

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE		
School Name: East Clayton Elementary	District Name: Clayton County Public Schools	
Principal Name: Dr. Freda Givens	School Year: 2018-2019	
School Mailing Address: 3674 Steele Road, Ellenwood, GA 30294		
Telephone: 678-827-7927		
District Title I Director/Coordinator Name: Katrina Thompson		
District Title I Director/Coordinator Mailing Address:		
Email Address: katrina.thompson@clayton.k12.ga.us		
Telephone:		
ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)		
Priority School <input type="checkbox"/>	Focus School <input type="checkbox"/>	
Title I Alert School <input type="checkbox"/>		
Principal's Signature:	Date:	
Title I Director's Signature:	Date:	
Superintendent's Signature:	Date:	
Revision Date:	Revision Date:	Revision Date:

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP Template Instructions

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists, all components/elements marked as "Not Met" need additional development.
- Please add your planning committee members on the next page.
- The first ten components in the template are required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Freda Givens		Principal
LaShana Franklin		Assistant Principal
Tracie McCullough		Parent Liaison
Teresa Hall, K		Teacher
Andrea Jurado, 1 st		Teacher
Rachel Higgins, Art		Teacher
Mikita Benson, 3 rd		Teacher
Helina Dymek, EIP		Teacher
Tiffani Hodo, 2 nd		Teacher
Erika Kukec, Media		Teacher
Renee Kenny, 4 th		Teacher
Angela Rodgers, 5 th		Teacher
Demetria Lambert, ESOL		Teacher
		Parent
		Parent
		Parent
		Parent

Georgia Department of Education Title I Schoolwide/School Improvement Plan

SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

Response:

- A. We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. The stakeholders that were involved in completing the needs assessment were students, parents, teachers, paraprofessionals, and community partners. Student assessment data and surveys were reviewed, administered and results were compiled and analyzed by the school leadership team. Teachers also engaged in ongoing data analysis and progress monitoring to identify strengths and weakness along with areas of focus. Test scores, student performance data and teaching techniques were also analyzed.
- B. We have used the following instruments, procedures, or processes to obtain this information.
 - **Brainstorming** is appropriate any time a group needs to come up with a list of ideas. It can be used when analyzing an issue, envisioning a desired goal, or coming to a solution.
 - **Root Cause Analysis** assists our school with identifying all possible interactions within a system that could be contributing to areas of concern.
 - Surveys (parent, teacher, and student)
 - **Georgia Milestones Assessment System** -Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, mathematics, science, and social studies.
 - **Student Attendance Data**-The review of data is crucial in identifying supports to assist parent and students in having regular school attendance.
 - **Parental Involvement** is a combination of commitment and active participation on the part of the parent to the school and to the student.
 - Discipline Data
 - **GKIDS** is a year-long, performance-based assessment aligned to the state mandated content standards. The goal of the assessment program is to provide teachers with information about the level of instructional support needed by individual students entering kindergarten and first grade.
 - **RTI** is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.
 - **Retention Rates** are reviewed in order to determine necessary supports who have demonstrated deficiencies in core content classes.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).
 - C. East Clayton has a migrant population. We have taken into account the needs of migrant children by following state and federal guidelines to ensure that migratory student will achieve the same goals set for all students. Additionally, parents and guardians all enrolling a child in the school will complete new enrollee documentation detailing standard information regarding primary languages and entry date. This information is used to determine if the child is identified as migrant.

Timely communication in their languages will be provided. Parents are given the opportunity to become acquainted with the school procedures and programs through an open house. Resources are shared that may assist English Language Learners. The school follows the procedure and guidelines established by the district for dealing with migrant children when applicable. Additional resources are available through our district's International Center.

We offer ESOL services for students who qualify for the program. The English to Speakers of Other Languages (ESOL) program is a state funded language assistance instructional program that serves eligible English Learners (ELs) in grades K-12. The objective of the program is to support the development of English language proficiency in the areas of listening, speaking, reading and writing.

The program's curriculum emphasizes social/instructional and academic language proficiency. It is based on the integration of the WIDA English Language Development (ELD) Standards and the Common Core/Georgia Performance Standards.

We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. Data from the 2016 Georgia Milestones Assessment was reviewed and analyzed.

East Clayton Elementary has based the plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standards.

East Clayton Elementary has historically served economically disadvantaged students. 82% of the school's population receives free or reduced lunch.

Based on our student achievement data, East Clayton Elementary is made up of 84.6 % African American students. Services are provided for students with disabilities using the inclusion, co-teaching, supportive, collaborative, and pull-out models.

Students who speak English as a secondary language are provided with ESOL services based on their access levels.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

The major strengths we found in our program were:

Third Grade on the GMAS content domain areas:

- Extended Writing Task
- Operations and Algebraic Thinking
- Life Science
- Government/Civics

Fourth Grade on the GMAS content domain areas:

- Language Usage and Conventions
- Measurements and Data
- Life Science
- Economics

Fifth Grade on the GMAS content domain areas:

- Extended Writing Task
- Measurement and Data
- Physical Science
- Government and Civics

The major needs we discovered were:

Third Grade weaknesses on the GMAS domains are in the content areas:

- ELA: Narrative Writing
- Math: Measurements and Data, Geometry
- Science: Earth Science
- Social Studies: Geography

Fourth Grade weaknesses on the GMAS domains are in the content areas:

- ELA: Writing and Language
- Math: Numbers and Operation
- Science: Earth Science and Physical Science
- Social Studies: History and Geography

Fifth Grade weaknesses on the GMAS domains are in the content areas:

- ELA: Reading and Vocabulary, Writing and Language
- Math: Number/Operations and Algebra
- Science: Earth Science
- Social Studies: History

Georgia Department of Education Title I Schoolwide/School Improvement Plan

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).

