



Clayton County Public School

2023-2024 Comprehensive School Improvement Plan

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN		
School Name: JW Arnold Elementary School	District Name: Clayton County Public Schools	
Principal Name: Myron Allen	School Year: 2023-2024	
School Mailing Address: 216 Stockbridge Road – Jonesboro, Georgia 30236		
Telephone: 770-473-2800		
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 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:



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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
Myron Allen	Principal
Nicole Chapman	Assistant Principal
Judy Berry-Harris	Academic/Instructional Coach
Artavia Spriggs	Counselor
Donald Holland	Custodian
Karol Wade	Media Specialist
Eleanor Fonoimonana	Parent
Michelle Addy	Parent
Leonore Johnson	Parent Liaison
Yvette Morelon	Other
Annie Holmes	Cafeteria Worker
Heather Plyler	Intervention Teacher
Shannon Williams	Gifted Teacher
Linval Sterling	Business Community Member
Brandee Fraser	Grade Level/Department Chair
Deborah Gemuenden	Grade Level/Department Chair
Dyra Watkins	Grade Level/Department Chair
Dayin Brinson	Grade Level/Department Chair
Kimberly Terrell	Grade Level/Department Chair
Traci Cohen	Grade Level/Department Chair
Madison Holley	Student
Henry Tran	Student



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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.**

J.W. Arnold Elementary School- Student Attendance Data

J.W. Arnold Attendance Summary	2020-2021	2021-2022	2022-2023
PK	95.14%	86.04%	91.89%
K	96.79%	94.87%	93.97%
1	96.35%	95.03%	94.57%
2	95.72%	95.40%	95.79%
3	97.02%	95.58%	95.17%
4	95.59%	96.06%	95.70%
5	94.72%	96.10%	95.99%
TOTAL	95.94%	95.45%	95.08%

In reviewing JW Arnold's Attendance data over three consecutive years, it appears that the EOY percentage has been consistent averaging in the 95th percentile. There weren't any significant changes in grade level attendance with the exception of JW Arnold's PreK students in 21/22.

Our PreK students declined from 95.14% in 20/21 to 86.04% in 21/22. Because JW Arnold's PreK population is a special needs unit with limited mobility, those students have many physical conditions and other challenges that causes them to miss multiple days of school, which is truly unfortunate. However, the for the 22/23 school year, the attendance grew by 5.85%. JW Arnold added a general ed. PreK unit in the 22/23 school.



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Overall MAP Data for 3rd – 5th Grade (2021-2023)

Grades/Years	Content	# tested	Low	Low Average	Average	Hi Average	High
<u>3rd Grade</u>							
2022-2023	Reading	77	22%	25%	16%	21%	17%
2021-2022	Reading*(MOY)	67	30%	21%	21%	13%	15%
<u>4th Grade</u>							
2022-2023	Reading	67	22%	15%	18%	22%	22%
2021-2022	Reading*(MOY)	81	19%	22%	32%	16%	11%
<u>5th Grade</u>							
2022-2023	Reading	83	11%	16%	33%	31%	10%
2021-2022	Reading*(MOY)	88	11%	24%	20%	30%	15%
Grades/Years	Content	# tested	Low	Low Average	Average	Hi Average	High
<u>3rd Grade</u>							
2022-2023	Lang. Arts	78	29%	17%	27%	14%	13%
2021-2022	Lang. Arts	69	39%	12%	14%	19%	16%
<u>4th Grade</u>							
2022-2023	Lang. Arts	67	22%	19%	19%	21%	18%
2021-2022	Lang. Arts	83	17%	29%	23%	18%	13%
<u>5th Grade</u>							
2022-2023	Lang. Arts	83	13%	12%	29%	30%	16%
2021-2022	Lang. Arts	94	18%	18%	23%	31%	10%
Grades/Years	Content	# tested	Low	Low Average	Average	Hi Average	High
<u>3rd Grade</u>							
2022-2023	Math	78	32%	18%	17%	22%	12%
2021-2022	Math*(MOY)	67	34%	19%	24%	15%	7%
<u>4th Grade</u>							
2022-2023	Math	67	13%	21%	27%	18%	21%
2021-2022	Math*(MOY)	81	26%	22%	22%	19%	11%
<u>5th Grade</u>							
2022-2023	Math	81	23%	26%	25%	17%	9%
2021-2022	Math*(MOY)	90	26%	30%	23%	16%	6%
Grades/Years	Content	# tested	Low	Low Average	Average	Hi Average	High
<u>3rd Grade</u>							
2022-2023	Science	78	26%	19%	18%	27%	10%
2021-2022	Science	68	26%	32%	9%	24%	9%
<u>4th Grade</u>							
2022-2023	Science	67	19%	19%	24%	28%	9%
2021-2022	Science	83	14%	29%	27%	19%	11%
<u>5th Grade</u>							
2022-2023	Science	81	14%	20%	25%	26%	16%
2021-2022	Science	92	18%	22%	25%	20%	15%



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3rd- 5th Grade Reading MAP Data for 2021-2023

<u>2022-2023</u>	Content	Demographics	# tested	Low	Low Average	Average	Hi Average	High
<u>3rd Grade</u>	<u>Reading</u>	OVERALL	77	22%	25%	16%	21%	17%
		Asian	5	0%	40%	20%	20%	20%
		African American	44	20%	25%	18%	18%	18%
		Caucasian	6	33%	17%	17%	33%	0%
		Hispanic	12	17%	33%	8%	33%	8%
		Multi	10	40%	10%	10%	10%	30%
<u>4th Grade</u>	<u>Reading</u>	OVERALL	67	22%	15%	18%	22%	22%
		Asian	7	0%	0%	0%	43%	57%
		African American	44	20%	16%	20%	23%	20%
		Caucasian	2	50%	0%	50%	0%	0%
		Hispanic	10	50%	10%	10%	20%	10%
		Multi	4	0%	50%	25%	0%	25%
<u>5th Grade</u>	<u>Reading</u>	OVERALL	83	11%	16%	33%	31%	10%
		Asian	2	50%	0%	50%	0%	0%
		African American	58	9%	18%	28%	36%	12%
		Caucasian	5	0%	20%	20%	60%	0%
		Hispanic	14	21%	14%	50%	7%	7%
		Multi	3	0%	0%	67%	33%	0%
		Hawaiian/P. Islander	1	0%	100%	0%	0%	0%
<u>2021-2022</u>	Content	Demographics	# tested	Low	Low Average	Average	Hi Average	High
<u>3rd Grade</u>	<u>Reading</u>	OVERALL	67	30%	21%	21%	13%	15%
	MOY	Asian	5	0	20	0	20	60
		African American	47	26%	26%	15%	15%	19%
		Caucasian	2	50%	0%	0%	50%	0%
		Hispanic	8	50%	13%	25%	0%	13%
		Multi	5	60%	0%	0%	20%	20%
<u>4th Grade</u>	<u>Reading</u>	OVERALL	81	19%	22%	32%	16%	11%
	MOY	Asian	2	50%	50%	0%	0%	0%
		African American	52	15%	15%	37%	17%	15%
		Caucasian	5	0%	40%	40%	32%	0%
		Hispanic	17	29%	29%	24%	18%	0%
		Multi	4	25%	25%	25%	0%	25%
		Hawaiian/P. Islander	1	0%	100%	0%	0%	0%
<u>5th Grade</u>	<u>Reading</u>	OVERALL	88	11%	24%	20%	30%	15%
	MOY	Asian	5	0%	40%	0%	40%	20%



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		African American	56	9%	23%	21%	32%	14%
		Caucasian	4	25%	25%	25%	25%	0%
		Hispanic	14	29%	14%	29%	14%	14%
		Multi	8	0%	38%	13%	38%	13%
		Alaskan/Am. Indian	1	0%	0%	0%	0%	100%

3rd – 5th Grade Language Arts MAP Data for 2021-2023

<u>2022-2023</u>	Content	Demographics	# tested	Low	Low Average	Average	Hi Average	High
<u>3rd Grade</u>	L. Arts	OVERALL	78	29%	17%	27%	14%	13%
		Asian	5	0%	40%	0%	40%	20%
		African American	45	29%	18%	29%	16%	9%
		Caucasian	6	33%	17%	33%	17%	0%
		Hispanic	12	33%	8%	42%	0%	17%
		Multi	10	40%	10%	10%	10%	30%
<u>4th Grade</u>	L. Arts	OVERALL	67	22%	19%	19%	21%	18%
		Asian	7	0%	0%	14%	14%	71%
		African American	44	16%	23%	23%	25%	14%
		Caucasian	2	50%	0%	50%	0%	0%
		Hispanic	10	60%	10%	10%	20%	0%
		Multi	4	25%	50%	0%	0%	25%
<u>5th Grade</u>	L. Arts	OVERALL	83	13%	12%	29%	30%	16%
		Asian	2	50%	0%	50%	0%	0%
		African American	58	12%	10%	26%	33%	19%
		Caucasian	5	0%	0%	60%	20%	20%
		Hispanic	14	21%	21%	29%	29%	0%
		Multi	3	0%	33%	0%	33%	33%
		N.Hawaiian/P.Islander	1	0%	0%	100%	0%	0%
<u>2021-2022</u>	Content	Demographics	# tested	Low	Low Average	Average	Hi Average	High
<u>3rd Grade</u>	L. Arts	OVERALL	69	39%	12%	14%	19%	16%
		Asian	6	0%	17%	0%	17%	67%
		African American	48	38%	13%	17%	23%	10%
		Caucasian	2	50%	0%	0%	50%	0%
		Hispanic	8	75%	0%	13%	0%	13%
		Multi	5	40%	20%	20%	0%	20%
<u>4th Grade</u>	L. Arts	OVERALL	83	17%	29%	23%	18%	13%
		Asian	2	50%	50%	0%	0%	0%
		African American	54	15%	26%	24%	20%	15%
		Caucasian	5	0%	40%	20%	20%	20%
		Hispanic	17	24%	29%	29%	12%	6%
		Multi	4	25%	25%	0%	25%	25%
		N.Hawaiian/P.Islander	1	0%	100%	0%	0%	0%
<u>5th Grade</u>	L. Arts	OVERALL	94	18%	18%	23%	31%	10%
		Asian	5	0%	40%	0%	60%	0%



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	African American	60	15%	20%	22%	33%	10%
	Caucasian	4	25%	25%	25%	25%	0%
	Hispanic	16	31%	13%	25%	19%	13%
	Multi	8	25%	0%	50%	13%	13%
	Alaskan/Am. Indian	1	0%	0%	0%	100%	0%

3rd – 5th Grade Math Map Data for 2021-2023

<u>2022-2023</u>	Content	Demographics	# tested	Low	Low Average	Average	Hi Average	High
<u>3rd Grade</u>	<u>Math</u>	<u>OVERALL</u>	<u>78</u>	<u>32%</u>	<u>18%</u>	<u>17%</u>	<u>22%</u>	<u>12%</u>
		Asian	5	0%	20%	20%	20%	40%
		African American	45	36%	20%	18%	16%	11%
		Caucasian	6	17%	17%	17%	50%	0%
		Hispanic	12	33%	8%	17%	42%	0%
		Multi	10	40%	20%	10%	10%	20%
<u>4th Grade</u>	<u>Math</u>	<u>OVERALL</u>	<u>67</u>	<u>13%</u>	<u>21%</u>	<u>27%</u>	<u>18%</u>	<u>21%</u>
		Asian	7	0%	0%	0%	29%	71%
		African American	44	7%	30%	27%	20%	16%
		Caucasian	2	50%	0%	50%	0%	0%
		Hispanic	10	50%	0%	30%	10%	10%
		Multi	4	0%	25%	50%	0%	25%
<u>5th Grade</u>	<u>Math</u>	<u>OVERALL</u>	<u>81</u>	<u>23%</u>	<u>26%</u>	<u>25%</u>	<u>17%</u>	<u>9%</u>
		Asian	2	50%	50%	0%	0%	0%
		African American	56	23%	25%	27%	14%	11%
		Caucasian	5	0%	20%	20%	60%	0%
		Hispanic	14	36%	29%	21%	7%	7%
		Multi	3	0%	0%	33%	67%	0%
		N. Hawaiian/P. Islander	1	0%	100%	0%	0%	0%
<u>2021-2022</u>	Content	Demographics	# tested	Low	Low Average	Average	Hi Average	High
<u>3rd Grade</u>	<u>Math</u>	<u>OVERALL</u>	<u>67</u>	<u>34%</u>	<u>19%</u>	<u>24%</u>	<u>15%</u>	<u>7%</u>
	<u>MOY</u>	Asian	5	0%	0%	40%	20%	40%
		African American	47	32%	33%	26%	13%	6%
		Caucasian	2	50%	0%	0%	50%	0%
		Hispanic	8	63%	25%	0%	13%	0%
		Multi	5	40%	0%	40%	20%	0%
<u>4th Grade</u>	<u>Math</u>	<u>OVERALL</u>	<u>81</u>	<u>26%</u>	<u>22%</u>	<u>22%</u>	<u>19%</u>	<u>11%</u>
	<u>MOY</u>	Asian	2	0%	0%	50%	0%	50%
		African American	52	25%	21%	21%	21%	12%
		Caucasian	5	0%	0%	40%	40%	20%
		Hispanic	17	41%	29%	24%	6%	0%
		Multi	4	25%	25%	0%	25%	25%
		N. Hawaiian/ P. Islander	1	0%	100%	0%	0%	0%
<u>5th Grade</u>	<u>Math</u>	<u>OVERALL</u>	<u>90</u>	<u>26%</u>	<u>30%</u>	<u>23%</u>	<u>16%</u>	<u>6%</u>
	<u>MOY</u>	Asian	5	20%	20%	20%	40%	0%
		African American	58	28%	28%	24%	17%	3%
		Caucasian	4	0%	25%	25%	25%	25%
		Hispanic	14	21%	50%	14%	7%	7%



