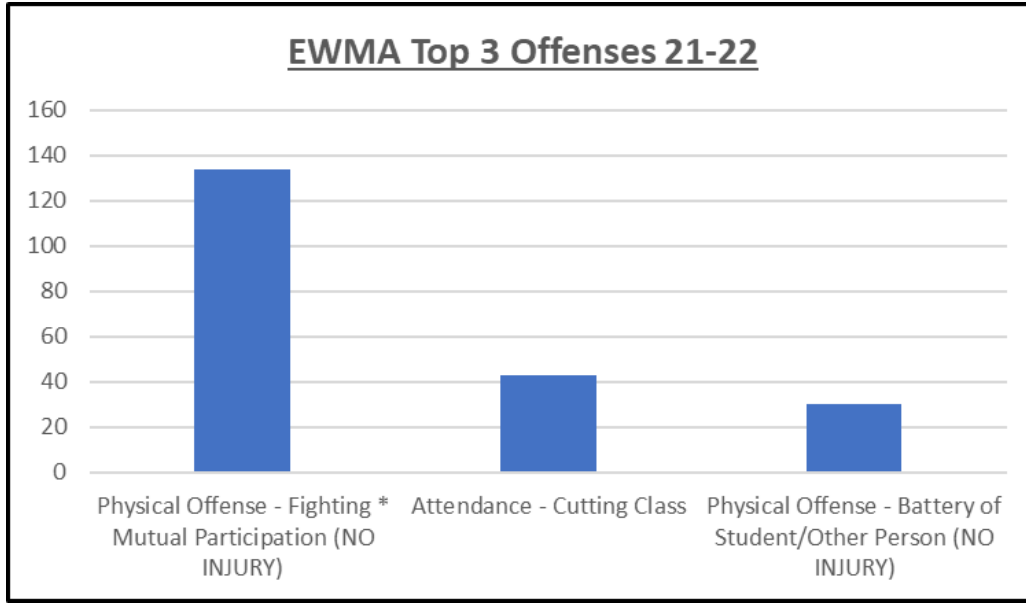


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2021-2022 DISCIPLINE SUMMARY

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EWMA Attendance Data

<p style="text-align: center;">22-23 White Academy Middle 11808 Panhandle Rd., Hampton GA 30228 Generated on 07/26/2023 08:29:58 AM Page 1 of 1</p>	<p style="text-align: center;">Attendance/Membership Summary Report Start/End Date: 07/01/2022 - 06/30/2023 School(s): 1 Calendar(s): 1 Grade: 06, 07, 08</p>
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School: White Academy Middle Calendar: 22-23 White Academy Middle

Grade	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
	Count	Days					Days	Avg. Daily		
06	514	81183	5673.93	75509.07	450.99	419.51	4593.36	25.60	93.01%	
07	520	80068	5636.93	74431.07	444.80	413.55	4599.55	25.63	92.96%	
08	531	83358	6436.46	76921.54	463.09	427.36	5007.63	27.71	92.28%	
Total	3	1565	244609	17747.32	226861.68	1358.88	1260.42	14200.54	78.94	92.74%

<p style="text-align: center;">21-22 White Academy Middle 11808 Panhandle Rd., Hampton GA 30228 Generated on 07/26/2023 08:29:32 AM Page 1 of 1</p>	<p style="text-align: center;">Attendance/Membership Summary Report Start/End Date: 07/01/2021 - 06/30/2022 School(s): 1 Calendar(s): 1 Grade: 06, 07, 08</p>
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School: White Academy Middle Calendar: 21-22 White Academy Middle

Grade	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
	Count	Days					Days	Avg. Daily		
06	553	86231	7286.09	78944.91	481.60	441.09	6768.43	37.80	91.55%	
07	546	85113	7145.45	77967.55	475.43	435.63	6399.85	35.65	91.60%	
08	577	91997	7336.56	84660.44	513.92	472.99	6656.81	37.10	92.03%	
Total	3	1676	263341	21768.10	241572.90	1470.95	1349.71	19825.09	110.55	91.73%

<p style="text-align: center;">20-21 ZZ Lovejoy Middle 1588 Lovejoy Road, Lovejoy GA 30250 Generated on 07/26/2023 08:29:09 AM Page 1 of 1</p>	<p style="text-align: center;">Attendance/Membership Summary Report Start/End Date: 07/01/2020 - 06/30/2021 School(s): 1 Calendar(s): 1 Grade: 06, 07, 08</p>
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School: ZZ Lovejoy Middle Calendar: 20-21 Lovejoy Middle