2018 Georgia Milestones Data

Subject		Beginning	Developing	Proficient	Distinguished
Mathematics	03	<u>35.8 %</u>	<u>44.3 %</u>	<u>19.8 %</u>	
	04	<u>31.6 %</u>	<u>37.9 %</u>	<u>27.4 %</u>	<u>3.2 %</u>
	05	<u>36.8 %</u>	<u>43.4 %</u>	<u>17.0 %</u>	<u>2.8 %</u>
	Combined	<u>34.9 %</u>	<u>42.0 %</u>	<u>21.2 %</u>	<u>2.0 %</u>
Science	05	<u>48.1 %</u>	<u>28.3 %</u>	<u>17.0 %</u>	<u>6.6 %</u>
	Combined	<u>48.1 %</u>	<u>28.3 %</u>	<u>17.0 %</u>	<u>6.6 %</u>
Social Studies	05	<u>33.0 %</u>	<u>49.1 %</u>	<u>13.2 %</u>	<u>4.7 %</u>
	Combined	<u>33.0 %</u>	<u>49.1 %</u>	<u>13.2 %</u>	<u>4.7 %</u>
ELA	03	<u>46.2 %</u>	<u>29.2 %</u>	<u>23.6 %</u>	<u>0.9 %</u>
	04	<u>41.1 %</u>	<u>35.8 %</u>	<u>16.8 %</u>	<u>6.3 %</u>
	05	<u>34.9 %</u>	<u>36.8 %</u>	<u>22.6 %</u>	<u>5.7 %</u>
	Combined	<u>40.7 %</u>	<u>33.9 %</u>	<u>21.2 %</u>	<u>4.2 %</u>

Proficiency rates for the aforementioned groups (black, ELL, SWD, and economically disadvantaged) in the area of language arts are as follows.

SMART Goals

- During the 2018-2019 school year, non-proficient students (as indicated by the state summative assessment) will improve their ELA competency levels by a 5% increase in the number of students scoring at the meet/exceeds level.
- During the 2018-2019 school year, non-proficient students (as indicated by the state summative assessment) will improve their math competency levels by a 5% increase in

Georgia Department of Education Title I Schoolwide/School Improvement Plan

1.	<p>A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 1111(b)(1).</p> <p>the number of students scoring at the meet/exceeds level.</p> <ul style="list-style-type: none"> During the 2018-2019 school year, non-proficient students (as indicated by the state summative assessment) will improve their science competency levels by a 5% increase in the number of students scoring at the meet/exceeds level. During the 2018-2109 school year, non-proficient students (as indicated by the state summative assessment) will improve their science competency levels by a 5% increase in the number of students scoring at the meet/exceeds level. <p>Black: Levels 3 and 4 ---23% <i>Within the target our goal is to increase the number of students scoring at Level 3 and 4 in ELA by 10% by spring 2019.</i></p> <p>ELL: Levels 3 and 4 --- 28% <i>Our goal is to increase the number of students scoring at Level 3 or above by 10% by spring 2019.</i></p> <p>Economically Disadvantaged: Levels 3 and 4-----% <i>Our goal is to increase the number of students scoring at Level 2 or above by 10% by spring 2019.</i></p> <p>SWD: Levels 3 and 4----10%</p> <p><i>There is a significant achievement gap between our SWD and non-SWD students. Within the target population of students 89% scored Level 1 on the Georgia Milestones reading section in 2018. Eighty-five percent of the same group of students scored at Level 1 on the math section of the test. Our goal is to increase the number of students scoring at Level 2 or above by 10% by spring 2017.</i></p>
----	--

Georgia Department of Education Title I Schoolwide/School Improvement Plan

DIBELS Percentage										
School Year		BOY			MOY			EOY		
2017-18	Grade Level	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark
	K	21	17	41	15	21	43	9	18	52
	First	36	10	32	29	10	39	24	10	44
	Second	24	34	21	39	22	18	21	20	38
	Third	31	23	24	37	12	29	40	20	18

MClass Math Goal: The number of students meeting benchmark or above by EOY will increase by 20%.

DIBELS Reading Goal: The number of students meeting benchmark or above by EOY will increase by 20%.

