

## Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN		
<b>School Name: Morrow Middle School</b>	<b>District Name:</b> Clayton County Public Schools	
<b>Principal Name: Christopher Robinson</b>	<b>School Year: 2024-2025</b>	
<b>School Mailing Address: 5934 Trammell Road; Morrow, Georgia 30260</b>		
<b>Telephone: 770-210-4001</b>		
<b>District Title I Director Name: Katrina Thompson</b>		
<b>District Title I Director Mailing Address: 1058 Fifth Avenue, Jonesboro, GA 30236</b>		
<b>Email Address: katrina.thompson@clayton.k12.ga.us</b>		
<b>Telephone: 678-817-3081</b>		
ESSA ACCOUNTABILITY STATUS— <b>Select Yes, if applicable.</b>		
Comprehensive Support (CSI) No	Targeted Support (TSI) No	Additional Targeted Support (ATSI) No
BUDGET MODEL— <b>Select Yes, if applicable</b>		
Title I, Part A Budget No	Title I School Improvement Grant (SIG) No	
L4GA Budget No		
SIGNATURES AND REVISION DATE		
<b>Principal’s Signature:</b>	<b>Date:</b>	
<b>Title I Director’s Signature:</b>	<b>Date:</b>	
<b>Assistant Superintendent’s Signature:</b>	<b>Date:</b>	
<b>TLSI Deputy Superintendent’s Signature:</b>	<b>Date:</b>	
<b>Revision Date:</b>	<b>Revision Date:</b>	<b>Revision Date:</b>

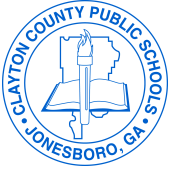


## Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

### 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
Christopher Robinson	Principal
Sherry Nance	Assistant Principal
Brooke Sellars	Assistant Principal
David Johnson	Assistant Principal
Shamika Randolph	Academic Coach
Keisha Walton	Academic Coach
Thaydra Carter	Teacher
Synsabrian Miller	Teacher
Robertha Leslie-Gaynor	Teacher
Lisa Dorsey	Teacher
Deon Pennyman	Teacher
Carlesha Hart	Teacher
Tonya Carleo	Teacher
Starry McCoy	Teacher
Chandrika Wade	Teacher
Eric Hall	Teacher
Derrick Ward	Teacher



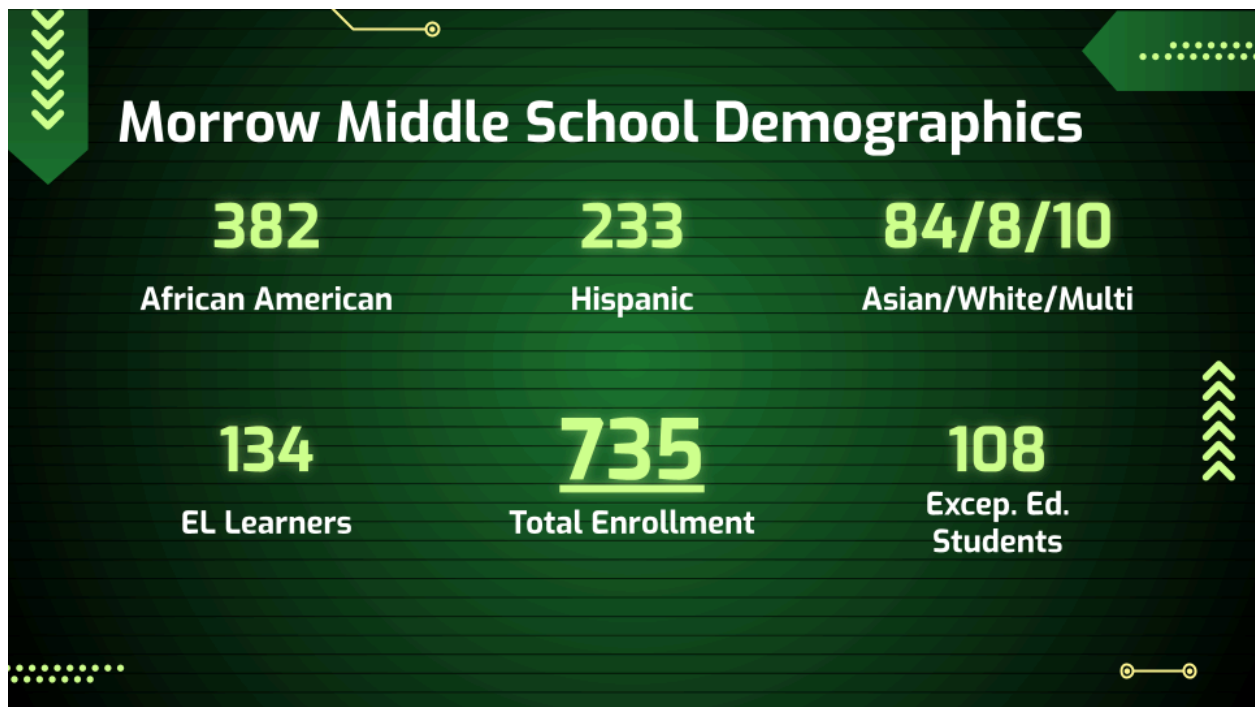
## Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

### 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.





## Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

### 2022 Georgia Milestones Data

Subject:	Beginning (0 pts)	Developing (.5 pts)	Proficient (1 pt)	Distinguished (1.5 pts)	Distinguished + Proficient
ELA 6th Grade	55%	26%	16%	2%	18%
ELA 7th Grade	49%	34%	15%	2%	17%
ELA 8th Grade	40%	32%	24%	4%	28%
ELA (All) 6th-8th	47%	32%	19%	3%	22%
Math 6th Grade	60%	29%	8%	3%	11%
Math 7th Grade	40%	43%	14%	4%	18%
Math 8th Grade	48%	32%	14%	6%	19.80%
Math (All) 6th-8th	47.35%	35.87%	12.52%	4.26%	16.78%
Science - 8th Grade	57%	27%	14%	2%	13%
Social Studies -8th grade	45%	31%	22%	3%	25%

### 2023 Georgia Milestones Data

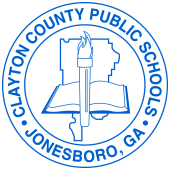
Subject:	Beginning (0 pts)	Developing (.5 pts)	Proficient (1 pt)	Distinguished (1.5 pts)	Distinguished + Proficient
ELA 6th Grade	45%	38%	13%	3%	16%
ELA 7th Grade	40%	43%	15%	5%	20%
ELA 8th Grade	35%	40%	19%	5%	24%
ELA (All) 6th-8th	40%	40%	16%	4%	20%
Math 6th Grade	44%	39%	13%	4%	17%
Math 7th Grade	30%	42%	14%	7%	21%
Math 8th Grade	43%	38%	16%	3%	19%
Math (All) 6th-8th	40%	40%	14%	4%	18%
Science - 8th Grade	60%	28%	11%	0%	11%
Social Studies -8th grade	41%	42%	15%	2%	17%



## Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

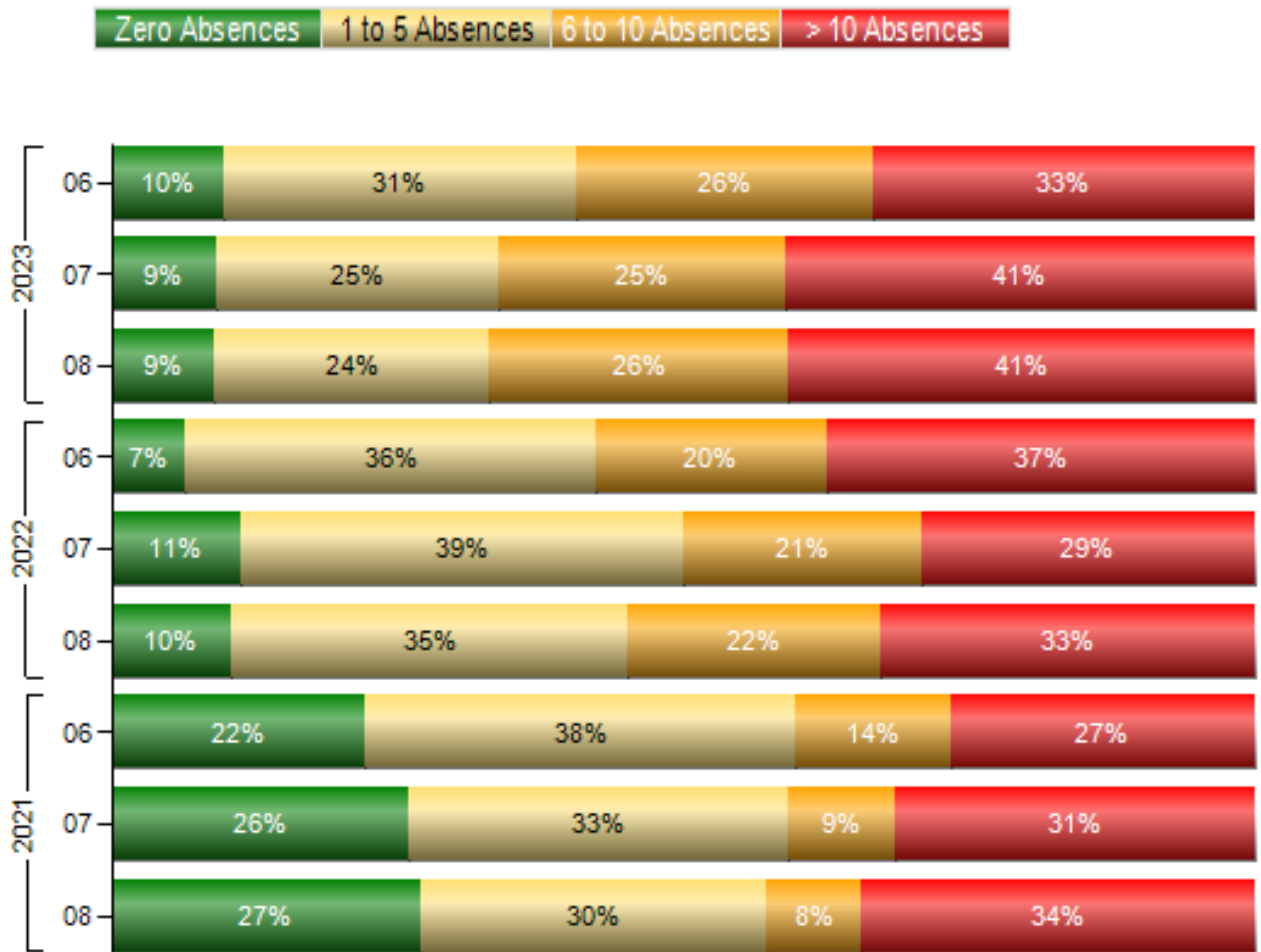
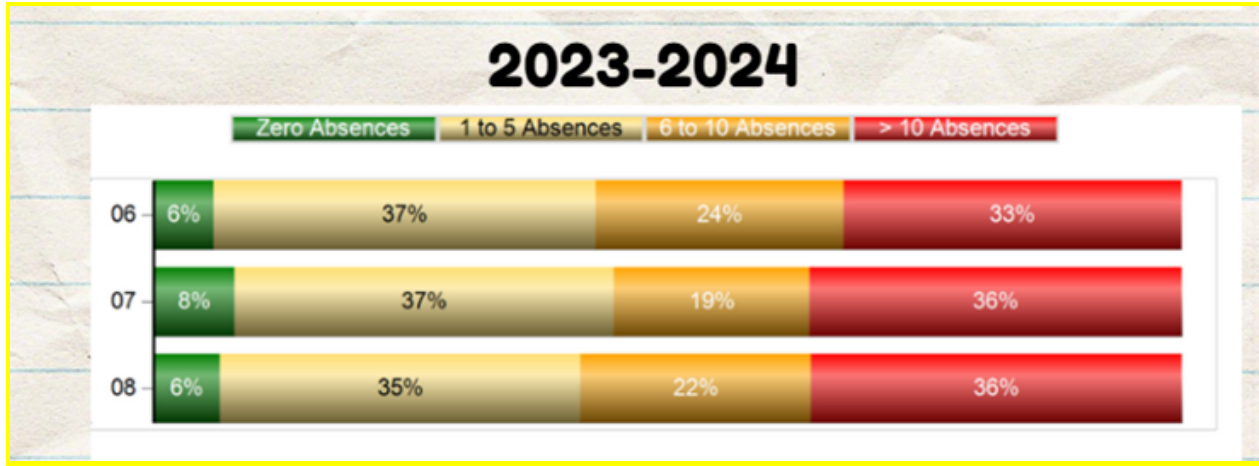
### 2024 Georgia Milestones Data

<b>Subject:</b>	<b>Beginning (0 pts)</b>	<b>Developing (.5 pts)</b>	<b>Proficient (1 pt)</b>	<b>Distinguished (1.5 pts)</b>	<b>Distinguished + Proficient</b>
<b>ELA 6th Grade</b>	55	22	20	3	23
<b>ELA 7th Grade</b>	53	26	17	4	21
<b>ELA 8th Grade</b>	33	38	25	4	29
<b>Math 6th Grade</b>	N/A	N/A	N/A	N/A	N/A
<b>Math 7th Grade</b>	N/A	N/A	N/A	N/A	N/A
<b>Math 8th Grade</b>	N/A	N/A	N/A	N/A	N/A
<b>Science - 8th Grade</b>	53	26	16	5	21
<b>Social Studies -8th grade</b>	42	38	18	2	20



# Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

## Attendance Trend Data

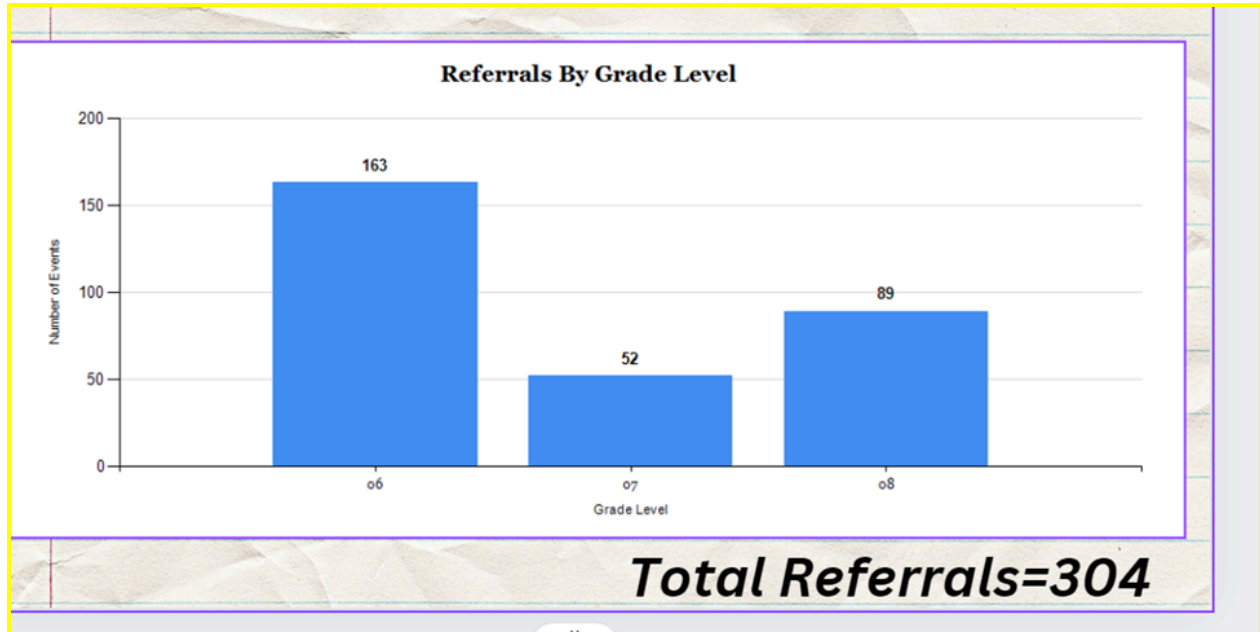




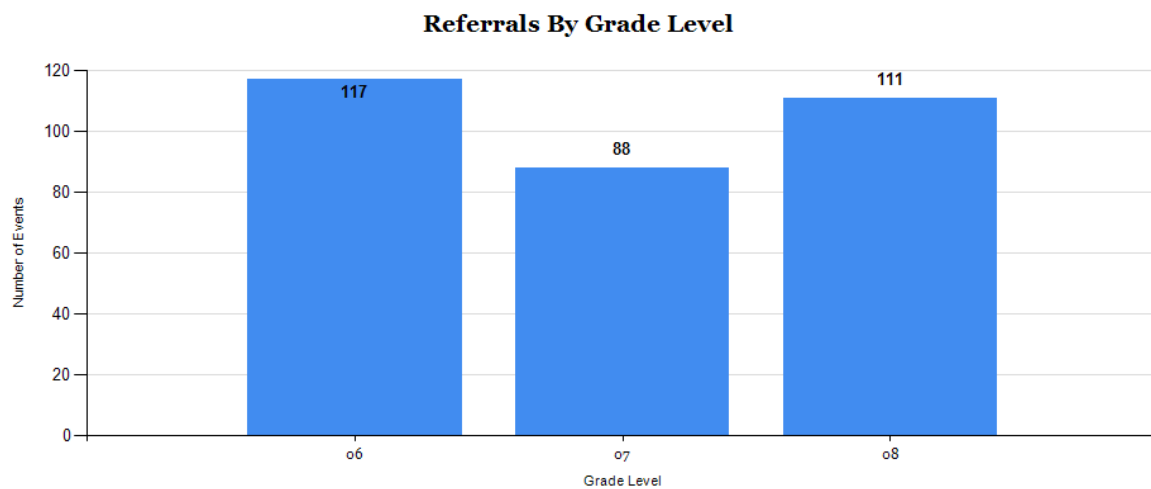
# Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

## Discipline Trend Data

2023 - 2024 SY



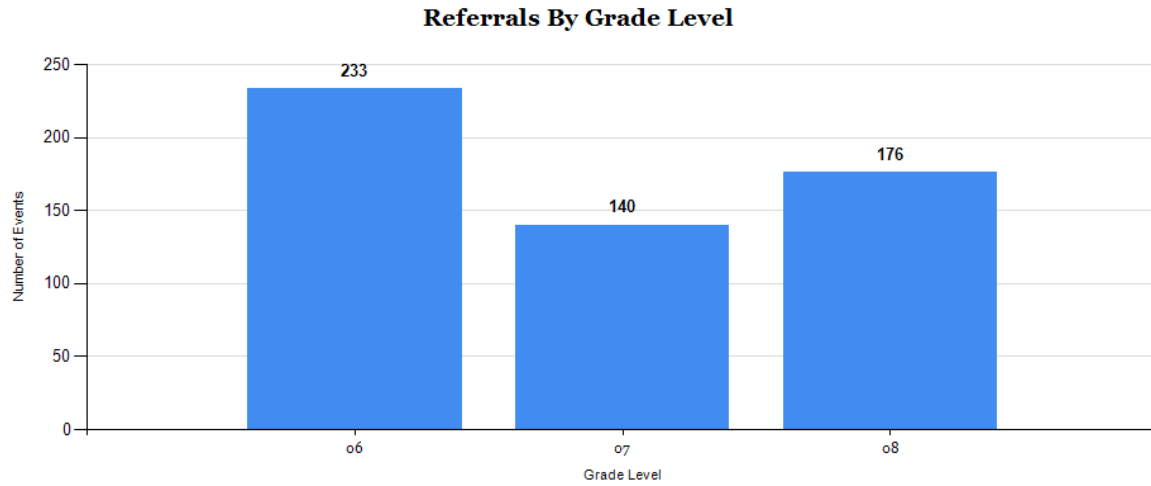
2022-2023 SY

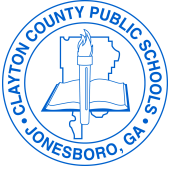




# Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

2021-2022 SY





# 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.**

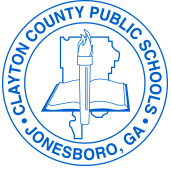
We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Several stakeholders were involved in the process of compiling data for the school's profile. The stakeholders that were involved in completing the needs assessment were the grade level chairpersons, the department chairs, all administrators, parents, and students. In an effort to ensure that we addressed the total school program, we selected staff members who guide their teams in collaborative planning sessions, assist in analyzing data, work with their teams to establish department level goals, lead professional development sessions with their teams, and serve as the instructional leaders in the school. The committee members worked in small groups with colleagues and addressed their assigned sections in the Comprehensive School-wide Improvement Plan. They worked with their respective departments to establish the goals for the year based on the trend data and the performance targets established by the district.