Grade	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
	Count	Days					Days	Avg. Daily		
06	193	31817	2750.19	29066.81	181.81	166.07	2730.01	15.64	91.36%	
07	210	34732	3432.56	31299.44	198.45	178.87	3417.02	19.53	90.12%	
08	203	33582	3432.39	30149.61	191.91	172.34	3421.10	19.50	89.78%	
Total	3	606	100131	9615.14	90515.86	572.17	517.28	9568.13	54.67	90.40%

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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 Comprehensive Needs Assessment Process began with the Leadership Team reviewing SY 22-23 GMAS Data, ACCESS data, which included the analysis of individual teacher attendance, student attendance, student behavior (discipline), as well as the use of technology. Step 1: Analyzed the Proficiency of Teacher Pedagogy Step 2: Analyzed Teacher Attendance Step 3: Analyzed MAP and 9 Week Grade Report to facilitate student placement for SY 23-24 Step 4: Analyzed Student Alternative Placement and OSS infractions
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)
Based on the CSIP team data analysis, prioritization of needs, and agreed upon root causes list the prioritized foci and root causes.
Prioritized Foci and Root Causes 1. Foci 1: Proficiency of Teacher Pedagogy: Math 8%, 102 students were Proficient and Distinguished Learners 2. Foci 2: ELA 22%, 288 students were Proficient and Distinguished Learners a. 8th Science 12%, 46 students were Proficient and Distinguished Learners b. 8th Georgia Studies 6%, 28 students were Proficient and Distinguished Learners 3. Foci 3: Teacher Attendance 4. Foci 4: Student Discipline Root Causes 1. Teacher Pedagogy a. Math Content i. Lack of implementation of lessons with fidelity b. ELA Content i. Teacher vacancies

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ii. High teacher absenteeism

c. Science Content

i. Lack of conducting ADI Labs with fidelity

ii. Lack of implementation of lessons with fidelity

d. Social Studies Content

i. Lack of Document Based Questions (DBQ) facilitation

ii. Lack of implementation of lessons with fidelity

2. Teacher Attendance

a. Post COVID related issues

b. Teacher Burnout due to lack of Substitute coverage for vacant or absent teachers, which led to split classes or increase class size

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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 the year, Eddie White Middle Academy will increase the number of students scoring at Proficient and Distinguished by a minimum of 8 percentage points in ELA, #288 students 21% Proficient/Dist. to #405 students 30% Proficient/Dist. as measured by the 2024 Spring GMAS.</p>			
Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
95% of teachers will implement the <u>Teach Like A Champion</u> “Threshold and Strong Start” strategy by engaging with students at the door and providing a meaningful and engaging opening activity to students within the first 10 minutes of class	August-September	General Title I L4GA	Teachers Academic Coaches Administrators
Use of GMAS and MAP BOY data to determine focus students (Level 2) and student placement in REP Courses.	August-May	General Title I L4GA	Teachers Academic Coaches Administrators
Connection teachers will provide targeted instruction in the form of push in services during 5th period classes using data from informal and formal assessments.	August-May	General Title I L4GA	Teachers Academic Coaches Administrators
Use baseline MAP BOY to tailor a coaching cycle for improved instructional delivery.	August-October	General Title I L4GA	Teachers Academic Coaches Administrators

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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
<ul style="list-style-type: none"> ● Teachers are provided with resources through title 1 to ensure students have supplies to complete work. ● Students will receive additional support from the Circle of Support (CoS) as needed to supplement general instructional needs 	<ul style="list-style-type: none"> ● 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.
English Learners	Students with Disability
<ul style="list-style-type: none"> ● ESOL teachers will collaborate with teachers to provide accommodations for students to successfully complete the bell ringer activity. ● Counselors will review ELL student schedules to determine if the student has push in services through ESOL. If not those students will be moved to 5th period to participate in the Connections REP course to receive those services 	<ul style="list-style-type: none"> ● DES teachers will be located inside the classroom to provide support to students as they complete their bell-ringer activity. ● 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.
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)

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

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

Goal 2: Decrease the number of Fights physical offenses (mutual participation - no injury) from 56% to 45% and to increase from 13% to 20% access to behavioral interventions and support.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Utilize Big 7 Report to identify students with 2+ classroom disruptions and 1 fighting infraction to determine students eligible for behavioral supports in Circle of Support meetings.	August-May		Administrator PBIS Team COS Team
Increase the number of students participating in monthly Positive Behavior Intervention & Supports (PBIS) celebrations by decreasing student disciplinary infractions by 10%.	August-May		Administrator PBIS Team BIS Student Engagement Specialist SST Coordinator Teachers
Conduct monthly Circle of Support (COS) team meetings to review data and identify strategies (mentoring, restorative practices, etc.) to aide in the reduction of discipline offenses	August-May		Administrator PBIS Team BIS Student Engagement Specialist SST Coordinator Teachers

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

Economically Disadvantaged

Foster and Homeless

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Circle of Support, SST, ILT, SES will all provide support and strategies.....	Circle of Support Team will provide home support and strategies. Implement incentives for improvement of home behavior.
English Learners	Students with Disability
ESOL teachers, ILT and SST Chair will collaborate monthly to identify students who may need services.	ILT Team will meet monthly to collaborate to identify students who may need services.
Gifted Learners	
Gifted Teachers, Counselors, and SST Chair will collaborate monthly during grade level meetings to identify students who may need Tier II services.	