2. Schoolwide reform strategies that:
<p><i>Response:</i></p> <p>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</p> <ul style="list-style-type: none"> • Literacy Across the Curriculum • Technology Integration • Critical Thinking Skills • Number Talks • Math Solutions PD for staff • Write Score Professional Development Training for staff • Dynamic Indicators of Basic Early Literacy (DIBELS)—data is used to group students according to strengths providing additional assistance to primary learners that are at risk requiring targeted instruction to get them on track to become successful readers. Georgia Performance Standards and standards based learning. • Direct Instruction (DI)-a scripted instructional reading program used for intervening as a

Georgia Department of Education Title I Schoolwide/School Improvement Plan

2.	<p>Schoolwide reform strategies that:</p> <p>result of DIBELS scores (K-12). Use of the program provides structure, drill, and content and improves cognitive skills in primary learners. Increase the implementation of Performance Based Instruction following our districts pacing guide and using the recommended instructional resources.</p> <ul style="list-style-type: none"> • Accelerated Reader (AR) is used to increase reading vocabulary and comprehension • STAR Reading programs are computer-based programs used to determine the strengths and weaknesses and used to determine what interventions need to be made. • Early Intervention Program (EIP) –provided for students that did not meet standards on the GMAS scoring Level 1. The students receive additional assistance daily either by EIP teacher using the Push In or Pull Out Models of instruction. Students also receive small group instruction from their classroom teacher. Groups are determined from GMAS, Acuity, DIBELS, Common Assessments and STAR data. • Writing Destinations to help improve writing skills and my Sidewalks to provide reading instruction the Early Intervention Program students in 3rd-5th grades. • SRA to improve reading with grades K-2. Flexible groups will be used based on needs in various academic areas. • ESOL and Gifted services will be provides for students who qualify in these areas. • Teachers will have common planning time to collaboratively plan instruction, review student work samples, and participate in professional development activities. • The CCPS Collaborative Planning For High Performance tools will be used for instructional planning and collaboration. • Technology will be used to enhance instruction. Additional laptops and desktop computers along with student response systems will be utilized in this effort. • IXL Math and ELA-a program designed to help students in 1-5 grade master the content specified in the Common Core Georgia Performance Standards (CCGPS). • I-Ready Math and Reading- i-Ready is a single K–12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, with an ongoing growth monitoring option that shows whether students are on track to achieve end-of-year targets. The assessments are computer-based and delivered on Internet-connected computers • Our Title I Paraprofessional will assist with remediation, reinforcement, and enrichment to complement classroom through the use of a computer lab. • Imagine It! or Reading Wonders reading strategies will be used in all reading classes.
	<ul style="list-style-type: none"> • Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
	<p><i>Response:</i></p> <p>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 . . . (Strategies to be used.)</p>

Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

Gradual Release Instructional Model

Scaffolded instruction, or the gradual release model, is broadly recognized as a successful approach for moving classroom instruction from teacher-centered, whole group delivery to student-centered collaboration and independent practice. This model is used throughout our school and district.

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)

http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl

Accelerated Reader Program

"The greatest advantage to Accelerated Reader is that it keeps reading constantly visible and exciting for all students. It gives teachers a way to make students accountable and allows them to have a say in their own education in the way it lets them choose their own reading materials."

(Horizons, 2000)

<http://www.renlearn.com/ar/research.aspx>

Cornerstone Literacy Framework

The framework is grounded in our Interactive Model of Reading, which recognizes that effective reading instruction requires a focus on overall language skills related to letter and letter-sound knowledge, the syntax of language, and building a lexicon of words (surface structure cueing systems) and background knowledge, vocabulary, and sharing and applying meaning (deep structure cueing systems).

<http://www.cornerstoneliteracy.org/our-framework/>

Computer Lab/Technology Integration

Computer Lab Scheduling- The computer lab is open and made available to students after school hours for additional practice on basic skills. Online programs will be used to help students improve in their basic skills in all content areas. The computer lab manager will work with teachers to ensure the students are working on the areas of weakness as identified by GMAS scores, benchmark scores, classroom performance.

Pyramid of Intervention

Using the Pyramid of Intervention to determine when students are struggling and provide strategic interventions to help them show up their areas of need; it also documents students' strengths and provides additional challenge in a variety of ways. Georgia's Student Achievement Pyramid of Interventions begins with standards-based classrooms serving as the foundation for

Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

teaching and learning

Extended Learning Time

East Clayton Elementary School will increase the quality and amount of learning time for students through the following:

Extended Tutorial during and after school(used for remediation and enrichment)

Title I Paraprofessional

The Title I paraprofessional will assist teachers in providing small group instruction that provide both remediation and enrichment. The paraprofessional will assist students in identifying and meeting their individualized learning goals and objectives.

Parent Liaison

The Parent coordinator works with the teachers to plan workshops provide instructional materials, strategies and other resources that are designed to help parents help their children. The parent coordinator also works with parents to make sure all students attend school every day and have all necessary supplies and materials.

- Use effective methods and instructional strategies that are based on scientifically based research that:
 - strengthen the core academic program in the school.
 - increase the amount and quality of learning time, such as providing and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum.
 - include strategies for meeting the educational needs of historically underserved populations.

Response:

Flexible Grouping and Small Group Instruction

Teachers will utilize flexible grouping and small group instruction to accommodate student readiness, learning styles, and weaknesses. Teachers will provide intervention instruction to students who did not meet standards in Math, Reading or English Language Arts on the GMAS. Small group sessions on self- motivation and test-taking strategies will be scheduled at all grade levels.

Early Intervention Program

Students in grades 3-5 who did not meet standards in the areas of Math and Reading on the GMAS will be provided an opportunity to participate in the Early Intervention Program.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

Mentoring

The Partners in Education (PIE) will volunteer time to mentor and tutor at-risk students.

