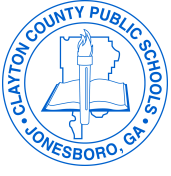


Clayton County Public School

2024-2025 Comprehensive School Improvement Plan

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN		
School Name: West Clayton Elementary		District Name: Clayton County Public Schools
Principal Name: Rochelle Harris		School Year: 2024-2025
School Mailing Address: 5580 Riverdale Road College Park, GA 30349		
Telephone: (770) 994-4005		
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— Select Yes, if applicable.		
Comprehensive Support (CSI) No	Targeted Support (TSI) No	Additional Targeted Support (ATSI) No
BUDGET MODEL— Select Yes, if applicable		
Title I, Part A Budget No	Title I School Improvement Grant (SIG) No	
L4GA Budget No		
SIGNATURES AND REVISION DATE		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Assistant Superintendent's Signature:		Date:
TLSI Deputy Superintendent's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:

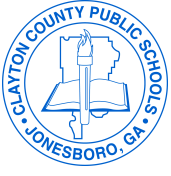


Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

CSIP Planning Committee:

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

NAME	POSITION/ROLE
Rochelle Harris	Principal/Team Lead
Zakiyya Whittle	Assistant Principal/Team Lead
Chelsea Bailey	Counselor/Attendance
Dawnia Dennis-Pieze	Academic Coach / Instructional Lead
Dr. Cynthia Hathaway	Teacher
Sheila Howell	DES lead
Garunka Chambers	EIP Lead
Blessada Gamble	ESOL Lead
Jemeka Smoak	Media Specialist
Monroe Hatcher	Parent Liaison



Clayton County Public School

2024-2025 Comprehensive School Improvement Plan

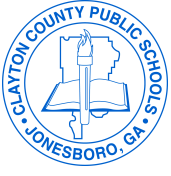
Data:

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

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

- 1) **Data about the school's demographics.**
- 2) **3 years of the current GMAS data (2021-2022, 2022-2023, 2023-2024). Provide displays of data by subgroups.**
- 3) **2 or 3 years of the current MAP scores, if available. Provide displays of grade level data by subgroups.**
- 4) **The current and 3 years of prior years' student attendance data.**
- 5) **The current and 3 years of prior years' student discipline data.**

	GMAS Content Mastery					
2021-2022	GMAS - Content Mastery - Spring 2022					
	Subject:	Beginning (0 pts)	Developing (.5 pts)	Proficient (1 pt)	Distinguished (1.5 pts)	Distinguished + Proficient
	ELA 3rd Grade	78	14	5	3	8
	ELA 4th Grade	69	21	9	1	10
	ELA 5th Grade	66	30	4	0	4
	ELA (All) 3rd - 5th	213	65	18	4	22
	Math 3rd Grade	60	35	5	0	5
	Math 4th Grade	60	29	10	0	10
	Math 5th Grade	80	16	4	0	4
	Math (All) 3rd - 5th	200	80	19	0	19
	Science - 5th Grade	65	27	8	1	9
2022-2023	GMAS Content Mastery Spring 2023					
	Subject	Beginning	Developing	Proficient	Distinguished	
	ELA 3rd Grade	40	10	5	2	
	ELA 4th Grade	47	11	5	0	
	ELA 5th Grade	42	19	15	0	
	ELA (All) 3rd-5th	129	40	25	2	
	Math 3rd Grade	32	19	5	2	
	Math 4th Grade	35	21	7	0	
	Math 5th Grade	61	12	4	0	
	Math (All) 3rd-5th	128	52	16	2	
	Science 5th Grade	46	19	7	0	

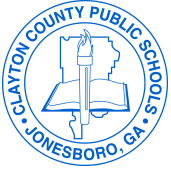


Clayton County Public School

2024-2025 Comprehensive School Improvement Plan

2023-2024	GMAS Content Mastery Spring 2024				
	Subject	Beginning	Developing	Proficient	Distinguished
	ELA 3rd Grade	56	11	2	2
	ELA 4th Grade	31	15	7	1
	ELA 5th Grade	43	15	6	2
	ELA (All) 3rd-5th	130	41	15	5
	Math 3rd Grade	42	21	5	0
	Math 4th Grade	12	31	13	2
	Math 5th Grade	53	12	1	1
	Math (All) 3rd-5th	107	64	19	3
	Science 5th Grade	50	12	4	1

	MAP Assessment Data																																																																																																																																														
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Clayton County Public School

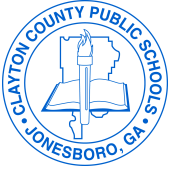
2024-2025 Comprehensive School Improvement Plan