We have used the following instruments, procedures, or processes to obtain this information:

- End-of-Year GMAS Assessment data
- Formative and bi-weekly common assessment data
- End-of-Course Tests (Physical Science and Algebra I)
- State Longitudinal Data System
- Discipline Data
- ACCESS Data
- GAA Data
- Brainstorming Sessions to determine student strengths and weaknesses
- Collaborative Planning Sessions
- Leadership Summer Session
- Parent Survey Data
- Student Attendance Data
- Accelerated Reader Data

#### **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)**

The weaknesses that were noted in Language Arts for students in grades 6<sup>th</sup>-8<sup>th</sup> grade include reading comprehension, citing textual evidence, constructed responses, reading fluency, grammar



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and vocabulary. In math the weaknesses for students in grades 6<sup>th</sup>-8<sup>th</sup> include problem solving vocabulary acquisition, fractions, decimals, statistics and probability, algebraic operations, geometry, written expressions, and functions. In Science, the students in grades 6<sup>th</sup> – 8<sup>th</sup> experienced weaknesses in inquiry skills, vocabulary skills, analyzing data, & research skills. In Social Studies, all grade levels experienced weaknesses in the geography and economic standards.

We will continue to focus on ensuring that all of our students increase their reading fluency and comprehension skills. By enhancing their reading skills, this will have a positive impact on their overall academic success. We will continue to encourage our students to read by having them access I-Ready, Accelerated Reader and Rewards on a daily basis. We will also focus on addressing students with reading/math deficiencies by enrolling students in Math 180 or Language Live who need an additional layer of support for the 2023-2024 school year. As students progress through the courses, adjustments in instruction will be made as needed.

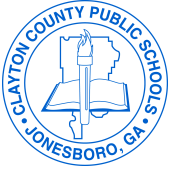
Our team utilized the trend data for Morrow Middle School for the 2021-2024 school years to determine strengths and challenges of each subgroup. After analyzing the data, they worked with their individual content areas to brainstorm strategies for ensuring the success of all students for the 2023-2024 school year. This brainstorming process also allowed the teachers to develop a plan of action for their respective content areas. We also used the parent and student surveys from the Spring of 2024 to identify the perceptions of students, parents, and teachers regarding the total school program at Morrow Middle School.

We have based our Title I Plan on information about all students in the school and identified students and groups of students who are not yet achieving the State Academic content standards and the State student academic achievement standards. We have included the following subgroups in this analysis:

- Economically disadvantaged students
- Students with disabilities
- English Language Learners

The will be addressed by focusing on teacher/staff development in the following areas:

- High Impact Instructional Strategies (academic discourse, higher order questioning, etc.)
- Effective, Consistent Collaborative Planning
- Data Analysis (MAP, Benchmarks, Common Assessments, etc.)
- Incorporating Technology
- Differentiated Instruction
- Writing Across the Curriculum
- Numeracy Across the Curriculum
- Scientific Problem Solving



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The specific academic needs of those students that are to be addressed in the school-wide program plan will include the following:

- Literacy Across the Curriculum
- Science and Social Studies content development for all grade levels
- Vocabulary Development across the curriculum
- Math Support classes in grades 6-8
- Reading Support classes in grades 6-8
- Writing with an emphasis on constructed and extended responses
- Accelerated Reader
- Rewards Program
- Identifying those students who have Lexile scores below 1050 and incorporating the teaching of reading strategies throughout the curriculum.
- Identifying students who score below 70% on the bi-weekly common assessments and re-teaching and reassessing non-mastered concepts every other Friday during each instructional period.
- Ensuring that students are reading by setting Accelerated Reader Goals each week and conferring with students periodically to hold them accountable for reading nightly. Students will be required to read 100 minutes per week and our school will develop a reading log parents can sign to ensure students are completing their reading assignments. Each teacher will have a classroom library for their classrooms. In addition, targeting those students who are in need of our Math 180 and Language Live Programs and ensuring that they are completing the required practice time on the computer and are completing all required assignments.
- Ensuring that students who have a Lexile score below 500 are placed in the appropriate Intensive Reading Intervention Program (Language Live, Rewards, etc.)
- Creating strategies to encourage the teaching of Tier 2 and 3 vocabulary words and providing students with a Big Bobcat Word of the Day by using the K.I.M.S Strategy to dissect and analyze the meaning of power words on the morning news show.
- Identify students who are not mastering weekly math standards and invite them to attend ASR and Saturday Academy.
- Ensure that students who need intensive math instruction are assigned to Math 180.
- Identify students who have scored below 70% on the district-wide Benchmark assessment and consistently scored below 70% on the bi-weekly common assessments for each content area and invite those students to participate in our after school remediation program.
- Students will be provided with the software from I-Ready to practice Math and ELA Concepts to practice concepts learned in the curriculum and to prepare for the GMAS.
- We will provide our teachers with various tools to enhance instruction in the classroom. We will use Title funds to purchase document cameras, responders, flip cameras, laptops, etc.
- Our teachers will also attend various conferences and workshops to acquire additional content knowledge in their respective content areas.
- Teachers will be provided with additional resources in Science to provide models and real-world examples and problem solving techniques for our students.



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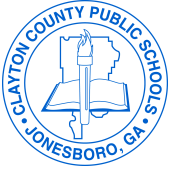
**Based on the CSIP team data analysis, prioritization of needs, and agreed upon root causes list the prioritized foci and root causes.**

The root cause/s that we discovered for each of the needs were the following:

- More focus is needed to address our SWD students' progress in ELA, Math, Social Studies and Science.
- Students are not reading books that are commensurate with their Lexile Reading Level, which stifles their reading growth.
- Students do not practice math problem-solving at home.
- We need to incorporate writing across the curriculum in all of our academic classes, which will assist in improving critical thinking skills.
- More focus is needed on vocabulary development for our students who are not mastering the standards.
- Professional Development is needed for teachers in an effort to increase the level of rigor, critical thinking skill activities, and differentiation within the classroom.
- DES Teachers need assistance with content development to enhance the instruction provided in the collaborative and co-teaching classes
- Additional opportunities need to be provided to allow our students to practice the content, whether through technological programs or through small group remediation sessions.

