



## Title I Schoolwide/School Improvement Plan Clayton County Public Schools

TITLE I SCHOOLWIDE PLAN		
<b>School Name:</b> Mount Zion Primary School	<b>District Name:</b> Clayton County Public Schools	
<b>Principal Name:</b> Enika Bryant	<b>School Year:</b> 2021-2022	
<b>School Mailing Address:</b> 2920 Mount Zion Rd. Jonesboro, Ga. 30236		
<b>Telephone:</b> 770-472-2828		
<b>District Title I Director/Coordinator Name:</b> Katrina Thompson		
<b>District Title I Director/Coordinator Mailing Address:</b> 1058 Fifth Avenue, Jonesboro, GA 30236		
<b>Email Address:</b> katrina.thompson@clayton.k12.ga.us		
<b>Telephone:</b> 678-817-3081		
ESSA ACCOUNTABILITY STATUS		
<b>Comprehensive Support</b> <input type="checkbox"/>	<b>Targeted Support</b> <input type="checkbox"/>	<b>Promise School</b> <input type="checkbox"/>
BUDGET MODEL		
<b>Title I, Part A Budget</b> <input type="checkbox"/>	<b>Title I School Improvement Grant (SIG)</b> <input type="checkbox"/>	
<b>L4GA Budget</b> <input type="checkbox"/>		
SIGNATURES AND REVISION DATE		
<b>Principal's Signature:</b> <i>Enika Bryant</i>		<b>Date:</b> Sep 29, 2021
<b>Title I Director's Signature:</b>		<b>Date:</b>
<b>Revision Date:</b>	<b>Revision Date:</b>	<b>Revision Date:</b>



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## District Strategic Goals

- Goal 1: By 2022, Clayton County Public Schools will increase by 3% of the gap between the baseline year, 2019, all students group percent proficient and distinguished and 100% in each content area.
  - Sample: 28.1% proficient/distinguished in 2019, ELA
  - Performance Target =  $(100 - 28.0) \times 0.03 = 2.16$ ; 2022 performance target is  $28.1 + 2.16 = 30.2\%$
- Goal 2: By 2022, Clayton County Public Schools will increase by 3% of the gap between the baseline year, 2020, all students group 4-year cohort graduation rate and 100%.
  - Sample: 76.6% all students group graduated in 2020
  - Performance Target =  $(100 - 76.6) \times 0.03 = 0.70$ , 2022 performance target is  $76.6 + 0.70 = 77.3\%$

### 2021-2022 Clayton County Public School District Improvement Performance Targets

2018-2019 Georgia Milestones End of Grade						Expected 2021-2022 EOG Performance Target			
Subject	Grade	BL	DL	PL	DSL	P + DSL Baseline (2019)	Maximum Score	3% Growth from Baseline	Expected (% P+DSL)
English Language Arts	3 to 8	38.5%	33.5%	22.7%	5.4%	28.0	100	2.16	30.2
Mathematics	3 to 8	37.0%	38.3%	19.8%	4.9%	24.7	100	2.26	26.9
Science	5 and 8	49.9%	28.0%	18.4%	3.6%	22.0	100	2.34	24.4
Social Studies	8	34.5%	45.0%	15.0%	5.4%	20.5	100	2.39	22.8
2018-2019 Georgia Milestones End of Course						Expected 2021-2022 EOC Performance Target			
Subject	Grade	BL	DL	PL	DSL	P + DSL Baseline (2019)	Maximum Score	3% Growth from Baseline	Expected (% P+DSL)
Algebra I	High	50.5%	31.7%	15.2%	2.6%	17.8	100	2.47	20.3
American Lit and Comp	High	32.0%	39.3%	26.3%	2.4%	28.6	100	2.14	30.8
Biology	High	48.0%	23.8%	23.3%	4.9%	28.2	100	2.15	30.4
US History	High	32.9%	35.6%	25.9%	5.6%	31.5	100	2.06	33.6
2020 4-Year Cohort Graduation Rate						Expected 2021-2022 4-Year Cohort Graduation Rate			
Graduation Rate	2020					2020 Grad Rate Baseline	Maximum Rate	3% Growth from Baseline	Expected (Grad Rate)
All Students	76.6%					76.6	100	0.70	77.3





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### 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).