Standards Based Instruction

Kindergarten through Fifth grade students will receive instruction based on the Common Core Standards

Classroom Instruction

Teachers will utilize various instructional strategies to provide effective and timely assistance to students by:

Utilizing the Working on Work frameworks teachers will provide students with engaging lessons.

Engaging students in higher-level critical thinking

Engaging students in meaningful lessons that add rigor and relevance to the content area.

Utilizing flexible grouping within their grade level in an attempt to better address student's needs.

Increasing student writing time through the implementation of Writer's Workshop

Utilizing Study Island in the computer lab.

Utilizing the Georgia Performance Standards in Science and Social Studies through the use supplemental/additional materials to enhance the instructional program in content areas.

Making use of flexible grouping and small group instruction to accommodate student readiness and address the learning style of at-risk students

Instructional Support Teachers

Our **Instructional Support Teachers** will support the classroom teachers by modeling lessons, providing research-based instructional strategies, resources and materials, developing and maintaining structure in the classroom environment, analyzing formative and summative assessments, and designing and coordinating professional learning activities. The Instructional Support Teachers will work closely with the other professionals in the learning environment to ensure that standards are being met.

Instructional Paraprofessionals

Paraprofessionals will assist classroom teachers in grades K-5. Their major duties and responsibilities will be to assist teachers in maintaining classroom organization, managing students, preparing teacher materials, reinforcing previously taught concepts, and implementing policies, rules, and/or regulations. The Title I paraprofessional will be instrumental in assisting teachers and students with the use of technology through our computer lab.

Parent Liaison

This staff member will assist parents as well as work with parents to plan workshops, provide instructional materials, strategies, and other resources that are designed to help parents take an active part in their child's education. The Parent Liaison also works with parents to make sure all students attend school every day and have all necessary supplies and materials.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

- Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the schoolwide program which may include:
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs.

Response:

- Address how the school will determine if such needs have been met; and
 - are consistent with, and are designed to implement, the state and local improvement plans, if any.

Response:

Data Notebooks

Data notebooks will be used to guide instruction. The notebook will contain classroom performance data (in all content areas) from traditional, authentic, and performance-based assessments, including portfolios and individual projects. The notebook will serve as a means of formative assessment as teachers plan instruction. Teachers will keep their data notebook and have pertinent information that will assist them daily with instruction and student achievement. In addition, data notebooks will be used to collect samples of student work with teacher commentary. The notebook will also contain the following reports:
 School-wide Reading Data folders will be utilized for every student
 Checklists and Rubrics
 Star Reading Results
 Accelerated Reader Growth Reports
 Pre-and Post-Test Results
 Scoring Rubrics

Georgia On-line Assessment (GOAS)

Teachers will use Georgia On-line Assessment (GOAS) to assess students' knowledge of the content areas and provide additional support.

Georgia Kindergarten Inventory of Developing Skills (GKIDS)

The primary purpose of GKIDS will be to provide ongoing diagnostic information about kindergarten students' developing skills in English Language Arts, Math, Science, Social Studies, Personal/Social Development, and Approaches to Learning. GKIDS will also provide a summary of student performance in English Language Arts and Mathematics at the end of the kindergarten school year. GKIDS should serve as one indicator of first grade readiness. GKIDS will serve both a formative and summative role in assessing kindergarten students.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

Grade Level Meetings

Each grade level will meet periodically to examine common assessments and monitor Students' progress. Safety nets will be implemented to ensure students receive acceleration in all content areas as needed.

Progress Reports and Report Cards

The principal and academic coach will meet with teachers on a monthly basis to discuss their grade distribution report and ways to increase student achievement. Progress reports and report cards will assist parents in keeping abreast of student achievement. Minutes from the meeting will be printed, filed, and monitored.

Student Work with Teacher Commentary

Teachers will provide commentary on student work in all content areas. The commentary will assist students in understanding what is needed to meet or exceed standards.

STAR Reading

The STAR software will be used to determine the reading level of each student, measure individual and class growth, and forecast results on standardized test. The STAR reports will be sent home to parents after each administration and will also be used to gauge student's Lexile growth throughout the school year.

3. Instruction by highly qualified professional staff

Response:

East Clayton will hire highly qualified teachers and paraprofessional to instruct students.

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response:

We have included teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.

Stakeholders along with the school leadership team have worked collaboratively to determine what professional development needs will be addressed. The following strategies were used to determine our needs.

- Surveys
- Students achievement data
- Classroom observation data
- Needs assessments

Georgia Department of Education Title I Schoolwide/School Improvement Plan

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

We will engage in school-wide Sopris writing training and critical thinking planning of instruction as writing across content areas has been identified as an area of weakness for our students for the past 2 years.

Our budget includes a portion of our Title I allocation for professional learning.

Professional learning must be designed to address areas of identified needs of the school and the district.

Professional learning must be made available for all instructional personnel.

Professional learning regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program must be provided to instructional personnel.