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		Multi	8	38%	13%	38%	0%	13%
		Alaskan/Am. Indian	1	0%	100%	0%	0%	0%

3rd – 5th Grade Science MAP Data for 2021-2023

<u>2022-2023</u>	Content	Demographics	# tested	Low	Low Average	Average	Hi Average	High
<u>3rd Grade</u>	Science	OVERALL	78	26%	19%	18%	27%	10%
		Asian	5	0%	40%	20%	20%	20%
		African American	45	27%	16%	22%	29%	7%
		Caucasian	6	33%	17%	0%	33%	17%
		Hispanic	12	17%	25%	17%	25%	17%
		Multi	10	40%	20%	10%	20%	10%
<u>4th Grade</u>	Science	OVERALL	67	19%	19%	24%	28%	9%
		Asian	7	0%	0%	43%	14%	42%
		African American	44	14%	25%	20%	36%	5%
		Caucasian	2	50%	0%	50%	0%	0%
		Hispanic	10	50%	10%	20%	10%	10%
		Multi	4	25%	25%	25%	25%	0%
<u>5th Grade</u>	Science	OVERALL	81	14%	20%	25%	26%	16%
		Asian	2	50%	0%	50%	0%	0%
		African American	56	14%	16%	25%	27%	18%
		Caucasian	5	0%	0%	40%	60%	0%
		Hispanic	14	14%	36%	21%	21%	7%
		Multi	3	0%	33%	0%	0%	67%
		N.Hawaiian/P.Islander	1	0%	100%	0%	0%	0%
<u>2021-2022</u>	Content	Demographics	# tested	Low	Low Average	Average	Hi Average	High
<u>3rd Grade</u>	Science	OVERALL	68	26%	32%	9%	24%	9%
		Asian	6	0%	17%	17%	17%	50%
		African American	47	28%	34%	11%	23%	4%
		Caucasian	2	50%	0%	0%	50%	0%
		Hispanic	8	38%	38%	0%	13%	13%
		Multi	5	20%	40%	0%	40%	0%
<u>4th Grade</u>	Science	OVERALL	83	14%	29%	27%	19%	11%
		Asian	2	50%	50%	0%	0%	0%
		African American	54	12%	31%	22%	20%	13%
		Caucasian	5	0%	20%	80%	0%	0%
		Hispanic	17	18%	29%	24%	29%	0%
		Multi	4	25%	0%	25%	0%	50%
		N. Hawaiian/P. Islander	1	0%	0%	100%	0%	0%
<u>5th Grade</u>	Science	OVERALL	92	18%	22%	25%	20%	15%
		Asian	5	40%	0%	20%	20%	20%
		African American	58	17%	21%	33%	14%	16%
		Caucasian	4	0%	25%	0%	50%	25%
		Hispanic	16	25%	25%	6%	31%	13%
		Multi	8	13%	38%	25%	13%	13%
		Alaskan/Am. Indian	1	0%	0%	0%	100%	0%



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Comprehensive Needs Assessment:

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

JW Arnold Elementary School's Comprehensive Needs Assessment 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)**

JW Arnold's developed its schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those individuals involved were Arnold's Leadership Team, parents, Clayton County Support Personnel. These individuals played an intricate role in compiling Arnold's data. This also included reviewing surveys and attending Arnold's Better Seeking Team Meetings to discuss Arnold's instructional strengths and weaknesses.

- A. Arnold Elementary has/will utilize the following instruments, procedures and processes to obtain this information regarding factors that affect student achievement:
- Continue Clayton County's Instructional Initiative of **Close Reading and the Three Read Protocols** (1. Observe the source; 2. Connect to the source...I SEE; 3. Determine the purpose of the source; 4. Read, examine...I THINK, and interpret the source; 5. Analyze the source; and 6. Take action using the source...I WONDER).
 - Utilization of instructional research strategies the book study, **Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students** by Zaretta Hammond
 - **L.E.A.R.N.S Model** – This model consists of (L) Learning Communities – Professional Learning; (E) Effective, Rigorous, and Relevant Learning at every Tier (MTSS); (A) Utilizing Assessments to inform Instruction and Schoolwide Actions (Data-Driven); (R) Performing in Real Time Appropriate Support (Intervention/Tutoring/Enrichment); (N) Networking with Community-Based Partnerships and Engaging and Equipping Parents as Partners (Engagement); and (S) Utilizing Social Emotional Learning to Strengthen Relationship and Mental Wellness (SEL)
 - **L.E.A.R.N.S** Specific to JW Arnold Elementary – (L) Plan Collaboratively, Engage in Student Discourse, Create Engaging Activities, Build Staff and Student/Parent Relationships, Conduct Academic Workshops; (E) Differentiate Instruction, Plan for W.I.N. Day, Implement Interventions, Create Enrichment Opportunities; (A) Review/React to Data, Create Student Action Plans; (R) Embrace the W.I.N. Day, (N) Collaborate with the Community, Parent Liaison, Plan Vertically Across Schools; (S) Recognized SEL and Build Relationships.



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- Continue to utilize the **Six Cs by Joe Ruhl – Collaboration, Communication, Critical Thinking, Creativity, and Caring (Video: Teaching Methods for Inspiring Students of the Future)**
- Implementation of Cambridge University's Global Perspective – Erica Charles
- W.I.N. Day – **WHATEVER IS NEEDED – What It Looks Like...**
- Instructional Support Teachers (EIP) – Judy Berry-Harris/Heather Plyler (ELA/Math)
- **Arnold's Collaborative Planning** – Teacher will meet with their grade levels weekly (**5th - Wednesdays 8:00am to 9:30am; 4th – Tuesdays 8:00am to 9:30am; 3rd – Tuesdays 9:45am to 11:15am; 2nd – Wednesdays 9:45am to 11:15am; 1st – Tuesdays 12:30pm to 2:00pm; Kindergarten – Wednesdays 12:30pm to 2:00pm**) to strengthen instructional practices.
- Continuously review strategies stated in JW Arnold's Accelerated Plan (Short Term) 45 Day to improve student achievement.
- Parent Surveys – Parent input regarding school's effectiveness
- Teacher Surveys – Teachers' input regarding administration effectiveness/support
- Student Surveys (3rd through 5th) – Students' input regarding instructional practices
- Parent Liaison Surveys – Parent input regarding established educational program in assist in increasing student growth.
- SMART Goals – An established vision (**8%**) for the total schools' growth and each content area as set forth by Clayton County Public School's Administration
- AMIRA Assessment (K-3rd) – ELA
- GKIDS Formative Assessment (K) – Development Skills (Identifies students' present level of knowledge, the next steps for growing the present knowledge, and allows teachers to monitor the students' progress.
- MAP Assessment (K – 5th Math) (2nd – 5 Reading and Language Usage) (3rd – 5th Science) Utilized to strengthen daily instructional practices.
- Literacy Committee – (Administration/EIP/ELA/Reading Teachers) Meet monthly to discuss effective, research strategies for improving student achievement.
- Math Committee (Administration/Math Teachers) Meet monthly to discuss effective, research strategies for improving student achievement.
- Professional Development (**ELBC Fridays – September 1st, November 3rd, February 16th, and March 15th**) - Teachers will engage in school level appropriate professional development activities. Lee Street Elementary School and JW Arnold Elementary Schools partnering to improve upon teacher pedagogy.
- Data Review Professional Development (1/2 Day) Monday, **October 2nd**, Wednesday, **October 4th** and Thursday, **October 5th/Monday, January 22nd**, Wednesday, **January 24th**, and Thursday, **January 25th**



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

JW Arnold Elementary School based its Comprehensive Needs Process on the instructional needs of its students (both remediation and acceleration). In addition, the stated needs and goals of JW Arnold Elementary students are in direct alignment with Clayton County Public Schools' District Strategies Goals, its Improvement Performance Targets, and the local school's performance objectives/goals for the 2023-2024 school year.

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)

GMAS PERFORMANCE DATA:

GMAS 2021-2022					
Subject:	Beginning (0 pts)	Developing (.5 pts)	Proficient (1 pt)	Distinguished (1.5 pts)	Distinguished + Proficient
ELA 3rd Grade	49%	24%	21%	6%	27%
ELA 4th Grade	24%	48%	21%	7%	28%
ELA 5th Grade	26%	37%	33%	4%	37%
ELA (All) 3rd - 5th	33%	36%	25%	6%	31%
Math 3rd Grade	20%	47%	24%	9%	33%
Math 4th Grade	19%	37%	37%	7%	44%
Math 5th Grade	28%	38%	26%	7%	33%
Math (All) 3rd - 5th	22%	41%	29%	8%	37%
Science - 5th Grade	29%	36%	26%	8%	34%

The 2021/2022 GMAS data indicated that JW Arnold's 3rd ELA scores had the highest percentage of Level 1: Beginning Learners at 49% with 4th grade (24%) and 5th grade (26%). JW Arnold's proficient and distinguished increased in 3rd grade from 27% to 28% in 4th grade and 37% in 5th grade. Although the percentage of proficient and distinguished are below the state level, slight gains have been made.



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Fifth grade math scores had the highest percentage of Level 1: Beginning Learners at 28% with 3rd grade at 20% and 4th grade at 19%. Thirty-three percent of JW Arnold's 3rd grade and 5th grade scored proficient and distinguished. Although the percentage of proficient and distinguished are below the state, JW Arnold's 4th grade scored 44% meeting the state's average.

GMAS 2022-2023					
Subject:	Beginning (0 pts)	Developing (.5 pts)	Proficient (1 pt)	Distinguished (1.5 pts)	Distinguished + Proficient
ELA 3rd Grade	46%	30%	15%	9%	24%
ELA 4th Grade	32%	35%	22%	12%	33%
ELA 5th Grade	13%	32%	48%	7%	55%
ELA (All) 3rd - 5th	30%	32%	28%	9%	37%
Math 3rd Grade	20%	35%	34%	10%	44%
Math 4th Grade	12%	30%	43%	14%	58%
Math 5th Grade	26%	38%	26%	10%	36%
Math (All) 3rd - 5th	19%	34%	34%	11%	45%
Science - 5th Grade	32%	29%	27%	12%	39%

The 2022/2023 GMAS data indicated that JW Arnold's 3rd ELA scores had the highest percentage of Level 1: Beginning Learners at 46% with 4th grade (32%) and 5th grade (13%). During the 22/23 testing school year, the number of students who performed at proficient and distinguished continue to increase within each grade band (3rd – 24%, 4th – 33%, 5th – 55%). Third grade and fourth grade exceeded the county scores (18%) in both grade levels. Fifty-five percent of the fifth-grade students scored proficient/distinguished exceeding county (23%), RESA (46%), and state (42%).

Fifth grade math scores had the highest percentage of Level 1: Beginning Learners at 26% with 3rd grade at 20% and 4th grade at 12%. Forty-four percent of JW Arnold's 3rd grade and 36% of the 5th graders scored proficient and distinguished while 4th grade scored 58% exceeding the state's (46%), RESA (48%), and county (23%) averages.

Comparison (21/22 to 22/23):

ELA; Students transitioning from 3rd to 4th, who scored proficient and distinguished, showed growth from 27% to 33%. Students transitioning from 4th to 5th, who score proficient and



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distinguished, showed growth from 28% to 55%.

Math; Students transitioning from 3rd to 4th, who scored proficient and distinguished, showed growth from 33% to 58%. Students transitioning from 4th to 5th, who scored proficient and distinguished, showed a decrease from 44% to 36%.

OVERALL MAP DATA STATEMENT:

Note: JW Arnold's greatest populations are our African American and Hispanic students. These populations made a significant impact in JW Arnold's scoring.

(MAP) READING:

From the 21/22 to 22/23 school year, the percentage of students who scored in *average, high average and high*, improved in grades 3rd, 4th, and 5th. From 21/22 to 22/23, 3rd grade performance increased from 49% to 54%...showing a 5% improvement. 4th grade performance (from 21/22 to 22/23) increased from 59% to 62%...showing a 3% improvement. 5th grade performance (from 21/22 to 22/23) increased from 65% to 74%...showing a 9% improvement.