The measurable artifacts we will use to determine our progress includes:

- Bi-weekly common assessments that mirror the Ga. Milestones Assessment
- Benchmark Assessment Results
- MAP Growth Reports
- Language Live Assessment Data
- Accelerated Reader Reports
- Math 180 Student Report
- IReady Reports



## Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

### Goals and Strategies:

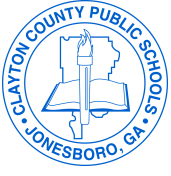
**2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)**

**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;**

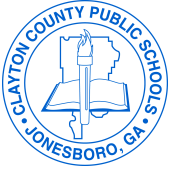
**Goal 1: By May 2025, the percentage of proficient/distinguished students will increase 8 to 10 percentage points in the areas of Math and English Language Arts.**

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Implement literacy strategy of the quarter (every nine weeks) across each content area (reading and writing across the curriculum. Examples include close reading, RACE, etc.	August 2024 - May 2025	N/A	Administration Acad. Coaches Teachers
Develop and implement collaborative planning schedules for each content area. Teachers will attend collaborative planning twice a week with grade level content teachers (Mondays and Wednesdays). . Teachers will also participate in professional development as needed each Tuesday.	August 2024 - May 2025	N/A	Administration Acad. Coaches Teachers
Develop and implement bi-weekly common assessment cycle. Teachers will post bi-weekly common assessment data for each class in their classrooms (beginning, developing, proficient, distinguished). Teachers will review common assessment data during collaborative planning sessions.	August 2024 - May 2025	N/A	Administration Acad. Coaches Teachers
Implement a rigorous course of instruction with emphasis on learner engagement and high impact practices (higher order questioning, academic discourse, evidence-based writing and close reading).	August 2024 - May 2025	N/A	Administration Acad. Coaches Teachers



## Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
1. Programs used to supplement remedial instruction - differentiated practices; 2. additional online and face to face resources; 3. instructional resources are available to each student; 4. sponsored STEM field trips and experiences	1. Programs used to supplement remedial instruction - differentiated practices; 2. additional online and face to face resources; 3. instructional resources are available to each student; 4. sponsored STEM field trips and experiences
<b>English Learners</b>	<b>Students with Disability</b>
1. Multicultural resources to acknowledge diversity and cultures in various subject areas; 2. Working with the assigned ESOL teachers to provide push-in and small group supports; 3. Programs used to supplement remedial instruction - differentiated practices; 4. additional online and face to face resources; 3. instructional resources are available to each student; 5.. sponsored STEM field trips and experiences	1. Provide additional support in the form of collaborative DES teachers and paraprofessionals; 2. small group instruction for identified groups of students; 3. Saturday tutorials for identified students; 4. Programs used to supplement remedial instruction - differentiated practices; 5. additional online and face to face resources; 6. instructional resources are available to each student; 7. sponsored STEM field trips and experiences
<b>Gifted Learners</b>	
1. STEM field trips and experiences; 2. Dual Language/Cultural Diversity interdisciplinary units across each grade level tailored to readiness levels; 3. Differentiated Instruction across disciplines	



## Clayton County Public School 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: By May 2025, the percentage of proficient/distinguished students will increase 8 to 10 percentage points in the areas of Science and Social Studies.**

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Implement literacy strategy of the quarter (every nine weeks) across each content area (reading and writing across the curriculum. Examples include close reading, RACE, etc.	August 2024 - May 2025	N/A	Administration Acad. Coaches Teachers
Develop and implement collaborative planning schedules for each content area. Teachers will attend collaborative planning twice a week with grade level content teachers (Mondays and Wednesdays). . Teachers will also participate in professional development as needed each Tuesday.	August 2024 - May 2025	N/A	Administration Acad. Coaches Teachers
Develop and implement bi-weekly common assessment cycle. Teachers will post bi-weekly common assessment data for each class in their classrooms (beginning, developing, proficient, distinguished). Teachers will review common assessment data during collaborative planning sessions.	August 2024 - May 2025	N/A	Administration Acad. Coaches Teachers
Implement a rigorous course of instruction with emphasis on learner engagement and high impact practices (higher order questioning, academic discourse, evidence-based writing and close reading).	August 2024 - May 2025	N/A	Administration Acad. Coaches Teachers

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



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<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
1. Programs used to supplement remedial instruction - differentiated practices; 2. additional online and face to face resources; 3. instructional resources are available to each student; 4. sponsored STEM field trips and experiences	1. Programs used to supplement remedial instruction - differentiated practices; 2. additional online and face to face resources; 3. instructional resources are available to each student; 4. sponsored STEM field trips and experiences
<b>English Learners</b>	<b>Students with Disability</b>
1. Multicultural resources to acknowledge diversity and cultures in various subject areas; 2. Working with the assigned ESOL teachers to provide push-in and small group supports; 3. Programs used to supplement remedial instruction - differentiated practices; 4. additional online and face to face resources; 3. instructional resources are available to each student; 5.. sponsored STEM field trips and experiences	1. Provide additional support in the form of collaborative DES teachers and paraprofessionals; 2. small group instruction for identified groups of students; 3. Saturday tutorials for identified students; 4. Programs used to supplement remedial instruction - differentiated practices; 5. additional online and face to face resources; 6. instructional resources are available to each student; 7. sponsored STEM field trips and experiences
<b>Gifted Learners</b>	
1. STEM field trips and experiences; 2. Dual Language/Cultural Diversity interdisciplinary units across each grade level tailored to readiness levels; 3. Differentiated Instruction across disciplines	



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

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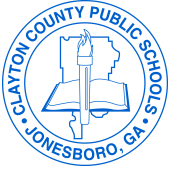
**b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;**

**Goal 3: By May 2025, Morrow Middle School discipline data will reflect fewer than 25 or fewer referrals per grade level for each nine week period (quarterly).**

Evidenced Based Strategies and Interventions	Timeline for Implementation	Funding Source	Person/Position Responsible
Develop and revise current Standard Operating Procedures. Sessions conducted with faculty and staff reviewing standard operating procedures for the school. Staff will be supplied with electronic and hard copy versions of the standard operating procedures.	August 2024 - May 2025	N/A	Administration Teachers
Establish and implement progressive discipline procedures for students that incorporate SEL and Circle of Support.	August 2024 - May 2025	N/A	Administration Teachers Counselors Social Worker
Promote a positive school environment through the implementation of PBIS incentive program (Bobcat Bucks). Students will be able to earn Bobcat bucks by following the tenets of the school's behavior P.R.I.D.E. Matrix.	August 2024 - May 2025	N/A	Administration Teachers Counselors Social Worker

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

Economically Disadvantaged	Foster and Homeless
1. Students participate in the school-wide PBIS initiative (bobcat bucks); 2. Identified students will be included in the school's Circle of Support; 3. Town Hall meetings with students; 4. Student to the Month Recognition, 5. Circle of Support	1. Students participate in the school-wide PBIS initiative (bobcat bucks); 2. Identified students will be included in the school's Circle of Support; 3. Town Hall meetings with students; 4. Student to the Month Recognition, 5. Circle of Support



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English Learners	Students with Disability
1. Students participate in the school-wide PBIS initiative (bobcat bucks); 2. Identified students will be included in the school's Circle of Support; 3. Town Hall meetings with students; 4. Student to the Month Recognition	1. Students participate in the school-wide PBIS initiative (bobcat bucks); 2. Identified students will be included in the school's Circle of Support; 3. Town Hall meetings with students; 4. Student to the Month Recognition
Gifted Learners	
1. Students participate in the school-wide PBIS initiative (bobcat bucks); 2. Identified students will be included in the school's Circle of Support; 3. Town Hall meetings with students; 4. Student to the Month Recognition	



## Clayton County Public School 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)**

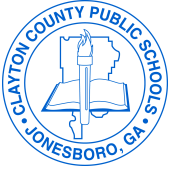
**b) use methods and instructional strategies an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;**