Professional Learning Programs and Resources:

- Explicit Instruction
- Reading Across the Curriculum
- Critical Thinking
- Technology Integration
- Common Core Georgia Performance Standards
- Georgia School Counselors Association Conference
- Georgia Association of Secondary School Principals
- Best Practices Institute
- Differentiated Instruction – meeting the needs of diverse learners
- Collaboration/Co-Teaching – Working together to help meet the needs of all students
- Rigor and Relevance in the Classroom
- Site Based Professional Learning with Academic Coach
- Teacher Common Planning Time will be Increased for Vertical and Horizontal Collaboration through a Minimal Day Schedule early release days
- Study Island – a web-based program to increase student achievement
- Panaboards – technology to help engage the students
- Turning Point Response System – a creative way to assess student learning
- Teacher Web Page Training-Teachers will design and maintain their very own class web page
- Meeting the Needs of Higher Level Learners-strategies for teaching critical thinking and meeting the needs of able learners
- Teacher Keys Training
- Leader Keys Training

Georgia Department of Education Title I Schoolwide/School Improvement Plan

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

It is the intent of East Clayton Elementary to align all professional learning activities to the Georgia State Standards and Teacher Keys for greatest student academic achievement. Explicit Instruction is our school district's instructional framework for obtaining a greater level of students' comprehension. Explicit instruction is systematic, direct, engaging, and success oriented—and has been shown to promote achievement for all students. Early release trainings have been dedicated to explicit instruction training.

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example . . . (money, time, resources, instructional coaches)

- Utilize Instructional Support Teachers, Master Teachers, Administrators, and Area Support Staff for on-site job-embedded professional learning
- Mentors have been assigned to all teachers with 3 or less years of experience
- Monitor classroom instruction through Focus Walks to ensure implementation of PD
- Purchase Books for book study
- Before and After School Remediation
- Math professional learning activities via workshop, seminars, and onsite
- Provide resources for classrooms to carry out the implementation plans
- Redelivery of workshops and meetings that teachers attend
- Conduct evaluation after each professional development workshop
- Conduct weekly Grade level meetings
- Allot Title I and district funds to provide conferences and workshops for teachers,
- Provide on-site during and after school hours using Title I and Title IIA funds
- Encourage teachers to attend Best Practices Workshops in summer
- Provide workshops to address subgroups at East Clayton Elementary (gifted, ESOL, special education)

East Clayton Elementary has 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. .

East Clayton Elementary will provide professional learning opportunities in the use of balanced assessment along with data driven instruction to improve individual student achievement and the overall instructional program.

Teachers will participate in professional learning activities on the use of academic assessments to drive the instructional program. Sopris writing training, along with technology-based trainings

Georgia Department of Education Title I Schoolwide/School Improvement Plan

4.	<p>In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.</p>
	<p>will be conducted onsite throughout the school year. Research in the form of a book study and/or research articles will be provided and encouraged for the professional learning communities</p>
5.	<p>Strategies to attract high-quality highly qualified teachers to high-need schools.</p> <p><i>Response:</i> We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia.</p> <p>East Clayton Elementary employs a staff of highly qualified full time teachers according to the requirements of Elementary and Secondary Education Act (ESEA). It is the intent of the administration and staff to attract highly qualified personnel by establishing a culture of high expectations with peer support and recognition. The school will continue to recruit and maintain highly qualified teachers at East Clayton Elementary</p> <p>East Clayton aims to employ teachers who are highly qualified; therefore, the school will work closely with the Clayton County School District's Human Resources Department to attract, select, and retain highly qualified teachers as outlined by the No Child Left Behind.</p> <ul style="list-style-type: none"> • All of East Clayton's teachers are highly qualified. • The Human Resources Division works to hire highly qualified teachers in all schools. • The Human Resources Division works with schools to insure that all persons whose salaries are paid through Title I funds are highly qualified at the time they are hired. <p>Principals are responsible for recommending employees, assigning them, and maintaining them in areas in which they will remain highly qualified.</p>
6.	<p>Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.</p> <p><i>Response:</i> We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by</p> <p>East Clayton Elementary will involve parents in an annual review and revision of the School Improvement Plan in the following ways</p> <ul style="list-style-type: none"> • The parents will be informed through written communications and PTA meetings of the status of their child's school test scores and progress. The parents will be provided with information regarding interpretation of those scores and encouraged

Georgia Department of Education Title I Schoolwide/School Improvement Plan

to ask questions.

- An annual Title I meeting will be held to review the Title I Plan and receive parental input on the parental involvement funds allocated to the school. The Annual Title I meeting for this school year was held on **September 28, 2018**.
- The parents will participate in the Local School Council. The Local School Council meet a minimum of four times a year and consists of teachers, community partners, parents, and the principal.
- Parents will be involved with updating the School Parent Involvement Policy through PTA, school council, and parent meetings.
- Parents will receive a letter from the principal including a copy of the Title I Parent Involvement Policy as required by the No Child Left Behind Act.
- Parent Involvement Surveys will be distributed to parents. Feedback will be used to inform the school of parent perceptions and area for improvement.
- Parents will participate in scheduled as well as unscheduled conferences.
- Parents will receive a monthly parent newsletter via the school website. Parents will also receive the Cougar Newsletter 3 times per year via US mail.
- Parents will be notified of assessments results through parent meetings, report cards, parent-teacher conferences, and written notices.