All grades from 21/22 to 22/23, showed an improvement in reading performance among the *average, high average and high* students with 5th grade showing the greatest improvement.

From the 21/22 to 22/23 school year, the percentage of students who scored *low and low average*, decreased their percentage performance in grades 3rd, 4th, and 5th. From 21/22 to 22/23, 3rd grade performance decrease from 51% to 47%...showing a 4% improvement. 4th grade performance (from 21/22 to 22/23) increased from 41% to 37%...showing a 4% improvement. 5th grade performance (from 21/22 to 22/23) increased from 35% to 27%...showing an 8% improvement.

Overall, the reading performance in grades 3rd, 4th, and 5th improved from 21/22 to 22/23.

(MAP) ELA:

From the 21/22 to 22/23 school year, the percentage of students who scored *average, high average and high*, improved in grades 3rd, 4th, and 5th. From 21/22 to 22/23, 3rd grade performance increased from 49% to 54%...showing a 5% improvement. 4th grade performance (from 21/22 to 22/23) increased from 54% to 58%...showing a 4% improvement. 5th grade performance (from 21/22 to 22/23) increased from 64% to 75%...showing a 11% improvement.

All grades (3rd through 5th) from 21/22 to 22/23, show an improvement in ELA performance among the *average, high average and high* students with 5th grade showing the greatest improvement.

From the 21/22 to 22/23 school year, the percentage of students who scored *low and low average*, decreased their percentage performance in grades 3rd, 4th, and 5th. From 21/22 to 22/23, 3rd grade performance decrease from 51% to 46%...showing a 5% improvement. 4th grade performance (from 21/22 to 22/23) increased from 46% to 41%...showing a 5% improvement. 5th grade



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performance (from 21/22 to 22/23) increased from 36% to 25%...showing a 9% improvement.

Overall, the ELA performance in grades 3rd, 4th, and 5th improved from 21/22 to 22/23.

(MAP) MATH:

From the 21/22 to 22/23 school year, the percentage of students who scored *average, high average and high*, improved in grades 3rd, 4th, and 5th. From 21/22 to 22/23, 3rd grade performance increased from 46% to 51%...showing a 5% improvement. 4th grade performance (from 21/22 to 22/23) increased from 52% to 66%...showing a 14% improvement. 5th grade performance (from 21/22 to 22/23) increased from 45% to 51%...showing a 6% improvement.

All grades (3rd through 5th) from 21/22 to 22/23, show an improvement in math performance among the *average, high average and high* students with 4th grade showing the greatest improvement.

From the 21/22 to 22/23 school year, the percentage of students who scored *low and low average*, decreased their percentage performance in grades 3rd, 4th, and 5th. From 21/22 to 22/23, 3rd grade performance decrease from 53% to 50%...showing a 3% improvement. 4th grade performance (from 21/22 to 22/23) increased from 48% to 34%...showing a 14% improvement. 5th grade performance (from 21/22 to 22/23) increased from 56% to 49%...showing a 7% improvement.

Overall, the math performance in grades 3rd, 4th, and 5th improved from 21/22 to 22/23.

(MAP) SCIENCE:

From the 21/22 to 22/23 school year, the percentage of students who scored *average, high average and high*, improved in grades 3rd, 4th, and 5th. From 21/22 to 22/23, 3rd grade performance increased from 42% to 55%...showing a 13% improvement. 4th grade performance (from 21/22 to 22/23) increased from 57% to 61%...showing a 4% improvement. 5th grade performance (from 21/22 to 22/23) increased from 60% to 67%...showing a 6% improvement.

All grades (3rd through 5th) from 21/22 to 22/23, show an improvement in science performance among the *average, high average and high* students with 3rd grade showing the greatest improvement.

From the 21/22 to 22/23 school year, the percentage of students who scored *low and low average*, decreased their percentage performance in grades 3rd, 4th, and 5th. From 21/22 to 22/23, 3rd grade performance decrease from 58% to 45%...showing a 13% improvement. 4th performance (from 21/22 to 22/23) increased from 43% to 38%...showing a 5% improvement. 5th grade performance (from 21/22 to 22/23) increased from 40% to 34%...showing a 6% improvement.

Overall, the science performance in grades 3rd, 4th, and 5th improved from 21/22 to 22/23.



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TRANSITION FROM 3rd to 4th and 4th to 5th (STUDENT MAP DATA – FOCUS GROUP PERFORMANCE):

African American students (*average, high average, and high*) who transitioned from 3rd (21/22) to 4th (22/23) improved their **reading** performance by 14%. The highest impact was decreasing the *low to low average* from 52% to 36%.

African American students (*average, high average, and high*) who transitioned from 4th (21/22) to 5th (22/23) improved their **reading** performance by 7%. The highest impact was students who scored high average to high (32% to 48%...16% improvement). We slightly decreased the *low to low average* from 30% to 27%.

Hispanic students (*average, high average, and high*) who transitioned from 3rd (21/22) to 4th (22/23) slightly improved their **reading** performance by 2%. This population also showed a slight decreased in *low to low average* from 63% to 60%

Hispanic students (*average, high average, and high*) who transitioned from 4th (21/22) to 5th (22/23) improved their overall **reading** performance by 22%. The highest impact was students who scored average (24% to 50%...26% improvement). We decreased the *low to low average* from 58% to 35%.

Although a small population, JW Arnold's **Caucasians, Multi, and Asian students** (*average, high average, and high*) who transitioned from 3rd (21/22) to 4th (22/23), an average of the three populations grew from 57% to 67% with the Asians showing the greatest performance in **reading**.

JW Arnold's **Caucasians, Multi, and Asian students** (*average, high average, and high*) who transitioned from 4th (21/22) to 5th (22/23), an average of the three populations grew from 40% to 77% with the Multi showing the greatest performance in **reading**.

African American students (*average, high average, and high*) who transitioned from 3rd (21/22) to 4th (22/23) improved their **ELA** performance by 12%. The highest impact was decreasing the *low to low average* from 51% to 39%.

African American students (*average, high average, and high*) who transitioned from 4th (21/22) to 5th (22/23) improved their **ELA** performance by 19%. The highest impact was decreasing the *low to low average* from 41% to 22%.

Hispanic students (*average, high average, and high*) who transitioned from 3rd (21/22) to 4th (22/23) slightly improved their **ELA** performance from 26% to 30%. This population also showed a slight decreased in *low to low average* from 75% to 70%

Hispanic students (*average, high average, and high*) who transitioned from 4th (21/22) to 5th (22/23) improved their overall **ELA** performance by 11%. The highest impact decreased the *low to*



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low average from 53% to 42%.

JW Arnolds' **Caucasians, Multi, and Asian students** (*average, high average, and high*) who transitioned from **3rd (21/22) to 4th (22/23)**, an average of the three populations maintain their **ELA** performance of 58% to 58% in their ELA performance.

JW Arnold's **Caucasians, Multi, and Asian students** (*average, high average, and high*) who transitioned from **4th (21/22) to 5th (22/23)**, an average of the three populations grew from 37% to 72% with the Multi showing the greatest performance in **ELA**.

African American students (*average, high average, and high*) who transitioned from **3rd (21/22) to 4th (22/23)** improved their **math** performance by 18 %. The highest impact was decreasing the *low to low average* from 65% to 35%.

African American students (*average, high average, and high*) who transitioned from **4th (21/22) to 5th (22/23)** improved their **math** performance by 2%. The highest impact was **increasing** the *low to low average* from 46% to 48%.

Hispanic students (*average, high average, and high*) who transitioned from **3rd (21/22) to 4th (22/23)** improved their **math** performance by 37%. This population also showed a decreased in *low to low average* from 88% to 50%. This population had the greatest impact.

Hispanic students (*average, high average, and high*) who transitioned from **4th (21/22) to 5th (22/23)** improved their overall **math** performance by 5 %. The highest impact decreasing the *low to low average* student performance from 70% to 65%.

JW Arnolds' **Caucasians, Multi, and Asian students** (*average, high average, and high*) who transitioned from **3rd (21/22) to 4th (22/23)**, an average of the three populations improved their **math** performance by 5%. The great impact was decreasing the *low to low average* student performance from 30% to 25%.

JW Arnolds' **Caucasians, Multi, and Asian students** (*average, high average, and high*) who transitioned from **4th (21/22) to 5th (22/23)**, an average of the three populations for **math** decreased 23%. Our *low to low average* showed a loss of 23%. These three populations showed no growth.

African American students (*average, high average, and high*) who transitioned from **3rd (21/22) to 4th (22/23)** improved their **science** performance by 23%. The highest impact was decreasing the *low to low average* from 62% to 39%.

African American students (*average, high average, and high*) who transitioned from **4th (21/22) to 5th (22/23)** improved their **science** performance by 15%. The highest impact was decreasing the



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low to low average from 43% to 30%.

Hispanic students (*average, high average, and high*) who transitioned from **3rd (21/22) to 4th (22/23)** improved their *science* performance by 14%. This population decreased in *low to low average* from 76% to 60%.

Hispanic students (*average, high average, and high*) who transitioned from **4th (21/22) to 5th (22/23)** decrease their overall *science* performance by 4%. Our *low to low average* performance increase from 47% to 50%. This population dropped across performance levels.

JW Arnolds' Caucasians, Multi, and Asian students (*average, high average, and high*) who transitioned from **3rd (21/22) to 4th (22/23)**, an average of the three populations improved their *science* performance by 9%. Our *low to low average* decreased from 42% to 16%.

JW Arnolds' Caucasians, Multi, and Asian students (*average, high average, and high*) who transitioned from **4th (21/22) to 5th (22/23)**, an average of the three populations improved their *science* performance 23%. Our *low to low average* decreased from 48% to 27%

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

ROOT CAUSE ANALYSIS

READING/ELA:

- *Tardiness of receiving HMH instructional materials
- *Inconsistently unpacking content standards
- *Roll-out support of reading series (HMH)
- *Understanding of the multiple the HMH components
- *Lack of intentional planning
- *Lack of purposeful small group instruction (fluency/interchangeable)
- *Inconsistant of implementing the five components of reading
- *Inconsistency of delivering writing instruction
- *Insufficient academic discourse amongst peers

MATH

- *Understanding of the standards
- *Inconsistently unpacking the standards
- *Giving students opportunities to explore with manipulatives
- *Having purposeful small group instruction
- *Insufficient mathematical discourse
- *Opportunities to review/learn multiplication
- *Challenge 24 – Increasing critical thinking skills and multiplication fluency
- *Engage in more real-world mathematical problem solving – discourse
- *Discovering misconceptions



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SCIENCE

- *Inconsistently unpacking of standards**
- *Exposure to Vocabulary**
- *Utilization of the High Impact Practices**
- *Phenomenon – Engage/Explore/Explain/Elaborate/Evaluate**
- *Crosscutting Concepts to Scaffold Students’ thinking**
- *Insufficient academic discourse amongst**
- *Engage in labs**
- *Engage in Project Base Learning**



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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: By the end of the 2023/2024 school year, JW Arnold will demonstrate eight percentage points growth in Reading/ELA content as evidence by state, national, and international assessments.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
HMH – County Selected Literacy Series – Teachers will utilize the established Reading Block Instructional Framework (Foundational Skills, Reading, Vocabulary, Writing, and Differentiated Small Group Instruction) to improve JW Arnold’s overall performance in ELA/Reading and Writing.	August 2, 2023 – May 21, 2024	District Funded	JW Arnold’s Admin/JW Arnold’s Teachers/EIP Teachers (Judy Berry Harris and Heather Plyler) Tiffany Barner (District Personnel)
Utilize Clayton County’s Close Reading and the Three Read Protocols (1. Observe the source; 2. Connect to the source...I SEE; 3. Determine the purpose of the source; 4. Read, examine...I THINK, and interpret the source; 5. Analyze the source; and 6. Take action using the source...I WONDER)	August 2, 2023 – May 21, 2024	District Funded	JW Arnold’s Admin/Teachers/EIP (Judy B. Harris/Heather Plyler) and Tiffanie Barner (District Personnel)