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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 2023-2024 school year, EWMA will have an overall student attendance rate from 92.7 to 95.7% or higher for the school year.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Weekly Communication with Parents and Guardians regarding the importance of students’ attendance of a full school day.	Weekly		Teachers & Counselors
Attendance Workshops for Parents of students absent 3 consecutive days.	Monthly starting September		Parent Liaison
SACS team will conference with parents regarding 5th Period, early checkout after 3 time of checking out, excluding 504s.	Monthly		Counselor, Social Worker, Attendance Secretary, Administrator

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

Economically Disadvantaged	Foster and Homeless
Run FTE Tracker Report for SAC to identify Economically Disadvantaged students	Run FTE Tracker Report for SAC to identify Foster and Homeless students
English Learners	Students with Disability
Run FTE Tracker Report for SAC to identify English Learners students	Run FTE Tracker Report for SAC to identify Students with Disabilities students
Gifted Learners	
Run FTE Tracker Report for SAC to identify Gifted students.	

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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 the year, Eddie White Middle Academy will increase the number of students scoring at Proficient and Distinguished by a minimum of 8 points in Math, #102 students 8% to #216 students 16% as measured by the 2024 Spring GMAS.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Formative Assessment: Regularly assess students' understanding and progress throughout the learning process. Formative assessments provide feedback to both teachers and students, allowing them to identify areas of weakness and adjust instruction accordingly.	August-May		Teachers Academic Coaches Administrators
Differentiated Instruction: Tailor your teaching approach to meet the diverse needs of students. Use a variety of instructional methods, materials, and activities to accommodate different learning styles and abilities.	August-May		Teachers Academic Coaches Administrators
Explicit Instruction: Provide clear and direct instruction, breaking down complex concepts into manageable steps. Use modeling and think-alouds to demonstrate problem-solving strategies.	August-May		Teachers Academic Coaches Administrators

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<p>Metacognition and Self-Regulation: Teach students how to think about their own thinking (metacognition) and develop self-regulation skills. Encourage them to reflect on their learning process, set goals, and monitor their progress</p>	August-May		Teachers Academic Coaches Administrators
<p>Real-World Applications: Connect math concepts to real-life situations to make learning more meaningful and engaging for students. Show them how math is relevant beyond the classroom</p>	August-May		Teachers Academic Coaches Administrators
<p>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</p>			
<p>Economically Disadvantaged</p>	<p>Foster and Homeless</p>		
<ol style="list-style-type: none"> 1. Targeted Intervention Programs: Implement targeted intervention programs that provide extra support to economically disadvantaged students who are struggling in math. These programs can include small-group tutoring, after-school math clubs, or one-on-one support. 2. Summer Enrichment Programs: Offer summer enrichment programs focused on math to help students retain and build upon their skills during the break. These programs can be designed to be engaging and fun while reinforcing essential math concepts. 3. Mentoring and Role Models: Connect struggling students with mentors or role models from the community who can offer encouragement, academic guidance, and inspiration. 4. Access to Technology: Ensure that economically disadvantaged students have access to technology and online resources 	<ol style="list-style-type: none"> 1. Designate a Support Coordinator: Assign a designated staff member (e.g., counselor, social worker) as a support coordinator to work closely with foster and homeless students. This coordinator can help identify their needs and connect them with appropriate resources. 2. Needs Assessment: Conduct a comprehensive needs assessment to understand the specific challenges and barriers that foster and homeless students face in learning math. This assessment can guide the development of targeted interventions. 3. Stable Learning Environment: Ensure that foster and homeless students have access to a stable and safe learning environment. Collaborate with school staff and community organizations to address housing and basic needs if necessary. 4. Individualized Learning Plans: Develop individualized learning plans for each foster and homeless student, taking into account their academic strengths, weaknesses, and personal circumstances. Tailor math instruction to meet their unique learning needs. 5. Flexible Scheduling: Provide flexible scheduling options for foster and homeless students to accommodate their changing circumstances and potential disruptions. 		