2023-2024

		2023-2024 MAP DATA								
		Number of Students Tested	Beginning # of Students	Beginning %	Intermediate # of Students	Intermediate %	End of Year # of Students	End of Year %	Improvement %	
BOY	BOY 3rd	61	34	56%	21	34%	4	7%	2	3%
	BOY 4th	49	18	37%	16	33%	5	10%	5	10%
	BOY 5th	63	24	40%	16	26%	8	13%	3	5%
	BOY 6th	167	83	50%	83	50%	15	9%	6	4%
	BOY 7th	61	33	54%	22	36%	5	8%	1	2%
	BOY 8th	49	25	51%	18	37%	5	10%	2	4%
	BOY 9th	53	27	51%	21	40%	2	4%	3	6%
	BOY All	103	60	58%	59	57%	12	12%	6	6%

		2023-2024 MAP DATA								
		Number of Students Tested	Beginning # of Students	Beginning %	Intermediate # of Students	Intermediate %	End of Year # of Students	End of Year %	Improvement %	Improvement %
MOY	MEW 3rd	60	28	46%	16	27%	0	0	2	4%
	MEW 4th	51	24	47%	17	33%	7	14%	3	6%
	MEW 5th	57	30	53%	19	33%	8	14%	1	2%
	MEW 6th	163	100		42		7			
	MEW 7th	61	33	54%	22	36%	5	8%	1	2%
	MEW 8th	49	25	51%	18	37%	5	10%	2	4%
	MEW 9th	53	27	51%	21	40%	2	4%	3	6%
	MEW All	103	66		50		12		6	

		2023-2024 MAP DATA								
		Number of Students Tested	Beginning # of Students	Beginning %	Intermediate # of Students	Intermediate %	End of Year # of Students	End of Year %	Improvement %	
EOL	TOTAL 3rd	60	42	70%	16	27%	8	13%	2	3%
	TOTAL 4th	52	18	35%	13	25%	17	33%	4	8%
	TOTAL 5th	67	31	46%	14	21%	18	27%	1	2%
	TOTAL 6th	166	94	57%	37	22%	45	27%	7	4%
	TOTAL 7th	61	43	70%	16	26%	13	21%	1	2%
	TOTAL 8th	52	23	44%	18	35%	15	29%	1	2%
	TOTAL 9th	67	44	66%	14	21%	8	12%	1	2%
	TOTAL All	110	68	62%	25	23%	24	22%	3	3%

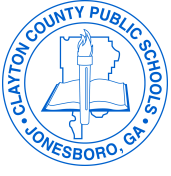


Clayton County Public School

2024-2025 Comprehensive School Improvement Plan

Comprehensive Needs Assessment:

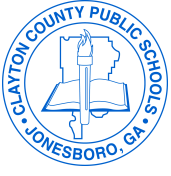
1. Comprehensive Needs Assessment: Sec. 1114(b)(1)(A)
Is based on a comprehensive needs assessment of the entire school that considers information of the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; Sec. 1114(b)(1)(A)
Describe the Comprehensive Needs Assessment Process used to develop your needs and goals for your school for this year's Comprehensive Schoolwide Improvement Plan. (This is an interpretation of the data and an analysis of the school's needs.)
Student assessment data were reviewed and school surveys were administered. The results were compiled and analyzed by the school leadership team and BRIDGE team. To assist in identifying the strengths and weaknesses of West Clayton's instructional and organizational effectiveness, grade level meetings were held weekly. Additionally, teachers and support staff met weekly for collaborative planning purposes. Test scores, student performance and teaching techniques were analyzed during these sessions. Based on the analysis, best practices were explored and suggested for implementation. These meetings were facilitated by the Title I academic coach, Lead Teachers, district personnel and administrators. West Clayton Elementary has reflected on current achievement data that will help the school understand the standards, subjects and skills in which teaching and learning need to be improved. The following instruments, procedures, or processes were used to obtain this information: ● Parent Surveys, Teacher, and Student Surveys ● Students with Disabilities (SWD/ DES) ● State Math Standards- used to determine math proficiency and provide individualized math instruction ● Amira- used to determine reading proficiency and provide individualized reading ● HMM Growth Measure ● Student Attendance ● Disciplinary Infractions ● Students qualifying for Early Intervention Services (EIP)- Program servicing students working below grade level ● Ongoing Benchmark performance in relationship to actual outcome ● Brainstorming with Teachers, Parents, and Stakeholders ● ELL performance- English Language Learners ● Common Assessments- Assessments developed by grade level teachers to assess acquisition of taught skills
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)



Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

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

Based on the CSIP team data analysis, we will focus our needs on Reading Comprehension, lexile levels, Problem Solving, Social studies, and increasing student understanding in the areas of Science, Technology, Engineering and Math. WCES will utilize small group instruction, spiral review and intentional support from paraprofessionals and teachers, Reading and STEAM outcomes to meet or exceed eight percentage points growth each school year for students scoring at the proficient and distinguished levels as evidenced by state, national, and international assessments.



Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

Goals and Strategies: (Identify 3 to 4 SMART or SMARTIE 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: From 2024- 2025, Clayton County Public Schools and every school will demonstrate eight percentage points growth each school year for students scoring at the proficient and distinguished levels as evidenced by state, national, and international assessments.

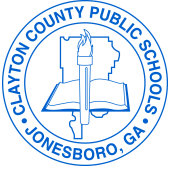
Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
- Emphasis on Base 10 <u>rigorous</u> tasks - Emphasis on mathematics small groups - Departmentalize Grades 4-5 Student Teacher Conferences - Utilize evidence based strategies such as: Explicit Instruction and modeling. Student use of Academic Discourse. Developing Concrete, Representational, and Abstract Connections. Fact and Computational Fluency. 3 Reads Protocol during Problem Solving.	By the end of the 2024-2025 school year, West Clayton Elementary School will increase the number of math proficient learners from 10% to 20% as measured on the Georgia Milestones Assessment by implementing a rigorous math curriculum.	MAP assessment software, Illuminate software, HMH and Savaas platforms for assessments	All classroom teachers; Dawnia Dennis- Pieze Instructional Coach; EIP Lead, Garunka Chambers; Ms. Rochelle Harris, Principal and Ms. Zakiyya Whittle, Assistant Principal



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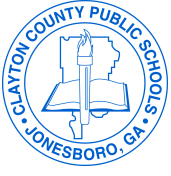
2024-2025 Comprehensive School Improvement Plan

Reading Across the Curriculum K-5 Reading/Writing Power Hour Monitor Close Reading Strategies Departmentalize Grades 4-5 Collaborative Planning Data Review Monitor writing tasks. Utilize evidence based strategies such as: Repeated Reading Systematic and Sequential Phonics and Decoding Increased Independent Reading Time with non-fiction text Fluency practice Vocabulary development	By the end of the 2024-2025 school year, West Clayton Elementary School will increase the number of ELA proficient learners from 6% to 25% as measured on the Georgia Milestones Assessment by implementing a rigorous math curriculum.	Title I, Accelerated Reader, Amira software, MAP assessment software, Illuminate software, &HMH and Savaas platforms for assessments	All classroom teachers; Dawnia Dennis- Pieze Instructional Coach; EIP Lead, Garunka Chambers; Ms. Rochelle Harris, Principal and Ms. Zakiyya Whittle, Assistant Principal
9 Week Monitoring and submission of DBQsGrade Level Unit analysis of DBQ submission -Teacher Student Conferences. Utilize evidence based strategies such as: -Summarization -Annotation of Text -Interactive Notebooks & notetaking	By the end of the 2024-2025 school year, West Clayton Elementary School will have an 80% submission rate of the Social Studies based DBQ.	General school funds	All classroom teachers; Dawnia Dennis- Pieze Instructional Coach; EIP Lead, Garunka Chambers; Ms. Rochelle Harris, Principal and Ms. Zakiyya Whittle, Assistant Principal
-Weekly Monitoring of the implementation of Science Curriculum via lesson plans and classroom observations -Observation of Science experiments in a LAB setting -Monthly Grade Level STEM Lab artifact submission Utilize evidence based strategies such as: -Inquiry based teaching -Interactive Notebooks & notetaking -Higher level questioning	By the end of the 2024-2025 school year, West Clayton Elementary School will increase the number of 5th Grade science proficient learners from 8% to 20% as measured on the Georgia Milestones Assessment by implementing a rigorous science curriculum.	-Science Standards & Curriculum -ADI Resources -Incorporation CER in Science instruction -Lab Verification Forms -Illuminate	All classroom teachers; Dawnia Dennis- Pieze Instructional Coach; EIP Lead, Garunka Chambers; Ms. Rochelle Harris, Principal and Ms. Zakiyya Whittle, Assistant Principal
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Since the majority of students at West Clayton Elementary are considered economically disadvantaged, we are always mindful of their needs. Such students receive supplemental support by ensuring they receive additional		The foster and homeless population at West Clayton Elementary receives additional opportunities to meet with our school counselor as well as our social worker as necessary. Wrap around services are available and offered as	



Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

opportunities to work with certified staff members as well as paraprofessionals in a small group setting. The parent liaison is also used in order to communicate with the parents of the economically disadvantaged students to convey instructional updates and ways in which stakeholders can help students at home. When necessary, the Circle of Support is utilized to provide students with the perspectives of other personnel who are able to provide services to assist with academic needs.	needed.
English Learners	Students with Disability
Teachers and staff will support our ELLs by translating all documents in the home language of the student. Interpreters will be available for all conferences held at the school.	All teachers and support staff at West Clayton Elementary will adhere to the IEPs of all students with disabilities. Teachers and staff are committed to providing our students with disabilities their accommodations and/or modifications. Teachers are committed to collaborating with DES teachers during collaborative planning sessions that occur during the school day. Teachers will also utilize the school psychologist when necessary.
Gifted Learners	
Based on results from the previous year's GMAS data and the End of year 2023-2024 MAP data the Gifted and Classroom teachers will provide tailored small group and enrichment support to Gifted and High Potential Students throughout the school year.	



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2024-2025 Comprehensive School Improvement Plan

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

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

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

1111(c)(2)

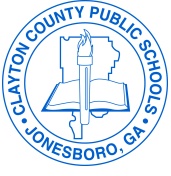
b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 2: Students at West Clayton Elementary School will improve their average Lexile scores from 350-900 by the end of the 2024-2025 school year.

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
2nd- 5th grade students will engage in monthly monitored Reading fluency drills to improve comprehension and fluency levels.	August-May of the 2024-2025 School year		All classroom teachers; Dawnia Dennis- Pieze Instructional Coaches; Ms. Rochelle Harris, Principal and Ms. Zakiyya Whittle, Assistant Principal
Teachers will provide standards based engaging Reading lessons via the HMH Into Reading series. Students will consistently use the 3 Reads Protocol across all subject areas, participate in Readers' Theatre, daily sessions of Drop Everything and Read (D.E.A.R.), and utilize AMIRA software to assist in improving reading fluency.	August-May of the 2024-2025 School year		All classroom teachers; Dawnia Dennis- Pieze Instructional Coach; Ms. Rochelle Harris, Principal and Ms. Zakiyya Whittle, Assistant Principal

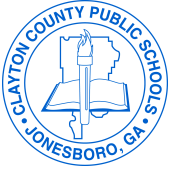
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Since the majority of students at West Clayton Elementary are considered economically disadvantaged, we are always mindful of their needs. Such students receive supplemental	The foster and homeless population at West Clayton Elementary receives additional opportunities to meet with our school counselor as well as our social worker as necessary.



Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

support by ensuring that they receive additional opportunities to work with certified staff members as well as paraprofessionals in a small group setting. The parent liaison is also used in order to communicate with the parents of the economically disadvantaged students to convey instructional updates and ways in which stakeholders can help students at home. When necessary, the Circle of Support is utilized to provide students with the perspectives of other personnel who are able to provide services to assist with academic needs.	
English Learners	Students with Disability
Teachers and staff will support our ELLs by translating all documents in the home language of the student. Interpreters will be available for all conferences held at the school.	All teachers and support staff at West Clayton Elementary will adhere to the IEPs of all students with disabilities. Teachers and staff are committed to providing our students with disabilities their accommodations and/or modifications. Teachers are committed to collaborating with DES teachers during collaborative planning sessions that occur during the school day. Teachers will also utilize the school psychologist when necessary.
Gifted Learners	
Based on results from the previous year's GMAS data and the End of Year 2023-2024 MAP data the Gifted and Classroom teachers will provide tailored small group and enrichment support to Gifted and High Potential Students throughout the school year.	



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(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;

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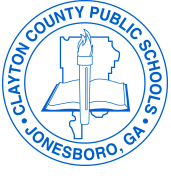
b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Goal 3: By the end of the 2024-2025 school year, West Clayton Elementary School will maintain discipline referrals to less than 10 each month and show improvement in the positive ratings within the GA Student Health Survey

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Schoolwide implementation of PBIS	August-May of the 2024-2025 School year		All classroom teachers, School Counselor; Ms. Rochelle Harris, Principal and Ms. Zakiyya Whittle, AssistantPrincipal
Schoolwide implementation of Class Dojo Student of the month Social Emotional Learning Implementation of SEL	August-May of the 2024-2025 School year		All classroom teachers, School Counselor; Ms. Rochelle Harris, Principal and Ms. Zakiyya Whittle, AssistantPrincipal
Rethink Ed -SEL for staff Teacher Mentors for teachers with 1-3 years of experience	August-May of the 2024-2025 School year		All classroom teachers, School Counselor; Ms. Rochelle Harris, Principal and Ms. Zakiyya Whittle, AssistantPrincipal