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<p>(Cont.) L.E.A.R.N.S Model for Instructional Support</p>	<p>August 2, 2023 – May 21, 2024</p>	<p>No Funding Source</p>	<p>JW Arnold's Admin/Teachers/ Tiffany Barner/EIP Teachers/ Tiffanie Nealy</p>
<p>(L) – Learning Communities Action #1 – In house grade level Collaborative Planning (Weekly Tuesday) – Utilize/submit data sheets weekly. Grade Level Chairs will facilitate meetings and collaborate with administration weekly.</p>	<p>August 2, 2023 – May 21, 2024</p>	<p>No Funding Source</p>	<p>JW Arnolds' Teachers and Staff/JW Arnold's Admin./County Personnel- T.Barner/T. Nealy</p>
<p>Action #2 – Cross Articulation Collaborations with (Lee Street Elementary School). JW Arnold's EIP (Judy Berry Harris and TBA – Lee Street El. School) will lead collaborative efforts.</p>	<p>Scheduled ELBC Days – September 1st, November 3rd, February 8th, and March 4th</p>	<p>No Funding Source</p>	<p>JW Arnold's Admin/Teachers /Lee Street's Teachers</p>
<p>Action #3 – Vertical Planning for Cambridge Global Perspectives with Suder Elementary and Elite Scholars. Utilize Cambridge Collaborative Planning Forms and the Global Perspectives Challenge Intervention Presentation (Provided by Cambridge University). Cambridge Leads (JW Arnold and Suder) will meet monthly to collaborative and create Cambridge Lessons for Teachers</p>	<p>September 11, 2023 – May 21, 2024</p>	<p>No Funding Source</p>	<p>Erica Charles (Cambridge Lead)/Suder Elem. Cambridge Lead</p>
<p>Action #4 – W.I.N Day (Non-Evidence Based) – Fridays: Opportunity to group students based on academic needs for acceleration, remediation, intervention, and enrichment. Non-negotiable: Teachers will progress monitor/reinforce instructional interventions and review and maintain RTI/SST documentation for accuracy.</p>	<p>Fridays - September 29, 2023 – May 21, 2024</p>	<p>No Funding Source</p>	<p>JW Arnold Admin/Teachers/ Staff/Students/ Erica Charles/Heather Plyler – RTI/SST Chairs</p>



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<p>(E) – Effective, Rigorous and Relevant Instruction</p>	<p>August 2, 2023 – May 21, 2024</p>	<p>No Funding Source</p>	<p>JW Arnold Admin/Teachers/ Staff/T.Barner /T.Nealy</p>
<p>Action #1 – Utilizing Clayton County Instructional Lesson Plan Framework to plan for on-level, inquiry-based instruction.</p>	<p>August 2, 2023 – May 21, 2024</p>	<p>No Funding Source</p>	<p>JW Arnold’s Admin /Teachers</p>
<p>Action#2 – Utilizing knowledge from both the Literacy/Writing and Math Committees to strengthen our students’ overall academic performances in these content areas (ELA/Reading/Math)</p>	<p>August 2, 2023 – May 21, 2024</p>	<p>No Funding Source</p>	<p>JW Arnold’s ELA Teachers/Math Teachers</p>
<p>Action #3 – Non-negotiable Collaborative Planning that is Stimulating, Purposeful, Clear, Concise and Actionable. Collect data sheets weekly from meetings and discuss with grade level.</p>	<p>August 2, 2023 – May 21, 2024</p>	<p>No Funding Source</p>	<p>JW Arnolds’ Teachers and Staff/JW Arnold’s Admin./County Personnel- T.Barner/ T.Nealy</p>
<p>(A)- Assessments Inform Instruction Schoolwide Actions Action # 1 – Teachers will develop assessments Literacy through Professional Development (Understanding the Different Types of Formative Assessments i.e. MAP and AMIRA). Utilizing Illuminate Platform and participate in School Level Assessment redeliveries.</p>	<p>August 2, 2023 – May 21, 2024</p>	<p>No Funding Source</p>	<p>Shannon Williams – Assessment Lead/JW Arnold’s Teachers and Administration</p>
<p>Action #2 – Response to Intervention (RTI/SST) – Monthly held RTI/SST meetings with TIER Leads and grade levels to monitor students’ achievement data.</p>	<p>August 2, 2023 – May 21, 2024</p>	<p>No Funding Source</p>	<p>JW Arnold Admin/Teachers/ Erica Charles (Cambridge/SST) /Heather Plyler (EIP/and</p>



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<p>Action #3 – Redelivery of School Level Content Leads – Implementing Strategies to enhance instruction and support in closing instructional gaps.</p>	August 2, 2023 – May 21, 2024	No Funding Source	SST)/Artavia Spriggs (RTI) Specific JW Arnold Teachers (Content Identified Lead)
<p>(R) – Real-Time, Just Right Supports Action #1 – Develop Teachers’ knowledge of Critical Thinking through research-based Presentations to ensure the appropriate instruction (acknowledging students’ learning styles and students’ disposition in the way information is received) is being delivered in a positive and timely manner while offering the students maximum opportunities to succeed.</p>	August 2, 2023 – May 2, 2024	No Funding Source	Erica Charles (Cambridge/SST)/Heather Plyler (EIP/Artavia Spriggs (RTI/SST) and Grade Chairs/Content Leads
<p>Action #2 – Planning and Developing Teacher Critical Thinking Strategies through JW Arnold’s School-based Cambridge/Global Perspectives. Submit documentation of presented materials from various meetings.</p>	August 2, 2023 – May 21, 2024	No Funding Source	JW Arnold Admin/Teachers/ Erica Charles - Cambridge/SST
<p>(N) – Networking w/Community and Equipping Parents Action #1 – JW Arnold’s Parent Liaison/Counselor/Student Engagement Specialist will support both parents and student through open-communication.</p>	August 2, 2023 – May 21, 2024	No Funding Source	Parent Liaison (Lenore Johnson)/Artavia Spriggs (Counselor)/ Lorei Smith (SES)/JW Arnold Admin.
<p>The Parent Liaison will hold monthly Parent Meetings (which will be all inclusive) to address any parent academic concerns (the understanding) as to ‘how’ to assist their student in becoming successful.</p>	August 2, 2023 – May 21, 2024	No Funding Source	Parent Liaison (Lenore Johnson)
<p>Simultaneously, the counselor will concentrate on the Social/Emotional aspect of the student while the Student Engagement</p>	August 2, 2023 – May 21, 2024	No Funding Source	Counselor and Student Engagement



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<p>Specialist supports the student's' academic performance. The GOAL is the bridge the gap between the WHOLE student and JW Arnold Elementary School.</p> <p>(S) – Social Emotional Learning and Mental Illness</p> <p>Action #1 – As a school, JW Arnold Elementary School will engage 3rd through 5th grade students in activities that promotes positivity and self-love (Social Butterflies and Boys to Gentlemen) because this is the time when outside influences begins to matter and shape their world.</p> <p>Action #2 – Continue to engage Teachers and Students in the importance of Rethink Ed and provide weekly activities that focuses on key vocabulary and phrases.</p>	<p>August 2, 2023 – May 21, 2024</p> <p>August 2, 2023 – May 21, 2024</p>	<p>No Funding Source</p> <p>No Funding Source</p>	<p>Specialist (Artavia Spriggs and Lorie Smith)</p> <p>Counselor (Artavia Spriggs)/Teacher (Dyra Watkins) and SES (Lorei Smith)</p> <p>Led by Counselor (Artavia Spriggs)/JW Arnold Admin/Teachers/ Staff</p>
<p>Continue Close Reading and the Three Read Protocols (Observe the source; Connect to the source; Determine the purpose of the source; Read/Examine/Interpret the source; Analyze the source; and Take action utilizing the source.</p>	<p>August 1, 2023 – May 21, 2024</p>	<p>District Funded</p>	<p>JW Arnold's Admin/Teachers/ Tiffany Barner/Tiffanie Nealy</p>
<p>Literacy/Writing Committee – This committee will be meet monthly with ALL ELA/Reading. Teachers to review HMH content and the pacing guide as it relates to delivering this content in a timely manner. In addition, a writing protocol will be established (1st meeting) and utilized afterwards to analyzed student writing samples.</p>	<p>August 1, 2023 – May 21, 2024</p>	<p>No Funding Source</p>	<p>Judy Berry Harris (EIP) and JW Arnold's ELA/Reading Teachers/ T.Barner</p>



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<p>ELA District Personnel Support – Monthly meeting to provide county updates and model instructional lessons to ALL ELA/Reading staff while providing concrete feedback for improvement. Various ELA/Reading Teachers will present selected instructional lessons during scheduled monthly faculty meetings.</p> <p>Academic Support Team – This specialty design committee will meet monthly and share ‘how’ they are supporting the general education teacher’s instruction. Documentation of their efforts will be shared and discussed. In addition, successes and challenges will be shared along with specific tragedies for improvement will be reviewed.</p> <p>AST Goal: Determine bubble students and have a laser focus on strengthening their deficits through additional support such as small groups and individual support.</p>	<p>Beginning Week of September 6, 2023 – May 21, 2024</p> <p>August 2, 2023 – May 21, 2024</p>	<p>No Funding Source</p> <p>No Funding Source</p>	<p>Mrs. Tiffany Barner (District) /ELA and Reading Teachers</p> <p>JW Arnold’s Admin/EIP (Heather Plyler and Judy B. Harris)/ESOL (Tiffany Sterling)/ Cambridge (Erica Charles) Gifted (Shannon Williams and Kenneth Clark) SES (Lorei Smith)/ Counselor (Artavia Spriggs) Parent Liaison (Lenore Johnson) Deanna Hunt (Sped)</p>
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
<p>As a Title 1 District, JW Arnold Elementary School will ensure ALL students are exposed to the Tier 1 curriculum. Any students needing additional support to be successful will be referred to the RTI/SST process to ensure additional instructional strategies are implemented with fidelity in order to increase their academic outcome by 8% points in ELA and Reading.</p>		<p>For our Foster and Homeless population, JW Arnold will follow the established guidelines set forth by Clayton County Public Schools regarding enrolling this population of students.</p> <p>In addition, JW Arnold will partner with Clayton County Homeless Department (Ms. Sonja Davis) to ensure adequate and correct information is being disseminated and that we are doing what is in the best interest for our</p>	



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<p>ELA/Reading Interventions and Progress Monitoring will occur weekly by both the DES and general ed classroom teacher. They will meet weekly to discuss progress and make the appropriate instructional adjustments as needed.</p> <p>The Parent Liaison (Ms. Lenore Johnson) will conduct bi-monthly parent meetings to support the school/community connections as they relate to academics and strengthening the parents' understanding of the ELA and Reading curriculum.</p> <p>RTI (Tier 2) and SST (Tier 3) will meet monthly with teachers to ensure the appropriate ELA/Reading interventions/ progress monitoring is occurring as well as differentiated instructional support for identified students.</p>	<p>Foster and Homeless students. The instructional goal is to increase student's performance by 8% points in both ELA and Reading.</p> <p>Identified students will be discussed during JW Arnold's monthly Circle of Support Meetings to obtain additional support services and discuss ideas to best meet the needs of the students.</p> <p>Provide weekend backpacks of nonperishables to ensure these students continue to have a balanced diet through the weekend.</p> <p>RTI (Tier 2) and SST (Tier 3) will meet monthly with teachers to ensure the appropriate ELA and Reading interventions and progress monitoring are occurring as well as differentiated instructional support for identified students.</p>
English Learners	Students with Disability
<p>For our English Language Learners, JW Arnold will work closely with our ESOL teacher (Mrs. Tiffany Sterling) to ensure appropriate curriculum assessments (WIDA/ACCESS) and instructional pedagogy is being delivered in a manner that is conducive for our ESOL population.</p> <p>JW Arnold will contact Clayton County's International Center to assist with parent conferences and general communication as they relate to the success of the students. In addition, JW Arnold's ESOL teacher (along with a county issued interpreter) will conduct ELA/Reading parent workshop to share curriculum strategies to receive input from the parents and address any areas of concerns.</p> <p>RTI (Tier 2) and SST (Tier 3) will meet monthly with teachers to ensure the appropriate progress monitoring is occurring (ELA and Reading) as well as differentiated instructional support for identified students.</p>	<p>JW Arnold's DES department will work closely with the general education classroom teachers to ensure IEPs are being followed, implemented, and updated in a timely manner.</p> <p>In addition, DES teachers will plan and work side-by-side with the classroom teacher to ensure ELA/Reading instructional needs are modified and suitable in meeting the varying academic needs of this population while still holding the students accountable.</p> <p>DES teachers will monitor this population using Progress Monitoring Assessments to determine if the data requires an adjustment in IEPs.</p> <p>Identified students will be discussed during JW Arnold's monthly Circle of Support Meetings to obtain additional support services and discuss ideas to best meet the needs of the students.</p> <p>RTI (Tier 2) and SST (Tier 3) will meet monthly with teachers to ensure the appropriate progress</p>



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	monitoring is occurring as well as differentiated instructional support for identified students.
Gifted Learners	
<p>JW Arnold’s gifted teachers (Mrs. Shannon Williams and Mr. Kenneth Clark) will work closely with the general education classroom teachers to strengthen the teachers’ academic pedagogy in order to improve student outcomes. In addition, they will work with students in order to strengthen their critical thinking and problem-solving skills.</p> <p>Delivering instruction in a manner that produces ‘productive struggles’ and inquiries are essential to advance this population. Mrs. Williams and Mr. Clark will meet monthly with JW Arnold’s Student Technology Liaison Committee (STLC) to research content that will push teachers to become more technical savvy and engage students in authentic learning.</p> <p>For this population, differentiation has to be meaningful in order to ignite authentic conversations regarding the content.</p>	