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<p>that can support their learning, such as educational apps, interactive math games, and digital textbooks.</p> <p>5. Family Engagement: Involve parents and guardians in their children's math education. Organize workshops or information sessions to help parents understand the curriculum and ways they can support their children's learning at home.</p> <p>6. Math Coaches : Employ math coaches who can work with both teachers and students to improve math instruction and provide additional support where needed.</p>	<p>6. Transportation Support: Assist with transportation to ensure that foster and homeless students can attend school regularly and participate in after-school tutoring or enrichment programs.</p> <p>7. Wraparound Services: Establish partnerships with community organizations and agencies that can provide wraparound services, such as tutoring, counseling, and mentorship, to support foster and homeless students.</p> <p>8. Academic Case Management: Assign academic case managers to work with foster and homeless students, providing ongoing support, tracking progress, and advocating for their needs.</p> <p>9. Trauma-Informed Practices: Train teachers and school staff in trauma-informed practices to create a nurturing and understanding learning environment for students who may have experienced trauma.</p> <p>10. Peer Support Groups: Create peer support groups or mentorship programs where foster and homeless students can connect with and support each other.</p>
English Learners	Students with Disability
<p>1. English Language Development (ELD) Support: Provide targeted English language development support to help EL students improve their language skills. Offer language classes, tutoring, or language support within the math classroom.</p> <p>2. Bilingual Math Support: Provide bilingual math materials or bilingual teachers/tutors who can explain math concepts in the students' native language to enhance comprehension.</p> <p>3. Visual Aids and Manipulatives: Use visual aids, diagrams, charts,</p>	<p>1. Individualized Education Plan (IEP) or 504 Plan: Ensure that each student with a disability has an appropriate IEP or 504 plan that outlines their specific needs, goals, and accommodations for math instruction.</p> <p>2. Inclusive Education: Create an inclusive classroom environment where students with disabilities learn alongside their peers, fostering a supportive and positive learning community.</p> <p>3. Multisensory Instruction: Use multisensory approaches in math instruction, incorporating visual, auditory, and kinesthetic elements to accommodate different learning styles.</p> <p>4. Differentiated Instruction: Differentiate math instruction to meet the diverse needs of students with disabilities. Adjust content, process, and</p>

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<p>and manipulatives to illustrate math concepts, making them more accessible to ELL students who may be struggling with English language proficiency.</p> <ol style="list-style-type: none">4. Language Scaffolding: Use scaffolding techniques to support ELL students in understanding math problems. This can involve breaking down complex language and providing step-by-step guidance.5. Math Vocabulary Building: Explicitly teach essential math vocabulary and terminology, and help ELL students make connections between math terms in English and their native language.6. Cultural Relevance: Incorporate culturally relevant examples and real-life applications of math concepts to make the subject more engaging and relatable for EL students.7. Cooperative Learning: Encourage group activities and cooperative learning opportunities, as working with peers can provide language practice and foster a supportive learning environment.8. Sheltered Instruction: Implement sheltered instruction techniques, which involve modifying language and content delivery to make math lessons more comprehensible for ELL students.9. Encourage Oral Expression: Provide opportunities for EL students to verbalize their math thinking, even if they are not yet confident in English. This can	<p>product to match individual learning levels and abilities.</p> <ol style="list-style-type: none">5. Small Group Instruction: Provide small group or one-on-one math instruction for students with disabilities to offer more personalized support and attention.6. Assistive Technology: Integrate assistive technology tools such as text-to-speech software, screen readers, or math-specific assistive apps to support students with disabilities in accessing math content.7. Math Manipulatives and Visual Aids: Utilize math manipulatives, concrete models, and visual aids to help students with disabilities understand abstract math concepts.8. Peer Tutoring or Mentoring: Encourage peer tutoring or mentoring, where capable students provide support and guidance to their peers with disabilities in math.9. Progress Monitoring: Regularly monitor the progress of students with disabilities in math using formative assessments to track growth and adjust instructional strategies accordingly.10. Executive Functioning Support: Provide executive functioning support to students with disabilities, helping them with organizational skills, time management, and task completion.11. Task Analysis: Break down complex math problems into smaller, manageable steps, providing step-by-step guidance to students with disabilities.12. Positive Reinforcement: Offer positive reinforcement, praise, and encouragement to students with disabilities for their effort and progress in math.13. Collaboration with Special Education Team: Collaborate with special education teachers, therapists, and support staff to share strategies, best practices, and insights to better address students' needs.14. Professional Development: Offer professional development for math teachers focused on
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<p>help them solidify their understanding and build language skills.</p> <p>10. Math Notebooks: Encourage ELL students to keep math notebooks where they can write and draw their math thoughts, explanations, and problem-solving strategies.</p> <p>11. Use of Technology: Utilize educational technology, online resources, and math apps that offer visual representations and interactive activities to support EL students' math learning.</p> <p>12. Professional Development: Offer professional development for math teachers focused on effective strategies for teaching EL students, cultural competence, and language development.</p>	<p>inclusive practices and strategies for supporting students with disabilities.</p> <p>Family Engagement: Engage the families of students with disabilities in their math education, providing resources and strategies for reinforcing learning at home.</p>
Gifted Learners	
<ol style="list-style-type: none"> 1. Differentiation: Differentiate math instruction to meet the individual needs and learning styles of gifted students. Offer accelerated content, enrichment activities, and more complex problem-solving challenges. 2. Flexible Pacing: Allow gifted students to work at their own pace, giving them the freedom to delve deeper into math concepts or advance to more advanced topics when ready. 3. Mentorship and Advanced Placement: Connect gifted students with mentors or offer advanced placement opportunities, allowing them to work with peers or mentors who share their passion for math. 4. Independent Projects: Encourage and support gifted students in pursuing independent math projects or research that align with their interests and talents. 5. Math Competitions: Provide opportunities for gifted students to participate in math competitions or math clubs where they can engage with like-minded peers and tackle challenging problems. 6. Real-World Applications: Integrate real-world applications of math into the curriculum to engage gifted students and demonstrate the relevance of math in various fields. 7. Problem-Solving Strategies: Teach advanced problem-solving strategies and higher-order thinking skills to help gifted students approach complex math challenges. 	