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

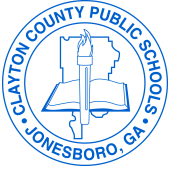
Since the majority of students at West Clayton Elementary are considered economically disadvantaged, we are always mindful of their needs. Such students receive supplemental support by ensuring that they receive additional	The foster and homeless population at West Clayton Elementary receives additional opportunities to meet with our school counselor as well as our social worker as necessary.
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opportunities to work with certified staff members as well as paraprofessionals in a small group setting. The parent liaison is also used in order to communicate with the parents of the economically disadvantaged students to convey instructional updates and ways in which stakeholders can help students at home. When necessary, the Circle of Support is utilized to provide students with the perspectives of other personnel who are able to provide services to assist with academic needs.	
English Learners	Students with Disability
Teachers and staff will support our ELLs by translating all documents in the home language of the student. Interpreters will be available for all conferences held at the school.	All teachers and support staff at West Clayton Elementary will adhere to the IEPs of all students with disabilities. Teachers and staff are committed to providing our students with disabilities their accommodations and/or modifications. Teachers are committed to collaborating with DES teachers during collaborative planning sessions that occur during the school day. Teachers will also utilize the school psychologist when necessary.
Gifted Learners	
Based on results from the previous year's GMAS data and the End of Year 2023-2024 MAP data the Gifted and Classroom teachers will provide tailored small group and enrichment support to Gifted and High Potential Students throughout the school year.	



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2024-2025 Comprehensive School Improvement Plan

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

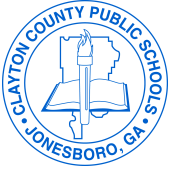
(b)(7)(A)(i-iii)(I-V)

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

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

Goal 4: By the end of the 2024-2025 school year, West Clayton Elementary School will show a 3-percentage point improvement in the number of students absent less than 5 percent of enrolled days.

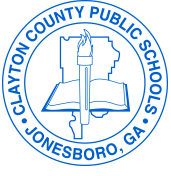
Evidenced Based Strategies and Interventions	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Implement monthly attendance incentives. Incentive examples include but not limited to: -Monthly celebrations (i.e., ice cream truck, game truck,..etc)	August-May of the 2024-2025 School year		All classroom teachers, School Counselor Ms. Chelsea Bailey; Ms. Rochelle Harris, Principal and Ms. Zakiyya Whittle, AssistantPrincipal
Daily announcement for 100% percent daily attendance for homerooms	August-May of the 2024-2025 School year		All classroom teachers, School CounselorMs. Chelsea Bailey ; Ms. Rochelle Harris, Principal and Ms. Zakiyya Whittle, AssistantPrincipal
Implementing with the Circle of Support to work with students with attendance issues	August-May of the 2024-2025 School year		All classroom teachers, School Counselor Ms. Chelsea Bailey; Ms. Rochelle Harris, Principal and Ms. Zakiyya Whittle, AssistantPrincipal
Follow the County attendance policy of the 3, 5, 7 day rule	August-May of the 2024-2025 School year		All classroom teachers, School Counselor Ms. Chelsea Bailey ;



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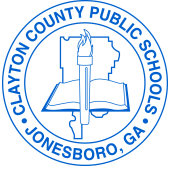
2024-2025 Comprehensive School Improvement Plan

			Ms. Rochelle Harris, Principal and Ms. Zakiyya Whittle, AssistantPrincipal
Continued use of Class Dojo, School messenger, Infinite Campus Message Blast, Remind, Marquee Phone calls, text messages and emails, to communicate with stakeholders	August-May of the 2024-2025 School year		All classroom teachers, School Counselor Ms. Chelsea Bailey ; Ms. Rochelle Harris, Principal and Ms. Zakiyya Whittle, AssistantPrincipal
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
Since the majority of students at West Clayton Elementary are considered economically disadvantaged, we are always mindful of their needs. Such students receive supplemental support by ensuring that they receive additional opportunities to work with certified staff members as well as paraprofessionals in a small group setting. The parent liaison is also used in order to communicate with the parents of the economically disadvantaged students to convey instructional updates and ways in which stakeholders can help students at home. When necessary, the Circle of Support is utilized to provide students with the perspectives of other personnel who are able to provide services to assist with academic needs.		The foster and homeless population at West Clayton Elementary receives additional opportunities to meet with our school counselor as well as our social worker as necessary.	
English Learners		Students with Disability	
Teachers and staff will support our ELLs by translating all documents in the home language of the student. Interpreters will be available for all conferences held at the school.		All teachers and support staff at West Clayton Elementary will adhere to the IEPs of all students with disabilities. Teachers and staff are committed to providing our students with disabilities their accommodations and/or modifications. Teachers are committed to collaborating with DES teachers during collaborative planning sessions that occur during the	



Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

	school day. Teachers will also utilize the school psychologist when necessary.
Gifted Learners	
Based on results from the previous year's GMAS data and the End of Year 2023-2024 MAP data the Gifted and Classroom teachers will provide tailored small group and enrichment support to Gifted and High Potential Students throughout the school year.	



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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

West Clayton Elementary staff considered key factors when determining our school wide reform strategies. They are:

- Will the reform strategy increase student achievement?
- Will the reform strategy help to close the achievement gap?
- How will we determine the success of the reform strategy?

We have decided to focus on several things to ensure the success of all students and to address the key factors. They are:

1. West Clayton Elementary will provide teachers with professional development to ensure they know how to address learning deficiencies.
2. Provide teachers with extensive training on how to extend learning beyond the classroom.
3. Professional development on enhancing digital learning in all content areas.
4. Professional development on Social Emotional Learning.
5. We will provide a during the day training on how to effectively conduct collaborative planning sessions to aid in identifying students who are working below grade level in the areas of ELA, Math, Science, and Social Studies.
6. School wide, we will focus on small group instruction and ensure teachers implement small groups with fidelity.
7. Ensure integration of technology to enhance student learning.
8. Ensure teachers teach to mastery and scaffold the learning as necessary.
9. Protect the instructional time in order to maximize time on task for all students.
10. Hold individual data meetings during the day with teachers to drill down to the root cause and identify student needs.

Teachers will participate in training to address effective teaching strategies in the areas of Math, Science, Social Studies and ELA this year. The training will provide teachers with a model of how to analyze data and use it to inform instruction. They will receive training on research based strategies that they will be able to implement with their students to impact instruction. The additional strategies will be implemented after the teachers receive additional training. Training will take place weekly during their collaborative planning times and during faculty meetings. Some training may need to occur in digital platforms. Specific attention will be given to strategies for differentiation, data analysis, digital learning, and small group instruction. Teachers will also learn how to maximize the instructional time each day.



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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)

Differentiated Instruction

"The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is (in all subject areas) and assisting in the learning process." (Hall 2005) Students at West Clayton will be taught using Differentiated Instruction using the following strategies:

- Create multiple avenues for learning that challenge all students in mixed-ability classrooms.
- Engage students in a variety of hands-on-activities and authentic tasks that aid in learning and conceptual understanding.
- Create and integrate lessons that combine learning styles, and multiple intelligences to meet the needs of all students.
- Utilize digital learning to engage learners and enhance instruction.
- Utilizing iReady to help students work at their level.
- Small group instruction to focus on acceleration and remediation as necessary.
- Use MAP data to help students monitor their learning progress
- Use iReady data to allow teachers to develop next steps in learning.
- Utilize HMH Toolbox

Flexible Grouping and Grouping for Instruction

Teachers will utilize flexible grouping arrangements to accommodate student readiness, learning styles, and interests, while balancing social needs. Flexible grouping arrangements allow teachers to make membership changes to accommodate student readiness, learning styles, and interests, while balancing social needs. (Rogers, 1991; Unsworth, 1984)

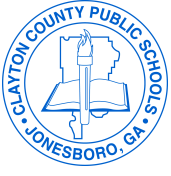
Writing Across the Curriculum(WAC)

WAC is an interdisciplinary writing technique which will be used to build students' fluency in writing through continuous repeated exposure to the process of writing across all content areas. Students are expected to write daily to strengthen their writing skills in all content areas

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.);

School-Wide Discipline plan

Each grade level will utilize the PBIS framework that is in place to decrease the number of office referrals. The focus will be on positive behavior and on providing incentives for students who follow the behavior matrix. We will recognize students of the month to promote good citizenship.



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We will also utilize the ReThink Ed program to focus on Social Emotional Learning(SEL). Monthly usage reports will be used in order to monitor activity on the program. SEL practices will be implemented through the use of morning announcements and included on teachers' daily instructional schedules.

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 will be aligned with current school goals. Please see the chart below which details currently planned professional development for teachers and paraprofessionals.