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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: By the end of the 2023/2024 school year, JW Arnold will demonstrate eight percentage points growth in Math content as evidence by state, national, and international assessments.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Utilize Clayton County’s Close Reading and the Three Read Protocols (Mathematical Word Problems) (1. Observe the source; 2. Connect to the source...I SEE; 3. Determine the purpose of the source; 4. Read, examine...I THINK, and interpret the source; 5. Analyze the source; and 6. Take action using the source...I WONDER)	August 2, 2023 – May 21, 2024	No Funding Source	JW Arnold’s Admin/Math Content Teachers/ Tiffanie Nealy
Math Committee – Grade Level Teachers (Kindergarten through Fifth) will meet monthly and hold vertical planning sessions to enhance their mathematical pedagogy in order increase student achievement. During the committee meetings, teachers will present sample work from students to be analyzed and discussed. In addition, county personnel (Mrs. Tiffanie Nealy) will present math updates as shared by the state.	Monthly Meetings September 28, 2023 – May 21, 2024	No Funding Source	JW Arnold’s Admin/Math Teachers K-5/Brown, Baney, Watkins, Brinson, Terrell, Cooper, and Shepard. (Tiffanie Nealy – Scheduled)



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<p>Academic Math Expo -Parents and Students will participate JW Arnold’s Math Expo that will consist of games that remediates and accelerate mathematical concepts.</p>	<p>Thursday, October 26, 2023 and February 22, 2024</p>	<p>No Funding Source</p>	<p>JW Arnold Admin/SES (Lorei Smith)/Parent Liaison (Lenore Johnson)/Teachers (Dyra Watkins, Kimberly Terrell, Angela Shepard)/District Personnel (Tiffanie Nealy)</p>
<p>Math Parent Workshops – Selected JW Arnold Staff and Personnel (D.Watkins, D.Brinson, K. Terrell, A.Shepard, and T.Nealy) will conduct bi-monthly workshops to improve parents’ understanding of the math curriculum and assist with understanding/grasping specific mathematical concepts through presentations and games</p>	<p>September 18, 2023 – May 21, 2024</p>	<p>No Funding Source</p>	<p>JW Arnold Admin/SES (Lorei Smith)/Parent Liaison (Lenore Johnson)/Teachers (Dyra Watkins, Kimberly Terrell, Angela Shepard)/District Personnel (Tiffanie Nealy)</p>
<p>MAP Assessments - The Measure of Academic Progress (MAP) is a computerized adaptive test which assists in improving learning for all students and make informed decisions to promote student academic growth. The Assessment Lead will redeliver any county updates as it relates to any assessment updates.</p>	<p>August 2, 2023 – May 21, 2024</p>	<p>No Funding Source</p>	<p>Assessment Leader – Shannon Williams</p>
<p>Academic Support Team – This specialty design committee will meet monthly and share ‘how’ (through data) they are supporting the general education teacher’s instruction. Documentation of their efforts will be shared and discussed. In addition, successes and challenges will be shared along with specific tragedies for improvement will be reviewed.</p> <p>AST Goal: Determine bubble students and have a laser focus on strengthening their deficits through additional support such as small groups and individual support.</p>	<p>August 2, 2023 – May 21, 2024</p>	<p>No Funding Source</p>	<p>JW Arnold’s Admin/EIP (Heather Plyler and Judy B. Harris)/ESOL (Tiffany Sterling)/ Cambridge (Erica Charles) Gifted (Shannon Williams) SES (Lorei Smith)/ Counselor (Artavia Spriggs) Parent Liaison (Lenore Johnson)</p>



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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
<p>As a Title 1 District, JW Arnold Elementary School will ensure ALL students are exposed to the Tier 1 curriculum. Any students needing additional support to be successful will be referred to the RTI/SST process to ensure additional instructional strategies are implemented with fidelity in order to increase their academic outcome by 8% points math.</p> <p>JW Arnold's Administration will hold weekly multiplication presentations (townhall meetings to practice facts) with students 3rd through 5th grade.</p> <p>Math Curriculum Nights – Held to expose parents to Georgia's math instructional standards and provide friendly activities to ensures parents' understanding in order to assist their student while at home.</p> <p>Interventions and Progress monitoring will occur weekly by the both the DES and regular classroom teacher. They will meet weekly to discuss progress and make the appropriate instructional adjustments as needed.</p> <p>The Parent Liaison (Ms. Lenore Johnson) will conduct bi-monthly parent meetings to support the school/community connection as it relates to academics and strengthening the parents' understanding of the math curriculum.</p> <p>RTI (Tier 2) and SST (Tier 3) will meet monthly with teachers to ensure the appropriate interventions and progress monitoring are occurring as related to mathematical concepts.</p>	<p>For our Foster and Homeless population, JW Arnold will follow the established guidelines set forth by Clayton County Public Schools regarding enrolling this population of students.</p> <p>In addition, JW Arnold will partner with Clayton County Homeless Department (Ms. Sonja Davis) to ensure adequate and correct information is being disseminated and that we are doing what is in the best interest for our Foster and Homeless students. The instructional goal is to increase student's math content performance by 8% points.</p> <p>Identified students will be discussed during JW Arnold's monthly Circle of Support Meetings to obtain additional support services and discuss ideas to best meet the needs of the students.</p> <p>Provide weekend backpacks of nonperishables to ensure these students continue to have a balanced diet through the weekend.</p> <p>RTI (Tier 2) and SST (Tier 3) will meet monthly with teachers to ensure the appropriate math interventions and progress monitoring are occurring as well as differentiated instructional support for identified students in mathematics.</p>
English Learners	Students with Disability
<p>For our English Language Learners, JW Arnold will work closely with our ESOL teacher (Mrs.</p>	<p>JW Arnold's DES department will work closely with the general education classroom teachers to</p>



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<p>Tiffany Sterling) to ensure appropriate curriculum assessments (WIDA/ACCESS) and instructional pedagogy is being delivered in a manner that is conducive for our ESOL population.</p> <p>JW Arnold will contact Clayton County’s International Center to assist with parent conferences and general communication as they relate to the success of the student. In addition, JW Arnold’s ESOL teacher (along with a county issued interpreter) will conduct parent workshop to share curriculum strategies and to receive input from the parents and address any areas of concerns.</p> <p>RTI (Tier 2) and SST (Tier 3) will meet monthly with teachers to ensure the appropriate progress monitoring is occurring as well as differentiated instructional support for identified students.</p>	<p>ensure IEPs (math) are being followed, implemented, and updated in a timely manner.</p> <p>In addition, DES teachers will plan and work side-by-side the classroom teacher to ensure instructional needs are modified and suitable in meeting the varying academic needs of this population while still holding the students accountable.</p> <p>Identified students will be discussed during JW Arnold’s monthly Circle of Support Meetings to obtain additional support services and discuss ideas to best meet the needs of the students.</p> <p>DES teachers will monitor this population using Progress Monitoring Assessments to determine if the data requires an adjustment in IEPs.</p> <p>RTI (Tier 2) and SST (Tier 3) will meet monthly with teachers to ensure the appropriate progress monitoring is occurring as well as differentiated instructional support for identified students.</p>
Gifted Learners	
<p>JW Arnold’s gifted teacher (Mrs. Shannon Williams and Mr. Clark) will work closely with the general education classroom teachers to strengthen their academic pedagogy and to provide instructional strategies that are challenging, stimulating, and thought-provoking for students.</p> <p>Delivering instruction in a manner that produces ‘productive struggles’ and inquiries is essential in moving this population higher. Mrs. Williams and Mr. Clark will meet monthly with JW Arnold’s Student Technology Liaison Committee (STLC) to research content that will push teachers to become more technical savvy and engage students in authentic learning.</p> <p>For this population, differentiation has to be meaningful in order to ignite authentic conversations regarding the content.</p>	



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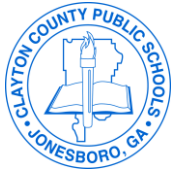
2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)

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, JW Arnold will demonstrate eight percentage points growth in Science content (5th) as evidence by state, national, and international assessments.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Utilize Clayton County’s Close Reading and the Three Read Protocols (1. Observe the source; 2. Connect to the source...I SEE; 3. Determine the purpose of the source; 4. Read, examine...I THINK, and interpret the source; 5. Analyze the source; and 6. Take action using the source...I WONDER)	August 2, 2023 – May 21, 2024	No Funding Source	JW Arnold’s Admin/Teachers/ District Personnel/ Christopher Jones – Science Lead
Utilizing Phenomenon to Anchoring the Instructional Lessons – What do you notice; What questions to do you have?	August 2, 2023 - May 21, 2024	No Funding Source	JW Arnold’s Science Teachers
Utilizing Crosscutting Concepts to Scaffold Students Thinking	August 2, 2023 – May 21, 2024	No Funding Source	JW Arnold’s Science Teachers
Utilizing High Impact Practices: CCPS Framework for High Performance	August 2, 2023 – May 2024	No Funding Source	JW Arnold’s Science Teachers/District Personnel (TBA)
Engage in Project-based activities that will reinforce Science Content	August 2, 2023 – May 21, 2024	No Funding Source	JW Arnold’s Science Teachers



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Science Night – Parents and Student will explore various Scientific Phenomenon Through Various Instructional Presentations	Thursday, November 16, 2023 and March 14, 2024	No Funding Source	Parent Liaison – Lenore Johnson/JW Arnold’s Science Teachers/JW Arnold’s Parent Community
Utilize Scaffolding techniques to assist in the understanding of the concept 1) Engage students in Argument Driven Inquiry ; 2) Engage in claim, evidence, reasoning while creating a need to learn ; 3) Making thinking visible ; and 4) Engage students in activities prior to diving into content .	August 2, 2023 – May 21, 2024	No Funding Source	JW Arnold Admin/Science Teachers
Utilize the 5 E Instructional Model to Explore Phenomenon – 1) Engage the students; 2) Explore for answers; 3) Explain their understanding; 4) Elaborate for further discussion; and 5) Evaluate for outcomes.	August 2, 2023 – May 21, 2024	No Funding Source	JW Arnold Admin/Science Teachers
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
<p>As a Title 1 District, JW Arnold Elementary School will ensure ALL students are exposed to the Tier 1 curriculum. Any students needing additional support to be successful will be referred to the RTI/SST process to ensure additional instructional strategies are implemented with fidelity in order to increase their academic outcome by 8% in 5th grade science.</p> <p>Interventions and Progress monitoring will occur weekly by the both the DES and regular classroom teacher. They will meet weekly to discuss progress and make the appropriate instructional adjustments as needed (strengthening reading comprehension) therefore strengthening Arnold’s science content.</p> <p>Science Night – Science Night will be held twice during the 23/24 school year ((11/16/23 and 03/14/24), for parents and students to</p>		<p>For our Foster and Homeless population, JW Arnold will follow the established guidelines set forth by Clayton County Public Schools regarding enrolling this population of students.</p> <p>In addition, JW Arnold will partner with Clayton County Homeless Department (Ms. Sonja Davis) to ensure adequate and correct information is being disseminated and that we are doing what is in the best interest for our Foster and Homeless students. The instructional goal is to increase student’s performance by 8% points in science content.</p> <p>Provide weekend backpacks of nonperishables to ensure these students continue to have a balanced diet through the weekend.</p> <p>Identified students will be discussed during JW Arnold’s monthly Circle of Support Meetings to obtain additional support services and discuss ideas to best meet the needs of the students.</p>	



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<p>participate and explore Scientific Phenomenon and make real-world connections.</p> <p>RTI (Tier 2) and SST (Tier 3) will meet monthly with teachers to ensure the appropriate interventions and progress monitoring are occurring as well as differentiated instructional support for students to be successful in science.</p>	<p>RTI (Tier 2) and SST (Tier 3) will meet monthly with teachers to ensure the appropriate interventions/ progress monitoring is occurring as well as differentiated instructional support for identified students.</p>
English Learners	Students with Disability
<p>For our English Language Learners, JW Arnold will work closely with our ESOL teacher (Mrs. Tiffany Sterling) to ensure appropriate curriculum assessments (WIDA/ACCESS) and instructional pedagogy is being delivered in a manner that is conducive for our ESOL population.</p> <p>JW Arnold will contact Clayton County's International Center to assist with parent conferences and general communication as they relate to the success of the student. In addition, JW Arnold's ESOL teacher (along with a county issued interpreter) will conduct parent workshop to share curriculum strategies and to receive input from the parents and address any areas of concerns.</p> <p>RTI (Tier 2) and SST (Tier 3) will meet monthly with teachers to ensure the appropriate progress monitoring is occurring as well as differentiated instructional support for identified students in the area of science.</p>	<p>JW Arnold's DES department will work closely with the general education classroom teachers to ensure IEPs are being followed, implemented, and updated in a timely manner.</p> <p>In addition, DES teachers will plan and work side-by-side the classroom teacher to ensure instructional needs are modified and suitable in meeting the varying academic needs of this population while still holding the students accountable.</p> <p>DES teachers will monitor this population using Progress Monitoring Assessments to determine if the data requires an adjustment in IEPs.</p> <p>Identified students will be discussed during JW Arnold's monthly Circle of Support Meetings to obtain additional support services and discuss ideas to best meet the needs of the students.</p> <p>RTI (Tier 2) and SST (Tier 3) will meet monthly with teachers to ensure the appropriate progress monitoring is occurring as well as differentiated instructional support for identified students to increase their understanding of the science curriculum.</p>
Gifted Learners	
<p>JW Arnold's gifted teacher (Mrs. Shannon Williams and Mr. Clark) will work closely with the general education classroom teachers to strengthen their academic pedagogy and to provide instructional strategies that are challenging, stimulating, and thought-provoking for students.</p>	



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Delivering instruction in a manner that produces ‘productive struggles’ and inquiries is essential in moving this population higher. Mrs. Williams and Mr. Clark will meet monthly with JW Arnold’s Student Technology Liaison Committee (STLC) to research content that will push teachers to become more technical savvy and engage students in authentic learning.