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8. **Math Olympiads and Enrichment Programs:** Offer participation in Math Olympiads or enroll gifted students in specialized math enrichment programs that provide advanced content and problem-solving experiences.
9. **Cross-Curricular Connections:** Integrate math concepts into other subject areas to help gifted students see the interdisciplinary nature of mathematics.
10. **Opportunities for Leadership:** Provide gifted students with opportunities to lead math-related activities or discussions, fostering their leadership skills and boosting their confidence.
11. **Peer Collaboration:** Encourage gifted students to collaborate with their peers on challenging math projects or problem-solving tasks, promoting teamwork and diverse perspectives.
12. **Regular Progress Assessments:** Continuously assess the progress of gifted students to identify areas of strength and challenge, adjusting instruction as needed.
13. **Professional Development for Teachers:** Offer professional development for math teachers to equip them with strategies for effectively supporting and challenging gifted students.
14. **Mindset and Motivation:** Foster a growth mindset in gifted students, emphasizing the idea that intelligence can be developed through effort and persistence.
15. **Family Engagement:** Involve the families of gifted students in their math education, providing resources and support for extension activities and enrichment opportunities at home.

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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

In an effort to address the needs of students with various social and mental health, the school will support students in engaging in:

Social Emotional Learning Activities and Supports: In an effort to support students in becoming more self-aware, making positive life-impacting decisions and participating in healthy forms of self-care, the school will provide educational experiences that focus on social emotional learning (SEL).

Counseling, Pupil Services, and Mentoring Services: In an effort to provide support for the student's social well-being, EWMA provides peer mediation opportunities, a counselor and admin open-door procedure for students to have easy access to the counselors and administrators when students need to discuss their issues. Furthermore, EWMA has a mentoring program for students to engage in where faculty and staff members are paired with selected students. EWMA also has a robust Circle of Support team that meets regularly to discuss students who are identified as at-risk for any reason. EWMA uses a variety of resources and approaches to provide support to these students to include SST, behavior specialist referral, BIP and BCAP.

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)

College and Career Awareness and Preparation: In an effort to continue student preparation for college and career readiness, EWMA provides rigorous tasks to challenge students which includes students reading informational texts, critically thinking about how to complete assigned tasks, assigning quad D tasks, enacting a focus on literacy across all content areas to show the importance of being able to read and comprehend in all disciplines.

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Integration of vocational and technical education programs: As part of our connections offerings, students can take CTAE classes that support their preparation for post-graduation options. EWMA offers business technology and healthcare courses. Select 8th grade students may opt to take the first course in pathways for high school credit.

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.);

Student Support Team (SST) Meetings

Student Support Team consisting of teachers, parents, counselors, administrators, and a system psychologists and behavior intervention specialist will collaborate as need to analyze the individual needs and progress of students not achieving standards or presenting behavior challenges. The purpose of this team is to find ways to help students succeed. The committee will work as a problem-solving team that benefits the entire school. Teachers will design strategies to assist students in the regular education setting. If the strategies are not successful, screening for academic, cognitive, behavior, vision/hearing may be recommended. The results from the screenings may result in a full psychological evaluation that indicates weaknesses and deficiencies that can be addressed in a special education placement. A full-time SST chair position is designated, and the SST chair is given training for implementing and monitoring the SST program, analyzing SST data and making recommendations for strategies that benefit students.

Response to Intervention (RTI)

Eddie White Middle Academy will utilize data gathered from the RTI, IEP and 504 plans to ensure all SWD receive appropriate accommodations and modification as required by law. These strategies will begin prior to starting the Student Support Team process. Meetings will be held and the RTI team will determine what strategies to try, if the strategies are working and the next steps in the process.