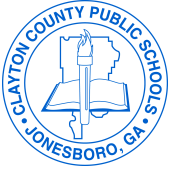
v) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. Middle and high schools, describe how the school will implement strategies to facilitate effective transitions for students from middle to high school and from high school to post-secondary education including, if applicable.

We currently serve students in Pre Kindergarten through fifth grades

- Fifth Grade Transition to Middle School involves West Clayton Elementary and North Clayton Middle School. We utilize activities including plans for assisting Fifth grade students in the transition to Middle School. The plan includes:
- Maintain a classroom culture that prepares students to transition to middle school
- Make sure all IEP's are current for easy transition for Students with Disabilities (SWD) into middle schools

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

Our parent liaison will partner with both our DES and ESOL leads in order to plan parent and family engagement activities which will effectively communicate the goals of each program to external stakeholders. Informational meetings will be held in order to help parents and extended family members support and extend learning at home. Meetings will be offered several times per day to accommodate the parents' various schedules. A Google Classroom/Canvas page will also be maintained by the parent liaison and will serve as an informational hub for the parents of ESOL and DES students. The use of interpreters and translators will also be utilized as an additional layer of support for parents of ESOL students when attending meetings and receiving school announcements and other documents. A monthly calendar will be available and list all school activities and parent workshops and accessible by all parents.



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Plan Development and Evaluation:

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

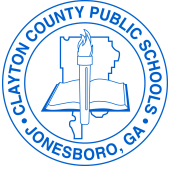
- a) Address the regular monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.
- b) Determining whether the schoolwide program has been effective in increasing the achievement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

Data will be monitored at frequent intervals to determine effectiveness of the schoolwide program. Beginning of the year Amira and MAP data will be analyzed by the school leadership team and will serve as a benchmark by which student achievement will be measured. The same process will be followed when analyzing mid-year as well as end-of-year data to determine rates of student growth. The schoolwide plan will be revised (if necessary) at the mid-year point if the team determines that additional focus is warranted in a particular subject area or domain. Students who have historically been farther away from meeting state academic standards (such as DES, ESOL, and EIP students) will have additional opportunities to demonstrate growth based on participation during the day tutoring and programs such as tutor.com. We will also analyze the data obtained from Georgia Milestones Assessment in order to determine student performance in each subject area as well as instructional domains. This will allow us to determine whether or not the initiatives and programs utilized this school year were effective in terms of increasing student achievement. Subsequent schoolwide plans will be created based on end-of-year data and student needs.

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. Plans shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

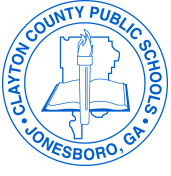
West Clayton Elementary will host meetings on September 19th from 5 to 7pm in order to give all parents the opportunity to provide input for the 2024-2025 school year. Parents will be notified of the meetings via a flyer that will be posted on the school website, emailed to teachers, and shared with parents via Class Dojo. Parents will be given input forms to provide their input on the Parent & Family Engagement and Parent Compact. Additionally, parents will be emailed google forms by teachers and encouraged to provide input online.



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Parents also will be given an opportunity to provide input during the Spring semester. Two meetings will be held in March ensuring that all parents who care to provide input have a chance. The input will be distributed via the school website, virtual communication platforms and hardcopy.

All parents will be invited to attend the meeting and will be provided with an opportunity to give online via Google Forms. Results of the input from parents, teachers, and students will be presented at the meeting, and parents will be provided the opportunity to discuss the results, ask questions and give their input. West Clayton Elementary will align its goals with parents, students, and teachers to create the School-Parent Compact. In addition, parents will be provided a variety of opportunities to participate in academic workshops to help them with homework and math skills at home. Parents are invited to participate in virtual academic events. Parents can participate in parent-teacher conferences to identify problems and a corrective action plan to help their child improve academically.



Clayton County Public School

2024-2025 Comprehensive School Improvement Plan

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

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

West Clayton's School Improvement Plan was last written in August 2024. This plan is updated annually to ensure compliance. Collaboration to update and revise the School-wide Plan was done through meetings (staff, Grade Level, meetings) emphasizing the accomplishments, growth and needs of the school. All historical data was aggregated, disaggregated, reviewed and analyzed to look at trends and to help determine goals for the 2024-2025 school year.

The entire school staff and parents will meet annually to review and revise the plan. In addition, the Leadership Team will continue to review and update the plan ensuring that all aspects are covered and it addresses all levels and needs of students. The school council will consist of parents and community representatives, and review the plans and give suggestions relative to what needs to be added or deleted. Components of the plan were reviewed with the Office of Federal Programs for completion.