For this population, differentiation has to be meaningful in order to ignite authentic conversations regarding the content.



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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 2023/2024 school year, JW Arnold will demonstrate eight percentage points growth in Social Studies content as evidence by state, national, and international assessments.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Utilize Clayton County’s Close Reading and the Three Read Protocols (1. Observe the source; 2. Connect to the source...I SEE; 3. Determine the purpose of the source; 4. Read, examine...I THINK, and interpret the source; 5. Analyze the source; and 6. Take action using the source...I WONDER)	August 2, 2023 – May 21, 2024	No Funding Source	JW Arnold’s Admin/Social Studies Teachers/ Natalie Walters (Social Studies Lead)/District Personnel (TBA)
Utilize High Impact Instructional Strategies – 1) Close Readings; 2) Evidence-Based Writing; 3) Higher-Order Questions; and 4) Academic Discussion/Discourse	August 2, 2023 – May 21, 2024	No Funding Source	JW Arnold’s Social Studies Teachers/Social Studies District Personnel (TBA)/Natalie Walters (Social Studies Lead)
District High Impact Strategies – Speaking, Writing, Illustrating, Reading, and Listens as Historians (SWIRL)	August 2, 2023 – May 21, 2024	No Funding Source	JW Arnold’s Admin/Social Studies Teachers/ District Personnel



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			(TBA)/Natalie Walters
Utilize High Impact Instructional Strategies – 1) Close Readings; 2) Evidence-Based Writing; 3) Higher-Order Questions; and 4) Academic Discussion/Discourse	August 2, 2023 – May 21, 2024	No Funding Source	JW Arnold's Admin/Social Studies Teachers/ District/Natalie Walters (Social Studies Lead)
Utilize Inquiry Based Learning – Delivered Instruction through a series of Questions/Problems/Scenarios – Getting Students to 'DOING' Social Studies	August 2, 2023 – May 21, 2024	No Funding Source	JW Arnold's Admin/Social Studies Teachers/ District Personnel (TBA)
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged	Foster and Homeless		
<p>As a Title 1 District, JW Arnold Elementary School will ensure ALL students are exposed to the Tier 1 curriculum. Any students needing additional support to be successful will be referred to the RTI/SST process to ensure additional instructional strategies are implemented with fidelity in order to increase their academic outcome by 8% points in Social Studies.</p> <p>Interventions and Progress monitoring will occur weekly by the both the DES and regular classroom teacher (reading comprehension). They will meet weekly to discuss progress and make the appropriate instructional adjustments as needed.</p> <p>RTI (Tier 2) and SST (Tier 3) will meet monthly with teachers to ensure the appropriate reading interventions/ progress monitoring is occurring as well</p>	<p>For our Foster and Homeless population, JW Arnold will follow the established guidelines set forth by Clayton County Public Schools regarding enrolling this population of students.</p> <p>In addition, JW Arnold will partner with Clayton County Homeless Department (Ms. Sonja Davis) to ensure adequate and correct information is being disseminated and that we are doing what is in the best interest for our Foster and Homeless students. The instructional goal is to increase student's performance by 8% points in Social Studies.</p> <p>Identified students will be discussed during JW Arnold's monthly Circle of Support Meetings to obtain additional support services and discuss ideas to best meet the needs of the students.</p> <p>Provide weekend backpacks of nonperishables to ensure these students continue to have a balanced diet through the weekend.</p>		



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as differentiated instructional support for identified students.	RTI (Tier 2) and SST (Tier 3) will meet monthly with teachers to ensure the appropriate interventions and progress monitoring are occurring as well as differentiated instructional support for identified students.
English Learners	Students with Disability
<p>For our English Language Learners, JW Arnold will work closely with our ESOL teacher (Mrs. Tiffany Sterling) to ensure appropriate curriculum assessments (WIDA) and instructional pedagogy is being delivered in a manner that is conducive for our ESOL population.</p> <p>JW Arnold will contact Clayton County's International Center to assist with parent conferences and general communication as they relate to the success of the student. In addition, JW Arnold's ESOL teacher (along with a county issued interpreter) will conduct parent workshop to share curriculum strategies and to receive input from the parents and address any areas of concerns.</p> <p>RTI (Tier 2) and SST (Tier 3) will meet monthly with teachers to ensure the appropriate progress monitoring are occurring as well as differentiated instructional support for identified students to be successful in Social Studies.</p>	<p>JW Arnold's DES department will work closely with the general education classroom teachers to ensure IEPs are being followed, implemented, and updated in a timely manner.</p> <p>In addition, DES teachers will plan and work side-by-side the classroom teacher to ensure instructional needs are modified and suitable in meeting the varying academic needs of this population while still holding the students accountable.</p> <p>Identified students will be discussed during JW Arnold's monthly Circle of Support Meetings to obtain additional support services and discuss ideas to best meet the needs of the students.</p> <p>RTI (Tier 2) and SST (Tier 3) will meet monthly with teachers to ensure the appropriate reading progress monitoring is occurring as well as differentiated instructional support for identified students.</p>
Gifted Learners	
<p>JW Arnold's gifted teacher (Mrs. Shannon Williams and Mr. Clark) will work closely with the general education classroom teachers to strengthen their academic pedagogy and to provide instructional strategies that are challenging, stimulating, and thought-provoking for students.</p> <p>Delivering instruction in a manner that produces 'productive struggles' and inquiries is essential in moving this population higher. Mrs. Williams and Mr. Clark will meet monthly with JW Arnold's</p>	



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Student Technology Liaison Committee (STLC) to research content that will push teachers to become more technical savvy and engage students in authentic learning.

For this population, differentiation has to be meaningful in order to ignite authentic conversations regarding the content.



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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-House Professional Development (Close Reading and Three Read Protocol)**
Teacher will participate in a ½ day professional development regarding Clayton County's new initiatives of Close Reading and the Three Read Protocol.
- **Response to Intervention (RTI/SST)**
Teachers utilize the Student Support Team (SST) to assist those students who are struggling emotionally, socially, and academically. The team meets to provide strategies for both the students and parents to allow them to experience some success throughout school life and function in the world at their current state.
- **Classroom Guidance (Counselor)**
To promote college and career readiness for all students. Classroom guidance give students the opportunity to see the possibilities of what the world has to offer and get insight to the college experience and how that could have a positive impact on their lives and the importance of education.
- **Monthly Parent Workshops**
Arnold's parent liaison will provide monthly meetings for parents to give strategies to reinforce the home/school connection.
- **Leveled Reading Text**
Students will be provided with daily time to practice reading (independent reading, small group reading, share or pair reading).
- **Accelerated Reader Program (AR)** – The Accelerated Reader Program is a program initially developed by the University of Wisconsin and marketed by Renaissance Software. The program is designed to encouraged children to read more frequently and establish lifelong patterns of daily reading.



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Students take a 10 to 20-minute quiz, which tests their comprehension. Students are then scored in what is called a zone of proximal development, which determines what books they should read. This assists with building strong comprehension skills. JW Arnold's annual AR goal is for the students to have read enough books that would reflect in the amount of 20,000 points or greater.

- **Weekly Probes** – Weekly assessments are given to our targeted students to gauge how well the students are progressing in certain academic disciplines. Teachers are required to display progress monitoring graphs for reading and math in the Data Room. This allows teachers to visually monitor each student's progression (weekly probes). In addition, students have access to their data, which allows them to take ownership for their academics and the accountability piece is heightened for each student.
- **Afterschool Remediation (Pending on Funding)**
During the month of January, Clayton County provides a countywide tutorial program for at-risk students who are struggling in the areas of reading and math. This program gives students additional time during the day (Monday/Wednesday or Tuesday/Thursday) for focus on skills of concern (Operation of program is depended upon available funds).
- **EIP (Early Intervention Program)**
This program identifies students in the areas of reading and math that may need some additional support in those academic areas.
- **Math Night**
Math Night is a time for parents and students to come to school and explore the world of Math with various presenters using a variety of manipulatives.
- **Science Night**
Science Night is a time for parents and students to come to school and explore the world of Science with various presenters
- **Progress Monitoring**
Progress monitoring will occur daily/weekly as set forth by the standards of Clayton County Public Schools.
- **Georgia Kindergarten Inventory of Developing Skills (GKIDS)**
The Georgia Kindergarten Inventory of Developing Skills is a performance-based assessment. The goal of the assessment program is to provide teachers with information about the level of instructional support needed by individual students entering kindergarten.



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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)

JW Arnold's School counselor holds a yearly College and Career Fair. During this event, professional individuals are invited to share their educational journey with students. In addition, during this time students are able to ask various questions regarding specific profession as it relates to educational requirements, performed duties and responsibilities and salaries (which ALWAYS shock the student population).

In addition, JW Arnold's students are encouraged to dress as the professional they are selecting/desire to become. Professional pictures are taken for memorabilia to further encouragement of the individual's dream of becoming that professional.

JW Arnold's students participate in creating Career Pathways (lead by the school counselor). The Career Pathways are an Interest Inventory for students to explore various careers. The inventories are vital because some student's knowledge is limited/unaware of the various professions that are available to them.

JW Arnold Elementary School is a Cambridge International School of Global of Perspectives.

The Cambridge international curriculum sets a global standard for education, and is recognized by universities and employers worldwide. Being a member of this prestigious program helps students become confident, responsible, reflective, innovative and engaging learners who will be ready to tackle the demands of tomorrow's world and capable of shaping a better world for the future.

Cambridge learners get to play an active role in the classroom. They are encouraged to think critically, learn how to construct an argument, evaluate evidence, and reflect on their learning so that they are able to build on experience and plan ahead. They will learn to work independently as well as collaborate with one another to bring a project to a successful outcome (and if it is not successful, they will learn lessons from reflecting on why that might be). Lastly and most importantly, students will be encouraged to develop an international outlook, and become confident, global citizens, which aligns with our district's vision statement.

The **emphasis** of the Global Perspectives curriculum is on **developing students' ability to think critically** about a range of global issues where there is always more than one point of view. It's an opportunity...

1. For students to develop outstanding transferable skills, including analysis, research and collaboration.
2. To tap into the way students, enjoy learning, including group work, seminars, projects and working with other students around the world.



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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.);

JW Arnold's Schoolwide Discipling Plan/Goal:

JW Arnold's PBIS goal for the 2023-2024 school year is to maintain a structured and positive climate through daily interactions with all stakeholders.

JW Arnold's Schoolwide Expectations:

1. Be Confident
2. Be Responsible
3. Be Reflective
4. Be Innovative
5. Be Engaged

Minor Infractions (Level 1)

Disruption of Class: talking, sleeping, out of seat w/o permission, blurting out, making noise (tapping, beating, whistling)

Failure to follow instructions: Entire Building

Disrespect to fellow students

Failure to keep hands & feet to self: horseplay

Technological devices being utilized without permission/inappropriately (ie – phone and/or tablet)

Level 1 Consequences

1. Discussion with student
2. Orally review procedures for clear and concise understanding of class and school rules.
3. Confiscate phone and contact parent to share the infraction.