We have developed a parent involvement policy included in our appendices that

- includes strategies to increase parental involvement (such as family literacy services)
- describes how the school will provide individual student academic assessment results, including an interpretation of those results
- makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- compacts required – include with policy
- Parent Involvement checklist included

Strategies for Building Parent Capacity to Assist in Student Learning

The school will continue to increase parental involvement by providing a full time parent liaison that will provide parenting workshops to increase the capacity of parents to help their children. Activities to increase parent ability to help the children include: Family Math Night and Family Reading Night. The school will also involve fathers through the All Pro Dads throughout the school year. The I-Moms program will be instituted to assist mothers in navigating through processes that will assist their children.

- The Parent Liaison will continue to build parent's capacity to assist in student learning by performing the following activities:
- Student Assessment results will be explained to parents in small groups.
- Select and obtain resources and services for parents that empower parents to assist their children in the learning process.
- Plan, prepare for, and/or conduct training and workshops designed to increase the parents' ability to play a major role in a partnership with the school in its effort to increase academic achievement.
- Perform clerical tasks such as managing data, organizing and maintaining files that document

Georgia Department of Education Title I Schoolwide/School Improvement Plan

meaningful parent-school personnel contacts.

- Communicate with parents to keep them informed of school and/or community events that affect the child or their family.
- Provide access to educational/literacy opportunities designed to increase the parents' capacity to support their children academically, emotionally, and economically.
- Make contacts with specific parents to discuss school issues that are specific to their children such as attendance, discipline, academics, and social issues.
- Organize parent/community volunteers for the school.
- Our Title I Parent Liaison participates in trainings on a regular basis
- Parent are provided with multiple opportunities to engage in learning activities directly relate to their children's academic success.
- A Parent Resource Center is open during flexible hours to accommodate our parents.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs or to assist students with the transition to middle school, high school or college.

Response:

Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering form private schools plus students entering our school throughout the school year ...

East Clayton has included plans for students to transition from pre-k to kindergarten and fifth grade students to middle school.

Transition Activities for Pre-K to Kindergarten:

- Utilize Pre-K teachers to work with Pre-K students, parents, and teachers by assisting with needs that arise throughout the year
- Host a Kindergarten Round-up
- Host a visitation day for the Ellenwood/Rex Head Start Program
- Allow the ECE Georgia Pre-K Class to visit kindergarten classes in the spring of each year
- Invite parents to visit kindergarten classrooms
- Provide time during the instructional day for pre-k students to spend time in kindergarten classes and have lunch with them in the cafeteria
- Provide information to the parents that highlights kindergarten and what they can expect their children to learn
- Send Kindergarten Transition Packets home to Pre-K parents
- Coordinate Summer Transition Program for pre-school children to kindergarten will be held here at East Clayton Elementary School for two weeks during the summer

Transition Activities for Fifth Grade to Middle School:

- Provide a fifth grade orientation on transitioning to middle school
- Maintain a classroom culture that prepares students to transition to middle school
- Contact is made with the assigned middle schools and school personnel come to East

Georgia Department of Education Title I Schoolwide/School Improvement Plan

	<p>Clayton and talk to the children about band, sports, clubs, and guidance</p> <ul style="list-style-type: none"> • Counselors will continue to come to East Clayton and provide informational brochures about the different programs at the respective schools. • Makes sure all IEP's are current for easy transition for Students with Disabilities (SWD) into middle schools • Departmentalizes instruction to ease transition to middle school (4th and 5th grade)
--	---

8.	Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
----	---

Response:

The ways that we include teachers in decisions regarding use of academic assessment are . . .

East Clayton Elementary will build on the alignment of the curriculum with desired results for student learning. Instructional strategies and learning activities will be designed through continuous data driven instruction. This will provide valuable information for improving the achievement of individual students in the overall instructional program. The ways that we include teachers in decisions regarding use of academic assessment are.

Collaborative Planning

Teachers and administrators will collaborate to plan instructional strategies and assessments aligned to Common Core Georgia Performance Standards (CCGPS) to ensure the academic achievement of students. Workshops and professional learning training, such as, curriculum integration, critical thinking, test-taking skills, and learning styles will be provided to assist staff members.

Grade Level Meetings

During grade level meetings, teachers, administrators, and the academic coach will collaborate to analyze both formative and summative assessments. These assessments will include:

- GMAS – Georgia Milestones Assessment System
- GKIDS – Georgia Kindergarten Inventory of Developing Skills
- DRA 2 – Diagnostic Reading Assessment 2
- STAR Reading and Star Early Literacy – Diagnostic Reading Tool
- Writing Portfolios – Writing samples throughout the school year
- Conference Logs – Documentation of teacher and student conferences
- COGAT – Cognitive Abilities Test
- Writing Tests for 3rd Grade and 5th Grade

All data analysis will be used to monitor students' progress and in the implementation of data-driven instructional practices. The results will also be used to improve the performance of individual students and the overall instructional program.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

Georgia Milestones Assessment System

Third through Fifth grade teachers will use the results of the GMAS from previous years to align their instruction to address the weaknesses and strengths of incoming students. Teachers will look at each domain and identify the areas to target for designing lesson plans. The GMAS results will help the teachers to identify their students' academic strengths and weaknesses.