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.)

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Eddie White Middle Academy will promote an academic environment that actively supports teaching and learning through a variety of online and face-to-face programs. Also, there will be a myriad of safety nets for our students.

We have aligned professional development with the state's academic content and student academic achievement standards and goals as teachers receive ongoing training on the GSE and best practices. Our academic coaches will provide professional development on topics that align with our school improvement plan which will include focused professional development to support teachers' increased knowledge of providing instruction (online, face-to-face and simultaneous). Furthermore, teachers will be provided with professional development on student assessment and data analysis and professional learning communities.

We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways. We will provide professional learning opportunities in the use of data driven instruction to improve individual student achievement and the overall instructional program. Teachers will participate in professional learning activities on the use of academic assessments to drive instruction, the use of online instruction and platforms that can be used for virtual instruction and face-to-face instruction that engages students while executing best practices.

Our academic coaches as well as teacher leaders will also provide job embedded professional development to teachers (especially teachers who are new to the profession or struggling). The academic coaches, teacher leaders/mentors will provide support to teachers with 0-3 years of experience and teachers who are noted as having challenges (i.e. instructional or classroom management) with implementing evidence-based practices and professional learning to support the needs of students.

Many of our training will occur on site during monthly reserved professional learning times. Our teachers, paraprofessionals and administrators will learn from subject-matter experts. Learners will engage in a variety of school improvement professional development activities related to strengthening personnel competencies that are needed to effectively enable all students to meet state academic achievement standards. These activities will address school improvement initiatives, needs identified in the staff evaluation process, or mandated professional learning. We will continue to ensure our Title I parent liaison participates in all mandatory Title I training.

Recruit and Retain Effective Teachers, Particularly in High Need Subjects:

The CCPS Human Resource Department verifies through Professional Standards that all teachers meet the "highly qualified" status. According to the professional standards guidelines and the requirements of Middle and Secondary Education Act (ESEA). All new employees receive on-going mentoring at the school and district levels. Each new employee is assigned a mentor in

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addition to assistance from academic coaches, model teacher leaders, and administrators. The Human Resources Department works with schools to ensure that all persons are highly qualified.

- Job Fairs are sponsored by Human Resources to attract Highly Qualified (HQ) teachers
- Certified teachers are highly qualified or working toward becoming HQ based on district and state guidelines
- Before teachers are hired, Human Resources will verify HQ status, and then give the Principal authorization for hire.
- The school posts vacancy positions, attends job fairs and recruits teachers

All paraprofessionals meet the district and state guidelines for classified HQ status. Human Resources will also verify Paraprofessional HQ status before hiring.

Resources:

Instructional Framework 101
For Champions to Game Changers-Teach Like A Champion
Using Data to Drive Instruction
Instructional Strategies
Reading and Writing Across Curriculum

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.

As 8th grade students transition to high school, the high school counselor is invited to speak to our 8th grade students about high school course offerings. A visit to the high school for a tour is also arranged. Eighth graders also are provided with a moving-on ceremony to celebrate the end of their middle school experience and embrace their transition to high school. In addition, encourage rising 9th grade students to participate in 8th to 9th Grade Bridge Program. Meet with high school Administrators, Counselor to discuss students active in COS, as well as on the caseloads of the SES, CIS, and Social Worker small group. In addition, Athletic Coaches and Fine Arts teachers will meet with students and parents for recruitment.

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

The parent liaison works collaboratively with administrators, the academic coach, and teachers to meet with parents throughout the course of the year during parent conferences to familiarize parents with our grading policy, homework and classwork practices and curriculum expectations to ensure that all parties involved are aware of expectations regarding their child's education.

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The parent liaison hosts parent information meetings, Title I meetings and parent workshops based on the needs of the students. To prevent communication barriers, a translator is secured as needed to assist in communicating information to parents who are not fluent in English.

In addition, ESOL teachers have celebrations to reward parent involvement. SWD department will spotlight DES students showing growth, Exceptional Students Week, and Low Incidence reward programs.

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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

Bi-Weekly Common Assessment Administration by Content Area

Each content teacher (ELA, math, science and social studies) will develop and administer common assessments on a bi-weekly basis. Data from these assessments will be analyzed by teachers, academic coaches and administration.

Common Assessments by Grade Level

Teachers will discuss different strategies and unified common assessments to be used in their content area and how they can improve their instruction methods as well. Teachers will share new best-practices ideas and plans for implementation will be developed. Once they are implemented in the classroom, they will evaluate and discuss the effectiveness.