**After 2 consequences have been given at
Level 1 – Move to Level 2*

Level 2 Consequences

1. Discussion with student
2. Orally review procedures for clear and concise understanding of class and school rules.
-
3. Parent contact (Has to be 1 of the consequences)
4. Document conference with student/parent in IC
5. Possible Behavior Contract needs to be established
6. **Document behavior in Minor Behavior Tracking Log for teachers and submit to Administrator for additional support form COS : [Minor Behavior Tracking Log for Teachers](#)

**After 2 consequences have been given at
Level 2 complete **Office Referral** if needed*

**Documentation of interventions should be
kept and attached to office referral.



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Severe Infractions (Level 3)
Repeated violations of Type 2 Behaviors
Possession of a dangerous item
Profanity, obscene language or gestures to staff
Disrespect/impertinence/defiance to authority
Stealing/Possession of stolen property
Level 3 Consequences
<ol style="list-style-type: none"> 1. Discussion with student 2. Orally review procedures for clear and concise understanding of class and school rules. ----- 3. Possible Disciplinary Referral by administrator 4. Possible Parent Conference required with the administrator 5. Restriction from privileges by the administrator/teacher 6. Possible suspension by administrator 7. Behavior Contract reviewed by administrator 8. Possible Referral to Prevention/Alternatives to Suspension Programs. Parent consent required. Behavior Specialist will be included
Severe Infractions (Level 4)
Assault/battery upon any student or school employee
Damage to school or private property
Possession/furnish a weapon (knife, firearm, toy weapon, etc.)
Chronic defiance not modified by previous progressive discipline
<ol style="list-style-type: none"> 1. Parent Notification by Administrator 2. Restriction of activities/privileges by administrator 3. One to ten days suspension by administrator 4. Referral to law enforcement 6. Possible expulsion <p style="text-align: center; margin-top: 10px;">*Specific behaviors may warrant a possible tribunal referral by the school administrator*</p>

SOAR DIAGRAM

Lesson Plans for Teaching Expected Behaviors:

1. Morning reciting of JW Arnold's Creed
2. Morning reciting of JW Arnold's School-wide Expectations
3. Positive Songs playing each morning prior to morning announcements
4. Utilizing Re-Think Ed
5. PBIS Monthly Celebrations



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Arnold's Scheduled Lessons (Counseling/PBIS/SEL):

September – Listening/Following Directions

October – Bullying (Vocabulary Terms: Tolerance, Compassion, Patience, and Citizenship)

Curriculum and Materials – Weird, Tough, Dare Books, Goodbye Bully Machine, Howard Wiggle bottom Site, and Llama Llama Book

November and December – Kindness/Empathy (Vocabulary Terms: Creativity, Kindness, and Generosity).

Curriculum and Materials – Each Kindness, Kindness is Cooler Mrs. Ruler.

January- Conflict Resolution (Vocabulary Terms: Helpfulness, Thriftiness, Joyfulness, Perseverance, Courteousness, Cheerfulness, and Sportsmanship).

JW Arnold's Incentive Plan for Students:

- The Cambridge Learner of the Month will be recognized and names announced during morning announcements. Students will receive a treat.
- Acknowledge student throughout the day with PBIS cards. Reward students caught being/doing something kind for others (Adult stamp PBIS card)
- Soaring Eagles will be recognized weekly and receive an incentive from the counselor.
- Teachers will award students with free "homework passes."
- Recognized during nine-week Honor's Assembly
- Lunch Bunch with the Principal and Assistant Principal
- Positive Note/ DOJO/ Phone Calls/Emails describing the positive behavior each semester.

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.)

Professional development activities to improve instruction:

Clayton County's Close Reading and the Three Read

Protocols (1. Observe the source; 2. Connect to the source...I SEE; 3. Determine the Purpose of the source; 4. Read, examine...I THINK, and interpret the source; 5. Analyze the source; and 6. Take action using the source...I WONDER)

- Continue to the utilization of instructional research strategies (2022/23) from previous book study, **Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students** by Zaretta Hammond **is a research-based text that offers:**
 - 1) A bold, brain-based teaching approach to culturally responsive instruction.
 - 2) Suggestions for closing the achievement gap and offering a proven framework



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for optimizing student engagement.

- 3 Cutting-edge neuroscience research that provides an innovative approach for designing and implementing brain-compatible culturally responsive instruction.
 - 4) Ten key moves to build students' learner operating systems and prepare them to become independent learners.
- Providing Professional Developing on Understanding Georgia's Milestones Assessment (Parent Liaison)
 - Deepening teachers' understanding of unpacking the standards and digging deep into the content through modeling (County Personnel/Instructional Support Teacher)
 - Administrators conducting a minimum of one to two classroom observations per week with provided feedback for growth
 - Regular Education Teachers and Special Education Teachers will continue to work closely together and plan appropriate instructional lessons that will be most beneficial to children.
 - Effectively utilize the 'co-teaching' model within classrooms (Sped and Reg. Ed)
 - Continue/Monitor Weekly Probes
 - Walkthroughs (TKES) to monitor Best Practices
 - Our school counselor will provide test taking skills/testing strategies in order to ensure success on the test and to decrease student anxiety.
 - Arnold's administration will hold several town hall data meetings with students to share the data and to create individual action plans for accountability.

The professional development program of CCPS focuses on research-based instructional strategies through extensive training and targeted support. The use of student achievement data.

Retention of Quality Teachers:

The Clayton County Board of Education sponsors job fairs to recruit potential staff members whose credentials certify them as "highly qualified" under Every Student Succeeds Act. Consideration is also given to current Clayton County employees who express interest in an intra-county transfer through the Personnel Department. Prospective staff members also inquire about employment interviews at our school via the CCBOE website or through unsolicited emails, phone calls and mailed resumes.

Paraprofessionals (7) have met the state guidelines to work as a highly qualified classified employee. Classified staff who do not possess a degree fulfill their requirement by passing the Georgia's mandated certification test for classified employees.

Highly Qualified teachers are attracted to JW Arnold Elementary and seek employment after having an opportunity to participate as a Student Teacher/Practicum experience or participating in Clayton County's Job Fair.

New teachers are assigned a mentor (Teacher Support Specialist – TSS) to assist them in becoming familiar with Arnold's procedures.



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New Teacher Team Building Committee – New teachers meet monthly with the administration to share concerns/successes.

New teachers and Teacher Support Specialist (TSS) personnel will meet monthly to discuss quality instruction. The TSS has several opportunities to meet and observe the new teacher and provide quality feedback that will assist in the success of the teacher.

JW Arnold's teachers (Kindergarten through Fifth Grade) are provided with weekly Collaborative Planning of which one day they are allotted 90-minute planning period to discuss/plan for student academic improvement. This includes writing instructional plans and looking at data.

The administrators and the Academic Support Team will meet with grade levels to look at data and plan for future instruction. In addition, updated county initiatives are discussed and reviewed as well as building requirements (Building Level – JW Arnold's Data Story, Instructional Practices, Standards Based Classrooms, Professional Development, Faculty Meetings, etc.)

Arnold's HiQ staff participates in an end/beginning of the year survey that determines the following year's Professional Development courses/presentations for the school (Need Analysis). The plan is written by the Leadership/Better Seeking Team members and reviewed with the remaining faculty and staff. The suggested need(s) is (are) based on available funding and district requirements.

The HiQ staff receives information disseminated via emails sent by the principal, parent liaison, or other designated members of Arnold to Clayton County's Central Office. In addition, Connect Ed (telephone communication) is utilized.

New teachers to JW Arnold are given a staff directory to assist them with any issues that may arise after hours. In addition, new teachers also receive JW Arnold's New Induction Handbook that outlines the daily operations of the school. This handbook also identifies specifics personnel and job responsibilities. JW Arnold's new teachers meet monthly to discuss discuss/reflect/problem-solve regarding their professional and personal experiences.

If teachers are moving in from out of state, housing information is shared if desired. Parents and family members of new teachers are invited to come and see the school and visit the principal and other staff members of the school.

The county provides laptops to every certified teacher. Email addresses are provided to every member of our staff; cafeteria, custodians, paraprofessionals, teachers, office staff, and administrators to access school and county information.

During New Teacher Orientation, the building is open for all staff members to work in their classrooms prior to pre-planning. During the last day of pre-planning the school hosts either a breakfast or luncheon sponsored by PTO.



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The following additional strategies/methods ARE utilized to attract and retain highly qualified teachers. They are:

- Clayton County Job Fair
- Recruitment through Web Advertisement (County Website)
- Teacher appreciation expressed regularly throughout the school year from administration (Leave Early Passes for going the “EXTRA” mile) (Specific to JW Arnold Elementary)
- Administration Open Door Policy/New Teacher Mentor (School Specific)
- Motivational/encourage educational videos to reconnect teachers with their initial purpose of pursuing the field of education.
- Summer Retreat (School Specific)
- New Teacher Socials (Specific to JW Arnold Elementary School)
- Emails of Appreciation (School Specific)
- Blue Jean Stickers (Specific to JW Arnold Elementary School)
- Monthly Just Because Treats (Administrative Teacher/Staff Appreciation)

Additional Materials/Personnel to further Improve Instruction at JW Arnold Elementary:

Parent Liaison /Employee Salary (177) \$XXXXXXXXXX (Base Salary: \$XXXXXXX)

Employment Benefits (210, 220, 230 & 290) \$XXXXXXX

Student Instructional Materials (532) \$XXXXXX

Supplies, and Printing (610) \$XXXXXXX

Book Other Than Text/Periodicals – Summer Books (642) \$XXXXXXX

Teacher/Professional Development Books/Periodicals-Nontext (642) \$XXXXXXX

Title I FY 2022 Budget – \$1XXXXXXXX

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.

JW Arnold Elementary makes every effort is made to ensure the smooth transition for students from Pre-K to Kindergarten. JW Arnold Elementary and the community daycares schedule a set time in May where those daycare providers and the students can visit the school. In addition, JW Arnold begin serving PreK in the 22/23 school year.

In addition to the surrounding daycare students attending JW Arnold, students, who are currently enrolled in JW Arnold’s PreK Program, will transition to JW Arnold’s Kindergarten classrooms the following year. Our Title I Parent Liaison (Lenore Johnson), will be available throughout the school year to meet with rising kindergarten families and conduct school tours for parents who currently have students enrolled.

JW Arnold’s fifth grade student visits their assigned middle school (MD Roberts/Jonesboro Middle) the upcoming school year in the month of May. During this visit, students are exposed to



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various components of the curriculum. The students are able to meet with administrators, counselors, teachers, and other students.

They visit classrooms in order to experience a typical instructional day in middle school. Students are able to witness the performances of band, chorus, and drama students. They also observe performances from Step and Drill teams and other school sponsored clubs.

The zoned middle school counselors and administration are invited to meet with fifth grade students, teachers, counselors, and administration to offer suggestions that will assist in the transition to middle school.

During September conferences, teachers provide parents with information that will assist and prepare their child in being successful at school. Procedures, grading system, and assessments are also discussed during these meetings.

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

JW Arnold's Family Engagement Specialist (Lorei Smith) and Parent Liaison (Lenore Johnson) will host monthly meetings that are specifically geared towards both JW Arnold's ESOL and Special Education population to ensure parents are abreast of current school information.

In addition, teachers of those disciplines hold parent meetings to review IEP information and WIDA/ACCESS data. With JW Arnold's ESOL population, communication is translated into various languages to ensure there is not disconnect between the school and home.



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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

JW Arnold's staff considered three key questions when determining school-wide reform strategies for improving academic instruction. They are:

1. How will the strategy close achievement gaps? We have chosen to use the following strategies (listed below) as a framework for how we will continue to work to close the achievement gaps for ALL students at J.W. Arnold Elementary School. Monitoring of JW Arnold's Schoolwide Title 1 Plan will be reviewed weekly via Core Leadership and monthly during established Better Seeking Team Meetings. Adjustments will be made whenever necessary (living document).

Strategies for Achievement:

- Utilize Clayton County's **Close Reading and the Three Read Protocols** (1. Observe the source; 2. Connect to the source...I SEE; 3. Determine the purpose of the source; 4. Read, examine...I THINK, and interpret the source; 5. Analyze the source; and 6. Take action using the source...I WONDER)
- Continue utilization of instructional research strategies (2022/23) from previous book study, **Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students** by Zaretta Hammond
- **Implementation of Cambridge University's Global Perspective –**
- **Collaborative Planning/Vertical Articulation** – K/2 teachers will meet monthly to collaborate with EIP Leads and Lee Street Teachers Elementary School (specified dates) to strengthen instructional pedagogy.
- **JW Arnold's Collaborative Planning (School Level)** – Teacher will meet with their grade levels weekly to strengthen instructional practices.
- **Continue to Incorporation of the Six Cs within the daily instructional practices (Collaboration, Choices, Communication, Critical Thinking, Creativity, and Care) – John Ruhl's Video – Teaching Methods for Inspiring Students of the Future**
- **Early Intervention Program (EIP)**



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- **AMIRA**
- **Three Read Protocol**
- **Flexible Grouping**
- **Number Talk**
- **Math Committee** – Monthly meetings to review math data and share effective, instructional, research-based practices.
- **Response to Intervention Program (RTI) and Student Support Team SST**
- **Literacy/Writing Committee** – Monthly meetings to review student writing samples.
- **Academic Support Team**

2. How will we know the reform strategies are successful? Each committee meets monthly (JW Arnold's Core Leadership, Better Seeking Team and the Academic Support Team) to discuss the status of the aforementioned reform strategies.

3. How will we make changes to our reform strategies if they are not effective? If deemed necessary, changes will be made through a collaborative effort along with district support throughout the school year. Any stakeholder can request/ask for adjustment to be made in the Schoolwide Title 1 Plan.

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

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

Parents of JW Arnold Elementary School (Title 1 Parent Meeting) are invited to a parent meeting at the beginning of the school year to:

- Learn about guidelines, purposes, goals, and expectations of the Title I Program;
- Learn about the components of the Title I Program (school-wide or targeted assistance) available in the school;
- Learn about the school improvement or corrective action process, if applicable;
- Learn the importance of the role parents play in their child's success and the requirements of Title I, Part A;
- An overview of the school's curriculum.