Mount Zion Primary School has developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Those persons included, but were not limited to, administrators, staff, and community stakeholders. Collaboration was done through meetings (Staff, Data and Content Leads, and the Better Seeking Team. During school leadership and better seeking team meetings, school leaders collaborated, disaggregated data for both I-Ready and MAP assessments.

- A. We have used the following instruments, procedures, or processes to obtain this information:
  - MAP (Measures of Academic Progress)
  - I-Ready

The data was presented in chart form that was visually appealing and showed the trend over the past year for our students in their academic areas. Teachers were allowed to brainstorm and discuss their reasons (perceptions) about student achievement. This information was shared with staff as well as in our Title 1 parent meeting for further discussion. Information about strengths and weaknesses will be presented. As a school, we are sure to take into account the needs of all students, including students with disabilities, English language learners, migrant learners and all other subgroups.

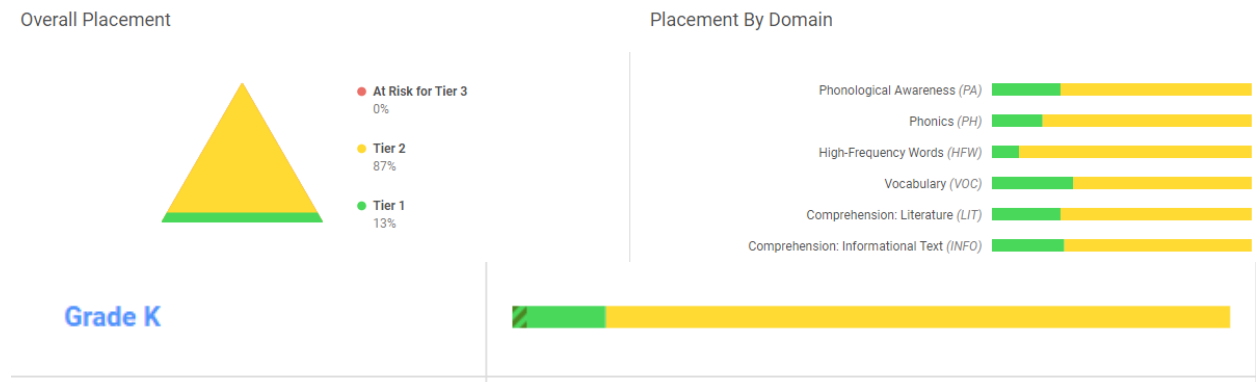


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**Data:**

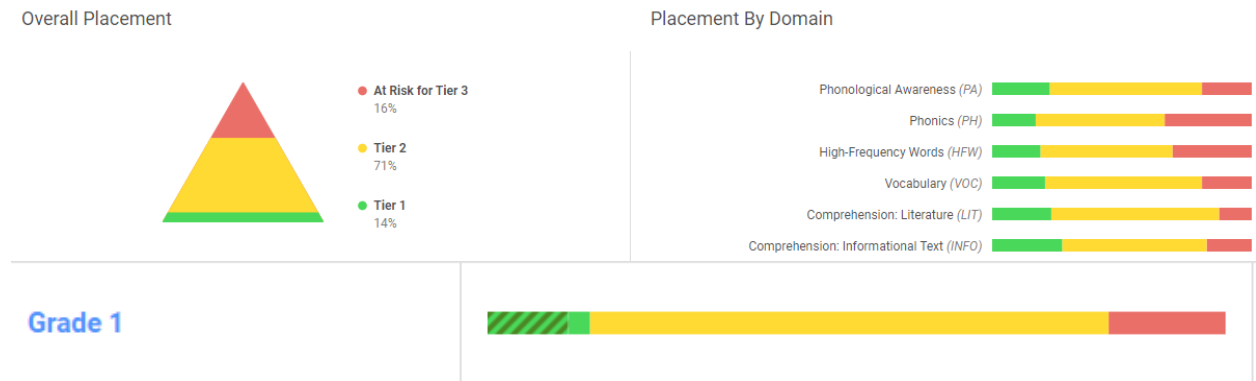
The following data is inclusive of current and “limited” historical data due to the pandemic. It should be noted that in 2019, our current kindergarten and first grade students did not exist in our school building. For comparison sake, we have extracted mainly targeted to our second grade students who were in kindergarten in SY- 19 -20. Where needed, a