Student Support Team (SST) Meetings

Student Support Team consisting of teachers, parents, counselors, administrators, and a system psychologist will collaborate as needed to analyze the individual needs and progress of students not achieving standards. The purpose of this team is to find ways to help students succeed. The committee will work as a problem-solving team that benefits the entire school. Teachers will design strategies to assist students in the regular education setting. If the strategies are not successful, screening for academic, cognitive, behavior, vision/hearing may be recommended. The results from the screenings may result in a full psychological evaluation that indicates weaknesses and deficiencies that can be addressed in a special education placement. SST Chairs are given training.

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Response to Intervention (RTI)

Eddie White Middle Academy will utilize data gathered from the RTI, IEP and 504 plans to ensure all SWD receive appropriate accommodations and modification as required by law. These strategies will begin prior to starting the Student Support Team process. Meetings will be held and the RTI team will determine what strategies to try, if the strategies are working and the next steps in the process.

Co-Teaching

Co-teachers will plan together to reach the needs of both the students with disabilities and at-risk students in the regular education setting. Both teachers will plan lessons together and address accommodations and strategies to assist students become successful in the regular education curriculum.

Finally, the above-mentioned methods are designed to solicit input in the decision making process. Teachers have not only the input, but they have the autonomy to ensure that they render a quality educational experience for their students.

We will use Title I resources to supplement the educational program at EWMA. After identifying the bottom 25 percent of students who struggle academically, we will use the Title I funds to layer support for our students in several ways. First, we will begin with the teachers by providing quality, relevant professional development. Next, we will purchase supplemental computer programs, consumables, and study material for our most deprived learners. Then, we will make an effort to improve/increase parental involvement.

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

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

- The parents will be informed of the school's progress and status through written communication, Title I parent meetings and the school website. Parents will participate in the school council. The school council meets four times a year and consists of teachers, community

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partners, parents and the principal. Parents are encouraged to participate in the district strategic planning review.

- Parent conferences are scheduled with the student's team of teachers as needed. Teachers will discuss specific assessment results and answer any questions concerning the assessment. The comprehensive school-wide improvement plan will be available to the LEA, parents, and the public through the internet, the school website, newsletters, and hard copies in the media center and front office areas. The school compact is required of all students, parents, teachers, and the administration
- EWMA will involve parents in the planning, review, and improvement of school-wide programs. This is accomplished through surveys, informational meetings, individual meetings in the Parent Resource Center, and from parent or counselor contacts.
- The parental Involvement Policy will be updated periodically to meet the ever changing needs of the community. During the meetings, the parents will be exposed to the Parental Involvement documents and complete as needed (i.e. the Parental Compact, the Title I Budget, etc...).
- EWMA will conduct an annual meeting at various times of the day to encourage parents to participate in the Title I process of the school, and to inform them of their rights and responsibilities.
- EWMA will offer a flexible number of meetings, such as meetings in the morning or evening. During the meetings, the parents received pertinent information regarding the school, scheduled events of the school, and tips for assisting students at home with homework and preparing for school. The meeting was planned through a series of surveys at the end of the school year last year regarding what parents wanted to receive from the school.
- EWMA will offer parents timely information regarding the happenings at the school. We will explain the curriculum and the district instructional initiatives. EWMA will provide parents of participating children with timely information about the Title I. Students performing below grade level will receive academic assistance through a number of both district and school safety nets. 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.

It is important that the parents and the school work collaboratively to through the school compact to come up with ways to share the responsibility for improved student

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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.**

The school-wide program under which the school is operating has an approved plan that was developed over a one-year period. The plan is updated by the EWMA planning team which includes administrators, teachers, parents, counselors and a parent community liaison, and it is reviewed by the representatives from the central office. School improvement plans are regularly revisited and input concerning its implementation is submitted to leadership team, administrators, faculty, and Clayton County Public Schools Central Office area superintendents to ensure that it is a needs-responsive, "living" document.

All stakeholders have opportunities to provide input to the school improvement plan through surveys (teachers, parents, and students) given at least once and sometimes periodically throughout the school year from district and school levels. Parents and students will be invited to share their input during on site or virtual meetings throughout the school year. The results are used for school improvement and student achievement. Survey results are shared with all stakeholders. All parents are invited to submit input via school and county web pages and regular Parent Newsletters. Parent representatives, elected by parents at the beginning of the school year, sit on our local School Council to voice concerns and suggestions. At the school level, less formal surveys are more regularly conducted with teachers and parents.

This plan is made available to parents at the first Title I parent meeting and is posted on the county's and school's webpage for teachers, parents, and the general public. Once the plan is reviewed and approved by the central office review team, it is placed on EWMA's website to be viewed by the LEA, public, parents and other stakeholders.