**Goal 4: By May 2025, Morrow Middle School will reduce the number of students with 10 or more absences to less than 10% of the school’s population.**

Evidenced Based Strategies and Interventions	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Increase daily attendance for students with ten or more absences via monitoring of rates via bi-weekly SAC Meetings and Circle of Support Meetings.	August, 2024 - May 2025	N/A	Administration Counselors Psychologist Social Worker
Increase student attendance via recognition of students each nine weeks with perfect attendance.	August, 2024 - May 2025	N//A	Administration Counselors Social Worker

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

Economically Disadvantaged	Foster and Homeless
1. Monitor student attendance, Include students in Circle of Support when deemed appropriate, 3. SAC team making contact with parents and documenting in Infinite Campus, 4. 3-5-10 letters sent home when students reach benchmark	1. Monitor student attendance, Include students in Circle of Support when deemed appropriate, 3. SAC team making contact with parents and documenting in Infinite Campus, 4. 3-5-10 letters sent home when students reach benchmark
English Learners	Students with Disability
1. Monitor student attendance, Include students in Circle of Support when deemed appropriate, 3. SAC team making contact with parents and documenting in Infinite Campus, 4. 3-5-10 letters sent home when students reach benchmark	1. Monitor student attendance, Include students in the Circle of Support when deemed appropriate, 3. SAC team making contact with parents and documenting in Infinite Campus, 4. 3-5-10 letters sent home when students reach benchmark

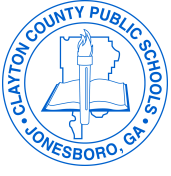


# Clayton County Public School

## 2024-2025 Comprehensive School Improvement Plan

### Gifted Learners

1. Monitor student attendance, Include students in Circle of Support when deemed appropriate, 3. SAC team making contact with parents and documenting in Infinite Campus, 4. 3-5-10 letters sent home when students reach benchmark



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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**

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are:

- Flexible Grouping
- Differentiated Instruction
- CCPS District Instructional Framework
- Three-Part lesson outline
- Using Graphic Organizers
- Formative Assessments (Bi-Weekly)
- Rigor & Relevance Framework

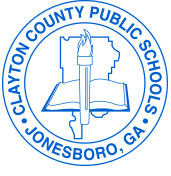
**Flexible Grouping-** Grouping students based on learning style, learning needs, and understanding of concepts. The groups will remain fluid based on weekly content mastery.

**Differentiated Instruction-** Differentiation for students may be in the form of content, process, or product. The basis for differentiation is readiness, interest, and learner profile.

**CCPS Instructional Framework-** Explicit Instruction affords students an opportunity to learn key vocabulary words, understand the relevance of the standard, and gain an understanding of the concept by observing the teacher model the concept.

**Graphic Organizers and Thinking Maps-** Using graphic organizers and Thinking Maps allow the students to visualize and categorize the concepts.

**Rigor & Relevance Framework-** Teachers will plan weekly lessons by utilizing the Rigor & Relevance framework. By using this strategy to plan lessons, the teachers determine the ultimate learning goal prior to creating the lesson plan. They then bump up the lesson to increase the level of rigor and make real- world connections. The teachers determine instructional strategies that will be used to teach the concept, and create assessments that focus on the learning goal.



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**Not only will these strategies be beneficial to our “disadvantaged” struggling students, where we meet the students where they are to increase their academic standing, such researched-based strategies will also aid in the achievement of all learners.**

**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)**

Students at Morrow Middle School will have the opportunity to take advanced courses at multiple grade levels. Some eighth graders will take Algebra I, High School Physical Science and 9th Grade Literature. Additionally, grades 6-8 are exposed to an advanced high school track in foreign language beginning in sixth grade with Spanish I. Students have the potential to exit middle school with three foreign language credits as a part of the magnet dual language immersion program.

**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.);**

Morrow Middle School will implement a school-wide progressive discipline plan which distinguishes classroom-based offenses and immediate administrative referrals. Teachers will be supplied with a discipline tracking log for students who have frequent behavior offenses. This log will assist with students who may require alternate placements such as the district YES program.

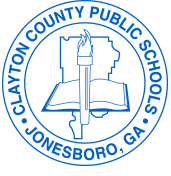
Additionally, the Circle of Support team consisting of our counselors, social workers, administrators, school psychologist and other personnel will meet monthly to identify students with attendance, behavior or academic challenges. An individualized program will be developed for identified students to address their specific needs.

Positive behavior reinforcement will also be utilized to encourage productive student behavior. Morrow Middle School bobcat bucks will be distributed to students who display the attributes included in our PRIDE Matrix. Students will be able to redeem their bobcat bucks bi-weekly in the school PBIS store.

**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.)**

We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. The professional development topics were selected based on the needs of the school, the district's initiatives, and by surveying the staff. The following areas are to be addressed through professional development this school year:

- Rigor & Relevance Framework
- Cultural Diversity (Immersion)



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- Google Suite Training (Technology)
- I Ready (data driven intervention)
- Math Manipulative Training
- CCPS Instructional Framework Training
- Ga. Milestones Assessment Training
- Mimio Board Training
- CCRPI Training
- Literacy Strategies for each quarter
- Writer's Workshop for teachers
- Science Training on ADI and Three Dimensional Learning
- Illuminate Training
- District Math Professional Development

Morrow Middle School has aligned professional development with the State's academic content and CCPS instructional priorities for the purpose of increasing the level of instructional rigor, increasing student academic achievement for all of our students, and closing the achievement gap between subgroups.

We have selected resources that will allow us to effectively carry out our professional development activities that address the root causes of our academic challenges. For example, our academic coaches serve as on-site instructional leaders. The academic coaches guide our teachers in unpacking the standards each week during their collaborative planning sessions. They guide the teachers in data analysis and instructional planning. Our academic coaches also provide professional learning opportunities based on the needs of our teachers. Title I funds will be used to purchase books that will be used as the basis for our school-wide book studies. Professional development opportunities will be provided to teachers during school hours and possibly on Saturdays to ensure that our teachers are equipped with the necessary skills to meet the learning needs of all students. Finally, teachers will also attend conferences to help address our academic target areas.

We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways:

- Teachers participate in weekly collaborative planning sessions facilitated by their Academic Coach. During this time, teachers analyze the standard, create a lesson plan for the week, and create common assessments to determine students' understanding of the weekly concepts.
- Morrow Middle School will provide instructional staff with training on how to use their data to inform their planning.
- Teachers will participate in ongoing PD focused on the Georgia Standards of Excellence implementation, with a particular emphasis on Literacy and Writing Across the Curriculum and Critical Thinking.
- Teachers will receive PD in targeted areas particularly in Math, Science, and Social Studies. SWD and ELL teachers will be included in PD to positively impact student



## Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

achievement within the subgroups which we serve. Teachers will be encouraged to participate in the content specific professional development being offered at the district level, to enhance their skills in teaching the Common Core. The teachers participating in the cadres will redeliver the information to their content area team and assist them in the planning process.