Common Assessments by Grade Level and Subject

Teachers will discuss different strategies and unified common assessments to be used in their content area and how they can improve their instruction methods as well. During these meetings, new best-practices ideas will be shared and plans for implementation will be developed. Once they are implemented in the classroom, they will be evaluated. Teachers will share tasks and activities with each other and examine student work to determine what does and does not meet standards. Rubrics will be created for grading students' work. Grade Level meetings will be held once a week.

SST Meetings

Student Support Team consisting of teachers, parents, counselors, administrators, and a system psychologist will collaborate as needed to analyze the individual needs and progress of students not achieving standards. Its purpose is to find ways around roadblocks in helping a student to succeed. The committee will work as a problem-solving team that benefits the entire school. Any unresolved problem that is impeding the learning process of a student may be referred to the Student Support Team by a teacher, administrator, parent, or even a student. Teachers will design strategies to assist students in the regular education program. If the strategies are not successful, screening for academic, cognitive, behavior, vision/hearing may be recommended. Finally, results from the screenings may result in a full psychological evaluation that indicates weaknesses and deficiencies that can be addressed in a special education placement.

Response to Intervention (RTI)

East Clayton Elementary School will utilize data gathered from RTI, IEP and 504 plans to ensure all SWD receive appropriate accommodations and modification as required by law.

These strategies will begin prior to starting the Student Support Team (SST) process with students. The academic teams will gather and analyze student data including academic, behavior and prior SST's. Meetings will be held and the RTI team will determine what strategies to try, if the strategies are working, and the next steps in the process. East Clayton will create a RTI Notebook that list strategies for reading, math, and behavior. Workshops and resources will be implanted throughout the school year to ensure all teachers are informed about state and federal laws and regulations regarding students being served under the IDEA act.

Formal and Informal Assessment

Teachers will collaborate to design assessment aligned to the Georgia Performance Standards and instructions. Both formal and informal assessments will be used to monitor student progress and inform instructional practices. Informal assessment will be done by the teacher in a variety of methods.

Assess students as they work independently or in cooperative groups.

Collect and evaluate students' work such as essays, journal writing, discussion groups, and students reading logs.

Maintain portfolios of students' best work with comments and use to modify instruction.

Create monthly comprehensive tests (benchmarks) by grade level and subject areas over the

Georgia Department of Education Title I Schoolwide/School Improvement Plan

standards taught.

Use Charting My Journey for students as a self-evaluation tool.

Co-Teaching

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

Instructional Leadership Team Meeting

Instructional Leadership Team meets monthly to discuss student data, instruction, and academics through the use of long term and short term plans.

Title I funds are used to provide additional human and material resources for helping the school reach its goals for student success. Because we are a school-wide program, we have an opportunity to share the resources with all students. The funds overall are used to improve the school.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response:

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are. .

Flexible Grouping and Small Group Instruction

Teachers will utilize flexible grouping and small group instruction to accommodate student readiness, learning styles, and weaknesses. Teachers will provide intervention instruction to students who did not meet standards in Math, Reading or English Language Arts on the GMAS. Small group sessions on self- motivation and test-taking strategies will be scheduled at all grade levels.

Early Intervention Program

Students in grades 3-5 who did not meet standards in the areas of Math and Reading on the GMAS will be provided an opportunity to participate in the Early Intervention Program.

Mentoring

The Partners in Education (PIE) will volunteer time to mentor and tutor at-risk students.

Standards Based Instruction

Kindergarten through Fifth grade students will receive instruction based on the Common Core Standards

Classroom Instruction

Teachers will utilize various instructional strategies to provide effective and timely assistance to students by:

Utilizing the Working on Work frameworks teachers will provide students with engaging

Georgia Department of Education Title I Schoolwide/School Improvement Plan

lessons.

Engaging students in higher-level critical thinking

Engaging students in meaningful lessons that add rigor and relevance to the content area.

Utilizing flexible grouping within their grade level in an attempt to better address student's needs.

Increasing student writing time through the implementation of Writer's Workshop

Utilizing Study Island in the computer lab.

Utilizing the Georgia Performance Standards in Science and Social Studies through the use supplemental/additional materials to enhance the instructional program in content areas.

Making use of flexible grouping and small group instruction to accommodate student readiness and address the learning style of at-risk students

Instructional Support Teachers

The Instructional Support Teachers will support the classroom teachers by modeling lessons, providing research-based instructional strategies, resources and materials, developing and maintaining structure in the classroom environment, analyzing formative and summative assessments, and designing and coordinating professional learning activities. The Instructional Support Teachers will work closely with the other professionals in the learning environment to ensure that standards are being met.

Instructional Paraprofessionals

Paraprofessionals will assist classroom teachers in grades K-5. Their major duties and responsibilities will be to assist teachers in maintaining classroom organization, managing students, preparing teacher materials, reinforcing previously taught concepts, and implementing policies, rules, and/or regulations. The Title I paraprofessional will be instrumental in assisting teachers and students with the use of technology through our computer lab.

Parent Liaison

This staff member will assist parents as well as work with parents to plan workshops, provide instructional materials, strategies, and other resources that are designed to help parents take an active part in their child's education. The Parent Liaison also works with parents to make sure all students attend school every day and have all necessary supplies and materials.

Migrant

East Clayton Elementary does not have a migrant student population. However, in the event the school gains migrant population, the school will follow district, state and federal guidelines to ensure that migratory students will achieve the same goals set for all students. In addition, all parents or guardians enrolling a child in the school will receive a survey that determines whether or not the child will be identified as migrant. A copy of the survey is maintained in the student's cumulative folder.