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Professional Development (question 2-iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
PBIS–EWMA Behavior Matrix School:- Wide Expectations Behavior (Citation) Tracker	Aug 1, 2023	All Students	PBIS Coach Administrator PBIS Team Members
Procedures and Routines	August 23, 2023	6-8/All Subjects	Administrators & Academic Coaches
Building Ratio Through Questioning	November 2023	6-8/All Subjects	Administrators & Academic Coaches
Math Curriculum Training	August 2023-May 2023	Math Teachers DES Collaborative Teachers	Math Coach
RTI/MTSS Training	August October January April	6-8 Teachers (Grade Level Meetings)	SST Chair Tier 2 Liason All Teacher
ELL Training	September 2023 January 2024	6-8 Teachers	ESOL Chair ESOL Teacher
ADI Training	September 2023 January 2024	All Science Teachers DES Collaborative Teachers	Science Academic Coach Science Dept Chair
RACE Strategy	September 2023 January 2024	All Teachers	Academic Coaches Dept. Chairs
DBQ Training	September 2023 January 2024	All Social Studies Teachers All DES Collaborative Teachers	Academic Coach Social Studies ChairCu
Cultural & Sensitivity Training	September 2023 January 2024	All Staff	District Personnel Administrators
Close Reading	September 2023- May 2024	All Teachers	Literacy Coach ELA Dept. Chair
CANVAS Training	October 2023	New Teachers Returning Teachers requiring refresher	District Personnel Academic Coaches
Mimio Board Training	October 2023	New Teachers Returning Teachers requiring refresher	Media Specialist IT Tech
Marco Learning Training	October 2023	All ELA Teachers All DES ELA Teachers	Literacy Coach ELA Dept. Chair.
Check for Understanding	February 2024	6-8/ All Subjects	Administrators & Academic Coaches

Parent and Family Engagement

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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	Jul 31, 2023	Parent Liaison
School-Family Compact Discussion: Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)	October 2024	Parent Liaison
Annual Title I Parent Meeting: Meeting held Documents posted on school website	September 2023	Parent Liaison
Building Parent Capacity Fall: (F2F or Zoom) <i>Required Parent Capacity Events</i> <i>(An event can be a workshop, night event, or a Zoom workshop. Checklists are required with every event, and the event must be aligned with the school goals.</i> Curriculum Workshop 1	December 2023	Parent Liaison
Building Parent Capacity Fall: Curriculum Workshop 2	December 2023	Parent Liaison
Building Parent Capacity Fall: Technology/Copyright Piracy Workshop	December 2023	Parent Liaison
Building Parent Capacity Fall:	June 29,2023 December 2023	Parent Liaison ESOL Chair & ESOL

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

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Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Continuous Communication 3		
Building Parent Capacity Continuous Communications (Spring) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	May 2024	Parent Liaison Principal
Spring March Data Dig PLC to review Dashboard data	March 2024	Parent Liaison Principal
Spring May Data Dig PLC to review Dashboard data	May 2024	Parent Liaison Principal
Input Meeting (s) FY23: Staff Parents/Families Students	September 2023 October 2023 December 2023 February 2024 April 2024	Parent Liaison

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Tentative Budget

Evidenced Based Strategies and Interventions	Estimated Cost and Budget	Person/Position Responsible	
<p>Implementation of new Math Curriculum</p> <p>Hire a Math Academic Coach who will facilitate professional development for Math Teachers and DES Collaborative Math Teachers</p>	<p>\$95,000 (salary and benefits)</p>	<p>Academic Coach</p> <p>Math Teachers</p> <p>DES/Math Teachers</p> <p>Academic Coaches</p>	
<p>Implementation of Science Curriculum</p> <p>Hire Science Academic Coach who will provide professional development on instructional strategies, Science Olympiad, ADI labs, use of Stemscoptes creating common assessments and proofs of learning that reveal students' mastery of the GSE.</p>	<p>\$95,000 (salary and benefits)</p>	<p>Science Academic Coach</p> <p>Science Dept. Chair</p>	

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<p>Implementation of ELA Curriculum</p> <p>Hire Literacy Coach who will provide professional development on instructional strategies, Writing labs, use Close Reading Strategies, creating common assessments and proofs of learning that reveal students' mastery of the GSE.</p>	<p>\$95,000 (salary and benefits)</p>	<p>Literacy Coach</p>	
<p>Implementation of Social Studies Curriculum</p> <p>Hire Academic Coach who will provide professional development on instructional strategies, Social Studies Fair, DBQs, and creating common assessments and proofs of learning that reveal students' mastery of GSE.</p>	<p>\$95,000 (salary and benefits)</p>	<p>Social Studies Academic Coach</p>	

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Hire a parent liaison to facilitate parent-centered learning communities that focus on providing parents with strategies that support student academic growth and healthy social engagement	\$70,000 (Salary & Benefits)	Administration Team Parent Liaison	
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