- Professional Development is needed for teachers in an effort to increase the level of rigor, critical thinking skill activities, and differentiation within the classroom.
- DES Teachers need assistance with content development to enhance the instruction provided in the collaborative and co-teaching classes.
- The Title I Parent Involvement Contact/Title I Parent Liaison will participate in all mandatory Title I training.
- All stakeholders will have multiple opportunities to engage in learning opportunities throughout the school year. We will provide a variety of evening parent workshops. Parents have been given a parental involvement survey which included questions regarding what types of parent workshops they would like for us to offer this school year. Additionally, parents have been able to add value to the School Wide Title I Plan via surveys and parent meetings.

**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.**

At Morrow Middle School, we will use small group instruction, after school remediation, and Saturday remediation programs to ensure that students are academically ready to transition to the next grade. The school will also collaborate with feeder elementary schools to host a Rising 6<sup>th</sup> Grade Orientation, wherein academic, social and behavioral expectations will be reviewed. Finally, the teachers, administrators, and counselors will conduct vertical planning with feeder high schools) culminating with a collaborative parent/student advisement night hosted at Morrow Middle School. Our 8<sup>th</sup> grade students will also visit their respective high schools and participate in activities and programs to learn about the 9<sup>th</sup> grade curriculum, high school programs and classes, and other topics related to their transition. In both the rising 5<sup>th</sup> grade orientation and the 9<sup>th</sup> grade advisement, CTAE and Fine Arts Teachers will provide presentations to students in order to promote our performing arts and vocational programs.

We will have an orientation for those students and parents who come from private schools or home schools. They will be provided with information about our various academic and extracurricular programs, our grading policy, standardized assessment procedures, and the various programs that we offer after school. These students will be provided with a student peer buddy in an effort to help them get acclimated to the school environment. We will also offer a three-day Summer Bridge Program as a support for our rising 6<sup>th</sup> grade students. By participating in the Summer Bridge Program our students will have an opportunity to get acclimated to the expectations of middle school prior to the start of the new school year. We will focus on organizational management, procedural expectations, the 6<sup>th</sup> grade content standards, and rituals and routines of the classroom and the school.



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

We have involved parents in the planning, review, and improvement of the comprehensive school-wide program plan by hosting a Title I Parent meeting where parents are provided with a survey and are given an opportunity to prioritize how they would like to see the funds from our Title I Budget spent. During the Title I meetings, parents are also given an opportunity to review other Title I documents and make suggested changes and updates to the documents. Once the changes are made to the various documents (Title I Budget, Parent Involvement Policy, Parent Compact, etc.), the school hosts two annual Title I meetings; one in the fall and the other in the spring. Parents also have an opportunity to provide input and make recommendations regarding the school-wide plan.

- A. Our parent liaison will work to increase parental involvement. This individual will organize workshops, attend Title I district meetings, call parents to involve them in school activities including volunteering, parent workshops, and principal's coffee & conversation sessions with parents. The parent liaison will also facilitate our Partners in Education collaborative meetings. The parent liaison will assist parents on a daily basis by meeting with select parents to solicit input toward school improvement, and finding ways to facilitate an increase in parental involvement toward increasing student achievement. This will be done through our School Council Meetings, PTSA Officers Meetings, and our Annual Title I meeting. We will also facilitate parent workshops and the topics may include; bullying, homework, Infinite Campus training, website assistance, and a variety of other topics as identified by surveys and conversations with parents all of which will be held at various hours throughout the school day and evening hours as well.

Morrow Middle School will involve parents in an annual review and revision of the School Improvement Plan in the following ways:

- The parents will be informed via our school's website, our school marquee and through our School Messenger phone calling process.
- The parents will participate in the Local School Council and provide input in creating the school improvement plan. The School Council meets at least 4 times a year and consists of teachers, parents, and the school principal.
- Parents will be responsible for updating the School Parent Involvement Policy and the School Compact.
- Parents will complete a parent survey via the school's website. Flyers will be sent home to encourage parents to participate.
- Parents will be invited to participate in our October parent conference night and parent/teacher conferences throughout the school year.
- Parents will be notified of assessment results through parent meetings and parent/teacher conferences.
- Parents will be invited to attend our quarterly Principal Coffee and Conversation.



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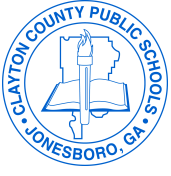
### A. Parent Involvement Policy

We have developed a parent involvement policy that includes the following:

- Strategies to increase parental involvement and provide more opportunities for parents to volunteer
- Create the School- Parent compact that encompasses the commitments of the parents, teacher and students in working together to ensure that our students achieve academic success
- A description of how we will create more partnerships with our surrounding community through Partners in Education
- Provide access to the comprehensive school-wide program plan to all of our stakeholders: the LEA, parents, and the public.

Our parental involvement policy was jointly created by the school and parents to include strategies that will allow for more parental involvement and volunteer opportunities at our school. We are committed to involving our parents in the decision making process that will help increase our student's academic success. The Parent Liaison is overseeing this task at Morrow Middle School. The Parent Liaison is responsible for communicating with parents on a consistent basis and in a timely manner. The Parent Liaison works closely with our teachers in coordinating and executing workshops and trainings for parents to support their student's learning, all of which are made available at various times throughout the school day and evening hours as well. The Parent Liaison is responsible for creating volunteer opportunities and acquiring the support of the parents. The parent resource center is operated by the Parent Liaison and is a resource for parents to obtain assistance in helping their students with academic needs. The parent resource center houses several resources that include but is not limited to, computers, books, parenting magazines and other materials.

Our school-wide plan has also been made readily available for our stakeholders. Copies of the plan are available inside the parent resource room and on the school website for review. A version of the school-wide plan is also available for our parents of ESOL students to allow for equal access.



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### Plan Development and Evaluation:

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

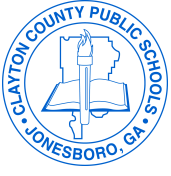
- a) Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.
- b) Determining whether the schoolwide program has been effective in increasing the achievement 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

Based on the 2023-2024 data, Morrow Middle School was able to demonstrate an increase in student proficiency in four out of the nine core tested areas on the Georgia Milestones Assessments: 6th Grade Math, 7th Grade Math, 7th Grade ELA, and High School Physical Science. Morrow Middle School's administrative team will conduct regular classroom observations, walkthroughs and focus walks to monitor the effectiveness of our instructional program. Feedback from the observations will be shared with teachers via post-observations conferences or an overall review of data from focus walks.

Data Review: The administrative team reviewed the Georgia Milestones assessment data and MAP Growth assessment data with the school leadership team at the July 2024 leadership retreat. Additionally, the leadership team reviewed discipline data and attendance data. The data points were used to determine the focus for various instructional initiatives for the 2024-2025 school year including: implementation of bi-weekly common assessments, professional development, school-wide safety nets- and collaborative planning procedures.

Common Assessments: During the 2024-2025 school year, bi-weekly common assessments will be utilized to monitor the effectiveness of instruction and the percentage of students who are proficient pertaining to standards presented throughout the school year. Each teacher will be provided a common assessment poster in which they will display the percentage of beginning, developing, proficient, and distinguished learners for each common assessment administered. After each assessment, teachers will review their results and develop a plan to reteach concepts where students experienced difficulty.