We will provide flyers to announce the various meetings to discuss the plan. Stakeholders will be invited to attend multiple sessions to collaborate on the plan. We will also advertise using our school marquee. The Parent Liaison and ESOL Lead teacher will call parents to solicit their participation. From these efforts, we were able to confirm the following members:

Rochelle Harris- Principal

Zakiyya Whittle- Asst. Principal

Dawnia Dennis-Pieze- Academic Coach

Dr. Cynthia Hathaway- K-2 Early Literacy Coach

Chelsea Bailey-Counselor

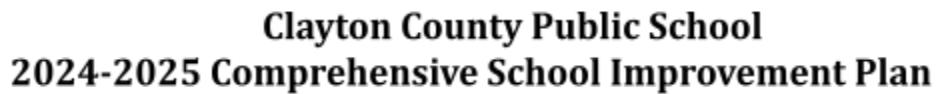
Sheila Howell- DES Chair

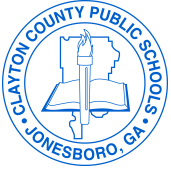
Garunka Chambers- EIP Lead

Blesseda Gamble- ESOL Lead

Jemeka Smoak- Media Specialist

Monroe Hatcher- Parent Liaison

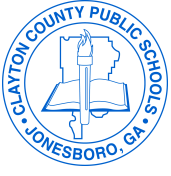
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Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

Parent and Family Engagement

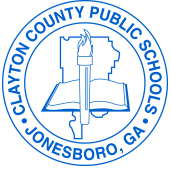
Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Sent Home and Posted on School Website: School-Family Compact School PFEP District PFEP	August 2024	Monroe Hatcher, Parent Liaison
School-Family Compact Discussion: Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)	August 2024 September 2024 March 2024 April 2025	Monroe Hatcher, Parent Liaison
Annual Title I Parent Meeting: Meeting held Documents posted on school website	Twice in September of 2024	Monroe Hatcher, Parent Liaison
Building Parent Capacity Fall: (F2F or Zoom) <i>Required Parent Capacity Events</i> <i>(An event can be a workshop, night event, or a Zoom workshop. Checklists are required with every event, and the event must be aligned with the school goals.</i> Curriculum Workshop 1	Four times in September of 2024 Four times in October of 2024 Four times in November of 2024	Monroe Hatcher, Parent Liaison Mrs. Pieze, Academic Coach
Building Parent Capacity Spring: Technology/Copyright Piracy Workshop	Four times in January 2025 Four times in February of 2025 Four times in March of 2025 Four times in April of 2025	Monroe Hatcher, Parent Liaison Mrs. Pieze, Academic Coach
Building Parent Capacity Fall: EL Parent Workshop (if applicable)		



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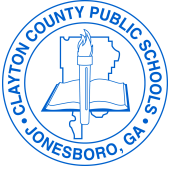
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Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Building Parent Capacity Continuous Communications (Fall) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	October 2024 November 2024 December 2024	Monroe Hatcher, Parent Liaison
Building Staff Capacity (Fall):	October 2024 November 2024	
Building Staff Capacity Continuous Communications (Spring): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	January 2025 February 2025 March 2025	Monroe Hatcher, Parent Liaison
Fall October Data Dig: PLC to review Dashboard Data		
Fall December Data Dig: PLC to review Dashboard Data		
Building Staff Capacity (Spring):	February 2025 March 2025	Monroe Hatcher, Parent Liaison Mrs. Pieze, Instructional Coach
Building Parent Capacity Spring: Curriculum Workshop 3	February 2025 March 2025	Monroe Hatcher, Parent Liaison Mrs. Pieze, Instructional Coach
Building Parent Capacity Spring: Assessment Workshop	February 2025 March 2025	Monroe Hatcher, Parent Liaison Mrs. Pieze, Instructional Coach
Building Parent Capacity Spring: Transition Meeting	April 2025	Monroe Hatcher, School Counselor, Paraprofessionals, Leonte Archer
Building Staff Capacity Continuous Communications (Spring): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	January 2025 February 2025 March 2025	Monroe Hatcher, Parent Liaison



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Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
Building Parent Capacity Continuous Communications (Spring) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	January 2025 February 2025 March 2025	Monroe Hatcher, Parent Liaison
Spring March Data Dig PLC to review Dashboard data		
Spring May Data Dig PLC to review Dashboard data		
Input Meeting(s) FY25: Staff Parents/Families Students	April 2025	Monroe Hatcher, Parent Liaison



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