English Language Learners (ELL)

East Clayton Elementary does not have any ELL students at this time. The school will follow the district, state and federal guidelines to ensure that ELL students achieve the same goals set for all students.

Homeless

East Clayton Elementary will follow district, state and federal guidelines to ensure that students who are identified as homeless will achieve the same goals set for all students.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

Clayton County School District's Title I Office provides a homeless liaison to assist students who are identified as homeless.

Remediation (before, during, and after school)

Small group remediation classes will be offered as an additional support to instruction.

Title I funds are used to provide additional human and material resources for helping the school reach its goals for student success. Because we are a school-wide program, we have an opportunity to share the resources with all students. The funds overall are used to improve the school.

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Response:

This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.

East Clayton Elementary coordinates and integrates federal, state and local services and programs to ensure that "No Child is Left Behind". We collaborate with program managers to use available funds to prevent duplication of services and efforts. Furthermore, we follow all guideline to assure that Title I funds are used to supplement rather than supplant the instructional needs of the school.

Building and central office administrators oversee and coordinate the following programs at the school: RTI, EIP, SST, special education, gifted, remediation, after school program, and summer school. These programs support our instruction program as evidenced in the school improvement plan.

11. Description of how individual student assessment results and interpretation will be provided to parents.

Response: After assessment reports for individual students have been received, parents will be provided information concerning the results of the annual review including school performance profiles, individual student assessment results and interpretation of those results. A description and explanation of the school curriculum and the assessments used to measure student progress and the proficiency levels the students are expected to meet.

Assessment results and their interpretations will be shared with parents in a number of ways: during Open House at the beginning of the year, letters, posting on the school's website and in the data room, and during parent-teacher conferences, parent workshops, and PTA meetings.

Georgia Department of Education Title I Schoolwide/School Improvement Plan

Test results will also be sent home in either progress reports or report cards. Third and Fifth Grade Parents will also meet to discuss the GMAS. Infinite Campus Parent Portal is also used as a means for providing frequent updates and assessment updates to parents. The Infinite Campus Parent Portal allows parents and guardians access to their students' schedule, attendance, and grades.

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response: The State provides collection and disaggregation of student achievement data results on adequate yearly progress assessments. Disaggregated reports are published on the Georgia Department of Education website and released to the news media by the State Superintendent of Education.

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response: The State makes efforts to report statistically sound assessment results. The GA Department of Education determines the statistical soundness of State-mandated tests. When there is a question of validity of a non-State mandated test or its administration procedures, the Clayton County School District's Department of Research, Evaluation, and Accountability is available to apply the rules of validity or soundness and provide technical assistance in the process. The school's academic team will ensure that assessment results on the school and district level are valid and reliable.

14. Provisions for public reporting of disaggregated data.

Response: Disaggregated reports are published on the Georgia Department of Education website and released to the news media by the State Superintendent of Education. A link to the GA DOE is provided on the Clayton County School District's website. The local television, radio stations, and newspapers provide the public with detailed information about test results. Test results are shared by the school via the school's website, newsletters, and student reports.

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

Response: This is a School-wide Program school. The School-wide Program under which the school is operating has an approved plan that was developed over a one-year period with technical assistance provided by our district Office of Federal Programs. The plan is updated by school stakeholders including parents and community members. A school wide Title I meeting is conducted annually. Parents are surveyed frequently and parents contribute throughout the planning process. It is reviewed by representatives from the Central Office and outside consultants. The review process is conducted annually

Georgia Department of Education Title I Schoolwide/School Improvement Plan

16.	Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).
	<p><i>Response: Stakeholders were involved in the development of the plan through several avenues. The school council consists of the principal, teacher representatives, parents, and community members. Stakeholder surveys and questionnaires are distributed and the results calculated to help determine areas for improvement. Teachers and other stakeholders, through representation of the school council, analyze data and use this analysis to make decisions about goals and strategies for the plan. Once the plan is reviewed and approved by the Office of Federal Programs, it is placed on the Clayton County School District's website to be viewed by the public, parents, and other stakeholders.</i></p> <p><i>Team members include administrators, instructional support teachers, department chairs, grade level chairs, paraprofessionals, parents, and community members.</i></p>
17.	Plan available to the LEA, parents, and the public.
	<p><i>Response: Once the plan is reviewed and approved by a Central Office review team, it is placed on the Clayton County School District's website to be viewed by the LEA, public, parents, and other stakeholders. East Clayton Elementary school's plan will be available in the front office, media center, and on the school's website.</i></p>
18.	Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.
	<p><i>Response: The plan is available in additional languages upon request. Our district translators provide this service for our schools.</i></p>
19.	Plan is subject to the school improvement provisions of Section 1116.
	<p><i>Response: The school will comply with the provisions of Section 1116 of Title I, Part A- Improving the Academic Achievement of the Disadvantaged of the NCLB Act of 2001</i></p> <p>The Title I plan is subject to the school improvement revisions of Section 116 which is to improve the academic achievement of disadvantaged students, and to involve stakeholders in the decision making process. The plan is updated annually with stakeholder input and monitored throughout the year.</p>