Safety Nets: After the first nine week period, students who have exhibited difficulty achieving mastery on common assessments (and MAP Growth) will be identified for the school-wide after school remediation (ASR) program. ASR will focus on the areas of ELA and Mathematics. Students who have demonstrated low achievement in either ELA or Mathematics may be scheduled for remedial courses during their Connections classes (Language Live or Math 180). Additionally,



## Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

students who have been targeted will participate in “double dosing” sessions beginning in January. “Double dosing” sessions will consist of students receiving additional support during the school day for their deficit areas.

Collaborative Planning: Collaborative planning sessions will be held every Monday and Wednesday of each week. Teachers will attend these sessions with their academic coach and subject area administrator. During collaborative planning, teachers will prepare their lessons for the upcoming week, review data, and discuss student work. Also, teachers will discuss instructional strategies to readdress standards/elements students did not master.

#### 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.**

All parents were invited to participate in developing the Title I Plan via a School Messenger call and flyers. During the Meet and Greet and Open House nights, parents were invited to review the Title I SchoolWide Draft Plan and provide their input in creating the final plan. Stakeholders were involved in the development of the plan in various ways. The leadership team, made up of Department Chairs, grade level chairs, and DES lead teachers, provided input in the development of the plan, by analyzing data and using the results to help determine areas for improvement. Parents were surveyed in the spring of 2023, and survey results were included in the development of the plan. Finally, a Title I Planning committee met to review the parent involvement policy and make the necessary revisions. Parents also assisted in creating the Title I School Improvement Plan and the Title I Budget.

Once the plan is reviewed and approved by the Central Office Review Team, it will be placed on Morrow Middle School website to be viewed by the LEA, public, parents, and other stakeholders. The school’s plan will also be available in the front office and the parent resource room as well.

Once approved, the school will send a translating request to the district for the plan to be translated to Spanish. Also, the plan will be posted on Morrow Middle School website. The plan is updated annually with stakeholder input and monitored throughout the year.



## 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.**

All parents were invited to participate in developing the Title I Plan via a School Messenger call and flyers. During the Meet and Greet and Open House nights, parents were invited to review the Title I SchoolWide Draft Plan and provide their input in creating the final plan. Stakeholders were involved in the development of the plan in various ways. The leadership team, made up of Department Chairs, grade level chairs, and DES lead teachers, provided input in the development of the plan, by analyzing data and using the results to help determine areas for improvement. Parents were surveyed in the spring of 2024, and survey results were included in the development of the plan. Finally, a Title I Planning committee met to review the parent involvement policy and make the necessary revisions. Parents also assisted in creating the Title I School Improvement Plan and the Title I Budget.



## Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

### Professional Development (question 2-iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
Close Reading	October 2024 - December 2025	6-8 Teachers	Administration Academic Coaches
RACE	September 2024 - October, 2025	6-8 Teachers	Administration Academic Coaches
Three Read Protocol (Math)	August 2024 - May 2025	Math Teachers	Math Academic Coach
Writing Workshop	September 2024 - May, 2025	ELA Teachers	ELA Academic Coach
Cultural Awareness	September 2024 - May, 2025	6-8 Teachers	Administration Magnet Lead
DES training	September 2024 - May, 2025	6-8 Teachers	LTSE; DES Department Chair
EL training	September 2024 - May, 2025	6-8 Teachers	ESOL Teachers
ADI training	September 2024 - May, 2025	Science Teachers	Science Academic Coach
DBQ training	September 2024 - May, 2025	Social Studies Teachers	Social Studies Academic Coach
Math Curriculum training	September 2024 - May, 2025	Math Teachers	Math Academic Coach District Math Leads
STEM implementation training	September 2024 - May, 2025	6-8 Teachers	STEM School Lead Administration
RTI	September 2024 - May, 2025	6-8 Teachers	RTI/SST Lead Administration Student Engagement Specialist Social Worker Counselors Administration
Behavior Tracking (PBIS)	September 2024 - May, 2025	6-9 Teachers	PBIS Coach Student Engagement Specialist Counselors Social Worker Administration
MAP Professional Development	September 2024 - May, 2025	6-8 Teachers	Administration Academic Coaches
Canvas Training	September 2024 - May, 2025	6-8 Teachers	Technology Liaison



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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
<b>Sent Home and Posted on School Website:</b> School-Family Compact School PFEP District PFEP	September, 2024	Parent Liaison Principal
<b>School-Family Compact Discussion:</b> Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)	August 2024 - May 2025	Parent Liaison Principal
<b>Annual Title I Parent Meeting:</b> Meeting held Documents posted on school website	October, 2024	Parent Liaison Principal
<b>Building Parent Capacity Fall: (F2F or Zoom)</b> <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	September, 2024	Parent Liaison Principal
<b>Building Parent Capacity Fall:</b> Curriculum Workshop 2	October, 2024	Parent Liaison Principal
<b>Building Parent Capacity Fall:</b> Technology/Copyright Piracy Workshop	September, 2024	Parent Liaison Principal



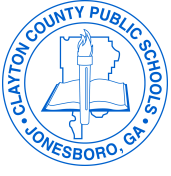
## Clayton County Public School 2024-2025 Comprehensive School Improvement Plan

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
<b>Building Parent Capacity Continuous Communications (Fall)</b> Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	October, 2024	Parent Liaison Principal
<b>Building Staff Capacity (Fall):</b>	October, 2024	Parent Liaison Principal ESOL Lead Teachers
<b>Building Staff Capacity Continuous Communications (Fall):</b> Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	September, 2024 October, 2024 November, 2024	Parent Liaison Principal
<b>Fall October Data Dig:</b> PLC to review Dashboard Data	October, 2024	Parent Liaison Principal
<b>Fall December Data Dig:</b> PLC to review Dashboard Data	December, 2024	Parent Liaison Principal
<b>Building Staff Capacity (Spring):</b>	February, 2025	Parent Liaison Principal
<b>Building Parent Capacity Spring:</b> Curriculum Workshop 3	March, 2025	Parent Liaison Principal
<b>Building Parent Capacity Spring:</b> Assessment Workshop	April, 2025	Parent Liaison Principal
<b>Building Parent Capacity Spring:</b> Transition Meeting	April, 2025	Parent Liaison Principal
<b>Building Staff Capacity Continuous Communications (Spring):</b> Continuous Communication 1 Continuous Communication 2 Continuous Communication 3	February, 2025 March, 2025 April, 2025	Parent Liaison Principal
<b>Spring March Data Dig</b>	April, 2025	Parent Liaison; Principal



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Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Person / Position Responsible
<b>Spring May Data Dig</b> PLC to review Dashboard data	April, 2025	Parent Liaison Principal
<b>Input Meeting(s) FY25:</b> Staff Parents/Families Students	May, 2025	Parent Liaison Principal



# Clayton County Public School 2024-2025 Comprehensive School Improvement Plan