**K&1 iReady Reading**



- 12% of students are Benchmark
- 87% of students are performing one grade level below

**\*For the 2019-2020 school year there is no historical iReady Reading data for kindergarten students.**



- 10% of students are Benchmark
- 46% of students are performing on grade level below
- 44% of students are performing two or more grade levels below

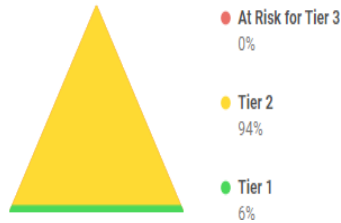
**\*For the 2019-2020 school year there is no historical iReady Reading data for first grade students.**

**K&1 iReady Math**

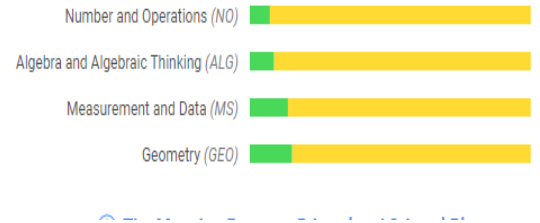


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Overall Placement



Placement By Domain

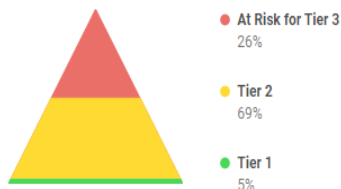


## Grade K

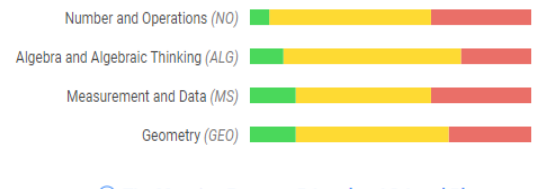
- 6% of students are Benchmark
- 94% of students are performing one grade level below

\*For the 2019-2020 school year there is no historical iReady Math data for kindergarten students.

Overall Placement



Placement By Domain



## Grade 1

- 5% of students are Benchmark
- 69% of students are performing one grade level below
- 26% of students are performing two or more grade levels below

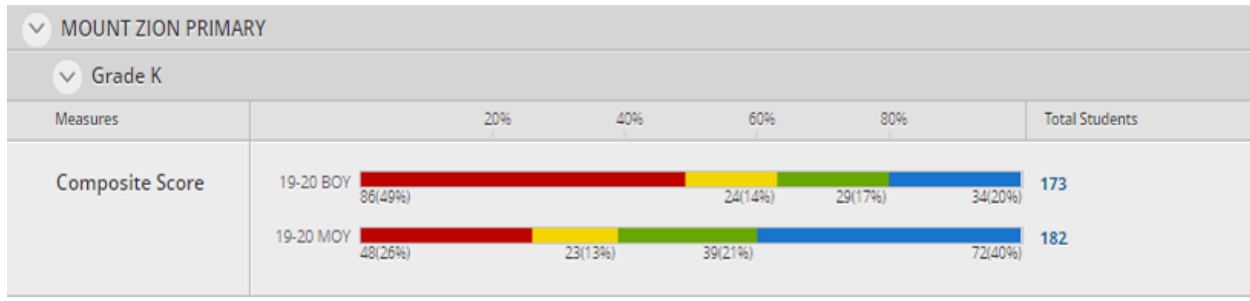
\*For the 2019-2020 school year there is no historical iReady Math data for first grade students.