Parents are involved in the **review and improvement of the Title I Parent Involvement Policy** and the school improvement plan. JW Arnold Elementary School meets with parents to review suggestions and ideas to improve the level of parent involvement in the school and the level of



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attendance at parent education programs. These meetings provide parents with the opportunity to provide input and suggestions relating to the education of their child/children.

Parent may access the plan via JW Arnold's website for their review.

School administrators are responsible for reporting the results of the annual school review **CCRPI status** to parents at the beginning of the school year. Information on school performance is available on the school's website, presented at the first PTO meeting, published in the school's first newsletter, and sent home annually with students (additional copies are available in the school's front office).

Parents will receive a copy of their child's **assessment results** whenever a national, state, or district level assessment is given. An explanation of the scores and what they mean is provided with the national and state assessments to help ensure that parents understand the meaning of the results. Every effort is made to provide parents with conference time to share the results and answer any questions parents might have. Specific suggestions are made as to how parents might help their student at home.

Assessments used to measure students' progress and the proficiency levels the students are explained during parent orientation night and reviewed during parent/teacher conferences. An explanation of the assessments (AMIRA, MAP, and GKIDS) will be provided to parents during the Title 1 Meeting in August.

The school staff will handle responses to **parent questions, concerns, and suggestions** in a timely manner through telephone calls, notes, emails, and conferences. Translators will be provided as needed.

All **data, comments, and/or suggestions, regarding the Title I Plan** will be collected and sent to the LEA and will be considered on the revision of the plan for JW Arnold School. In addition, an end of the year survey will be conducted to determine the effectiveness of the school's parent involvement program.

Through **parent meetings and workshops**, the school will provide information to parents to further their understanding of the Georgia Standards of Excellence (GSE). Opportunities for parents to share questions/concerns will be provided at these meetings and on an individual basis through their child's teacher and school administrators.

Parents are **encouraged to monitor their child's progress and work in partnership with JW Arnold's staff** to improve the achievement of their children through volunteering in the classrooms, contacting the school with questions or comments, attending meetings and workshops, and working with their child at home. Student progress will be monitored and shared with parents through parent conferences, report cards, progress reports, phone calls, emails, agendas, and the online grade book.



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Throughout the school year, the school will provide materials and training in strengthening students' academic performance to parents in order for parents to work with their children and improve their achievement. Examples of activities that will be provided include:

- Literacy programs such as Family Reading Nights that bond families around reading and using the public library;
- Math Expo
- Science Night
- Providing information on the essential components of reading and math instruction to help parents support the instructional practices used by the classroom teacher; Training parents in the use of the Internet to enable them to access their child's homework, communicate with teachers, and access information about opportunities to promote student achievement.
- GMAS Night to inform parents on how to access online and other internet resources to help prepare their student for taking Standardized Tests.

During **preplanning sessions**, school administrators will provide information to teachers and school staff members concerning the value and importance of parent contributions and involvement in school activities. In collaboration with parents, school administrators will provide the teachers and staff with ideas on how to reach out to, communicate with, and work with parents as equal partners. The Parent Teacher Organization (PTO) and the school will work collaboratively to reach all parents and to build ties between home and school. This will be accomplished by:

- Scheduling workshops based on identifies needs
- Scheduling workshops to accommodate special needs
- Attending meetings and conferences
- Communicating strategies and related information through the parent handbook, newsletters, webpage, memos, etc.

When requested (and to meet the varying needs of the family), JW Arnold Elementary School will **coordinate and integrate virtual parent (Zoom) involvement workshops and activities** with programs such as Special Education, ESOL, Homeless Education, EIP, transition from elementary school to middle school, and other feasible and appropriate programs. Arnold's Parent Liaison will lead this effort. Otherwise, all meetings are face-to-face at JW Arnold Elementary School.

Community resources will be used to strengthen schools, families, and support programs. Partners in Education, mentors, and service groups will be engaged with our school in a meaningful collaboration to advance student learning. Partners in Education are encouraged to become involved in the school through volunteering in the classrooms, mentoring identified students, serving as guest speakers at parent meetings, and being a resource to the school's parents. Arnold's Counselor will lead this effort.

Information regarding parent workshops, school activities, and other important information will be sent home to all parents. When possible, flyers will be translated into applicable languages of parents in the school, as well as, be written in family friendly terms. If written translations are not practical, translators will be used to provide information to limited English proficient parents.



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JW Arnold's school staff will make every effort to provide the **parent involvement activities and programs that parents request** through their surveys and in parent discussions and meetings. Family "fun" involvement activities will be planned during the year including Annual Chili Cook-Off in the fall, and A Taste of Arnold in the Spring.

JW Arnold honors its volunteers with a beginning of the year and end of the year breakfast to show appreciation for all the volunteers hard work.

JW Arnold's Parent Resource Room allows parents to check out reading materials and math manipulatives for their students in order to support the home/school connection. In addition, parents are able to utilize the computers for job seeking opportunities.



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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.**

JW Arnold's current plan was developed by stakeholders during the 2023-2024 school year. The schoolwide plan is a living document which can be updated to meet changing needs. Meetings to review the schoolwide document are held monthly during Arnold's Leadership/QCBST Meetings. In addition, stakeholders have the opportunity to provide monthly feedback as well.

Arnold School coordinates and integrates federal, state and local services and programs to ensure that all children are included. We collaborate with program managers to use available funds to prevent duplication of services and efforts.

Title I-A and II-A funds are used to provide professional development and to purchase materials for students to promote student achievement. In addition, a title paraprofessional is hired using Title I-A Funds based on Title 1 guidelines.

Our plan is developed in coordination with our partnership with Metro RESA and Griffin RESA which allows staff the opportunity to participate in the most current researched-based professional development activities offered.

Local organized Title Programs (School Site Base) for Arnold's Parents. Headed by JW Arnold's Parent Liaison, Student Engagement, and School Parents will participate and support the following activities/programs/efforts to increase JW Arnold's parents' overall awareness of school life and student achievement through the following:

- Center Stage Math (Parent Resource Room) JW Arnold's Math Teachers
- Parent Academic Workshops (Presentations) – The Importance of Attendance (Artavia Spriggs – Counselor and Lorei Smith – Student Engagement Specialist; Parent Liaison – Lenore Johnson)
- Take Home Backpacks – Parent Resource Room



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- Take Home Advantage Backpacks
- Literacy and Math Versatile Skills – Parent Resource Room
- Presentation – Counselor - Understanding College and Career Readiness
- Preparing your students for the Georgia Milestones Assessment – Administration/Parent Liaison (Parent Meeting)

The following are listings of federal, state, and local services and programs with explanations of how those services are integrated:

- Partners In Education (PIE) – These individual companies donate necessities for various school functions/activities
- Parent Teacher Organization – This organization is made of teacher and parents who work collaboratively to educational efforts
- Metro RESA/Griffin REASA – These organizations provided research-based professional development for Clayton County School District

Department of Exceptional Students (DES) – These federal funds assist in providing services and resources for students with disabilities.



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Professional Development (question 2-iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
Close Reading Strategies (Monthly Faculty Meetings)	August 2023 – May 2024	JW Arnold's Social Studies Teachers	District Personnel – Tiffanie Barner/JW Arnold's Teachers
Three Read Protocol (Scheduled Presentations)	August 2023 – May 2024	JW Arnold's Content Teacher	EIP/JW Teachers/Tiffanie Barner
HMH ELA Series Presentations (Scheduled Presentations)	August 2023 – May 2024	JW Arnold's Teachers	EIP/JW Teachers/Tiffanie Barner
Extended Collaborative Planning – Professional Development (Weekly: Tuesdays and Wednesdays)	August 2023 – May 2024	JW Arnold's Teachers	JW Admin/Teachers
Academic Goal Setting: Collaborative Townhall Meeting with 3 rd , 4 th , and 5 th Grades (September 2023, November 2024, and March 2024)	September 2023, November 2023, February 2024, and March 2024	JW Arnolds' Students	JW Administration (Myron Allen and Nicole Chapman)
Literacy/Writing Committee (Monthly)	September 2023 – May 2024	JW Arnold's ELA/Reading Teachers	Natalie Walters/EIP – Judy Berry Harris/JW Admin.
L.E.A.R.N.S Model – Refresher PD to support academic growth (Collaborative Planning w/Lee Street Elementary)	Scheduled ELBC – September 1; November 3 rd ; February 16, and March 15th	JW Arnold's Teachers/Staff and Lee Street Elementary Teachers/Staff	JW Arnold's Admin./EIP Teachers/Tiffanie Barner
Social Studies/DBQs – Increasing student achievement through effective utilization	Scheduled ELBC	JW Arnold's Social Studies Teachers/Lee Street	Lead – Jamie Saunders/JW Arnold's Social Studies Teachers/Lee Street Social Studies Teachers
Parent Content Workshops (Math, ELA/Reading, Social Studies, and Science)	September 2023 – May 2024 (Specific times noted in CSIP)	JW Arnold's Parent Community	Grade Level Chairs/Tiffanie Barner/Tiffanie Nealy
Parent Workshop; Helping Your Student to Succeed	September 2023, November 2023, February 2024, and March 2024	JW Arnold's Parent Community	Lenore Johnson (Parent Liaison) and Lorei Smith (Student Engagement Specialist)
Parent Curriculum Night (An opportunity for parents to learn about the 2023/2024	August 8 th PreK and Kindergarten (5pm-6pm)/First	JW Arnold's Parent Community	JW Admin/Grade Level Teachers

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Parent and Family Engagement

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Sent Home and Posted on School Website: School-Family Compact School PFEP District PFEP	October 2023	Lenore Johnson - Parent Liaison Karol Wade - Media Specialist Lorei Smith – Student Engagement Specialist
School-Family Compact Discussion: Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)	September 27, 2023	Lenore Johnson – Parent Liaison Myron Allen- Principal Nicole Chapman – Assistant Principal
Annual Title I Parent Meeting: Meeting held Documents posted on school website	August 30, 2023	Myron Allen – Principal Nicole Chapman – Assistant Principal Lenore Johnson – Parent Liaison Lorei Smith – Student Engagements Specialist Artavia Spriggs - Counselor
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	August 8 th , 10 th , and 15 th	Lenore Johnson – Parent Liaison Myron Allen – Principal Nicole Chapman – Assistant Principal Lorei Smith – Student Engagement Specialist Artavia Spriggs – Counselor JW Arnold’s Teachers
Building Parent Capacity Fall: Curriculum Workshop 2	September 7th	JW Arnold’s Admin/Teachers/Staff/Lenore Johnson (Parent Liaison)
Building Parent Capacity Fall: Technology/Copyright Privacy Workshop	October 18th	JW Arnolds’ Admin (Myron Allen and Nicole Chapman)/Parent Liaison (Lenore Johnson)/Karol Wade (Media Specialist)/Kimberly Terrell (Student Technology Liaison)



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Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Building Parent Capacity Fall: EL Parent Workshop (if applicable)	September 28, 2023	Parent Liaison – Lenore Johnson ESOL Teacher – Tiffany Sterling Student Engagement Specialist – Lorei Smith
Building Parent Capacity Continuous Communications (Fall) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	August 2023 – May 2024	Parent Liaison - Lenore Johnson
Building Staff Capacity (Fall): During Monthly Faculty Meetings	August 9 th , September 6 th , October 4 th , November 1 st , December 6 th , January 3 rd , February 2 nd , March 6 th , and April 10 th	JW Arnold's Administration Parent Liaison _Lenore Johnson SES – Lorei Smith
Building Staff Capacity Continuous Communications (Fall): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	August 2023 – May 2024	Parent Liaison – Lenore Johnson
Fall October Data Dig: PLC to review Dashboard Data	October 2 nd , 4 th and 5 th	JW Arnold's Administration/Teachers/Students
January Data Dig: PLC to review Dashboard Data	January 22 nd , 24 th , and 25 th	JW Arnold's Administration/Teachers/Staff
Building Staff Capacity (Spring): During Monthly Faculty Meetings	August 9 th , September 6 th , October 4 th , November 1 st , December 6 th , January 3 rd , February 2 nd , March 6 th , and April 10 th	JW Arnold's Administration/Teachers/Staff
Building Parent Capacity Spring: Curriculum Workshop 3	March 2023 – June 2024	Parent Liaison – Lenore Johnson
Building Parent Capacity Spring: Assessment Workshop		
Building Parent Capacity Spring: Transition Meeting	April 2024	



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Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Building Staff Capacity Continuous Communications (Spring): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	March 2024 – June 2024	Parent Liaison – Lenore Johnson
Building Parent Capacity Continuous Communications (Spring) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	March 2024 – June 2024	Parent Liaison – Lenore Johnson
Spring March Data Dig PLC to review Dashboard data	GMAS Parent Night – March 11 th (10am) and March 25 th (6pm)	JW Arnold’s Administration and JW Arnold’s Community
Spring May Data Dig PLC to review Dashboard data		
Input Meeting (s) FY23: Staff Parents/Families Students	August 30, 2023	JW Arnold Admin (Myron Allen and Nicole Chapman)/Parent Liaison (Lenore Johnson)



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Tentative Budget