Referencing 2019 -2020 MOY DIBELS and iReady Math data

## 2019-2020 Kindergarten DIBELS



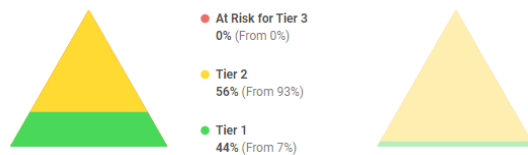
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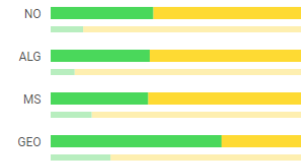
- **23% (48) Decrease in students needing Intensive Instruction**
- **24% (111) Increase of students achieving Benchmark & Above**
- **20% (72) Increase of students reaching Above Benchmark**

## 2019-2020 Kindergarten iReady Math

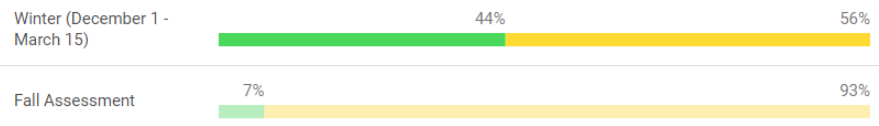
Overall Placement



Placement By Domain



Grade K



- **36% of K students increased to On or Above Grade Level**

## MAP Reading



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## Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	148
Mean RIT Score	164.6
Standard Deviation	13.2
District Grade-Level Mean RIT	163.4
Students At or Above District Grade-Level Mean RIT	77
Grade-Level Mean RIT	172.3
Students At or Above Grade-Level Mean RIT	45

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	48	32%	35	24%	38	26%	21	14%	6	4%	164-165-166	13.2

- 32% of students are performing in the low area
- 24% of students are performing in the low average area
- 26% of students are performing in the average area
- 18% of students are performing in the high average and above area

## MAP Language

### Language Arts: Language Usage

Summary	
Total Number of Students With Valid Growth Scores	146
Mean RIT Score	163.5
Standard Deviation	14.8
District Grade-Level Mean RIT	164.3
Students At or Above District Grade-Level Mean RIT	56
Grade-Level Mean RIT	174
Students At or Above Grade-Level Mean RIT	36

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Language Usage	80	55%	21	14%	18	12%	16	11%	11	8%	162-163-165	14.8

- 55% of students are performing in the low area
- 14% of students are performing in the low average area
- 12% of students are performing in the average area
- 19% of students are performing in the high average and above area

## MAP Math





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Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	146
Mean RIT Score	167.3
Standard Deviation	11.6
District Grade-Level Mean RIT	166.3
Students At or Above District Grade-Level Mean RIT	83
Grade-Level Mean RIT	175
Students At or Above Grade-Level Mean RIT	35

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	55	38%	38	26%	29	20%	17	12%	7	5%	166-167-168	11.6

**38% of students are performing in the low area**

**26% of students are performing in the low average area**

**20% of students are performing in the average area**

**17% of students are performing in the high average and above area**



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## Comprehensive Needs Assessment:

<b>1. Comprehensive Needs Assessment: Sec. 1114(b)(1)(A)</b>
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, <b>particularly the needs of those children who are failing, or are at-risk of failing</b> , to meet the challenging State academic standards and any other factors as determined by the local educational agency; <b>Sec. 1114(b)(1)(A)</b>
<b>Describe the Comprehensive Needs Assessment Process used to develop your needs and goals for your school for this year's Title I schoolwide/school improvement plan.</b>
<p>We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Those persons included, but were not limited to, administrators, staff, and community stakeholders. Collaboration was done through meetings (Leadership Team, and the Better Seeking Team).</p> <p>We are setting 2019 as our baseline and are looking for a 5% annual improvement based on all student subgroups.</p> <p>The data was presented in chart form that was visually appealing and showed the trend over the past year for our students in their academic areas. Teachers were allowed to brainstorm and discuss their reasons (perceptions) about student achievement. This information was shared with staff as well as in our Title 1 meeting for further discussion. Information about strengths and weaknesses will be presented. The final version is sure to take into account the needs of all students, including students with disabilities, English language learners, migrants and all other subgroups.</p>
<b>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)</b>
<p>We reviewed student standardized learning data(MAP) from the current school year 2021 with regards to subgroups. The two areas of focus at Mt. Zion Primary are the EL and SWD populations. Our data show that EL students are underperforming in all testing subject areas(Math, Reading, and Language). Currently the two SWD students are performing at a minimum of low average. In all the EL population is underperforming.</p> <p>In sum, our students are identified as at risk in the following areas: Math(38%), Reading(32%), and Language(55%). Students' performance on these assessments shows the need for support from intensive to mastery based independent studies to meet the rigors of the state's challenging curriculum. As a school we have prioritized our concerns based on the 2021-2022 Title I School</p>



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Improvement Plan to meet the needs of this large group of students. In addition, our SIP team . agreed the primary focus should be on 1) improving all students’ performance in reading, language, and math by 5%.

Our data and root cause analyses revealed we are offering many support systems(Academic and Literacy Coach) with the intent of improving the areas of concern. A deeper analysis of our practices and commitment to implementation suggest that items being provided for support are not being implemented with fidelity. As a result of Mt. Zion being a Primary school(K-2) historical data is not available for current K and 1 students.

In closing, even though we have many areas of needs for improvement, we have many areas of strengths. Our staff and students have a willingness to implement strategies and practices designed to improve their performance. See the charts below that address the above information.

### MAP-Math BOY Data(Current 2<sup>nd</sup> Grade students)

### EL Population

Overall Performance	Low	Low Average	Average	High Average	High
Math	3(43%)	3(43%)	1(14%)	0	0
Reading	6(86%)	1(14%)	0	0	0
Language	5(71%)	1(14%)	0	1(14%)	0



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# MAP-Math BOY Data(Current 2<sup>nd</sup> Grade students)

## DES Population

Overall Performance	Low	Low Average	Average	High Average	High
Math	0	1(50%)	0	1(50%)	0
Reading	0	1(50%)	0	1(50%)	0
Language	0	0	0	1(50%)	1(50%)

# MAP-Math BOY Data(Current 2<sup>nd</sup> Grade



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students)

### All Students

Overall Performance	Low	Low Average	Average	High Average	High
Math	55(38%)	38(26%)	29(20%)	17(12%)	7(5%)
Reading	48(32%)	35(24%)	38(26%)	21(14%)	6(4%)
Language	80(55%)	21(14%)	18(12%)	16(11%)	11(8%)



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### 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, 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 June 2022, all students in grades K-2 will show a gain of 5% based on MAP assessment**

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Estimated Cost and Budget	Person/Position Responsible
Academic Coach to identify student-centered learning mathematical needs, select improvement goals, identify corrective instructional practices, implement, and monitor practices, and adjust as needed. The coach is responsible for collaborating with teachers and the intervention specialist to work with all students, especially those who are mastering concepts	Level 1 and 2	August-May of the 2021-2022	\$116,000	Academic Coach
L4GA Literacy Coach to identify student-centered learning language arts needs, select improvement goals, identify corrective instructional practices, implement, and	Level 1 and 2	August-May of the 2021-2022	\$93,836	L4GA Coach



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<p>monitor practices, and adjust as needed. The coach is responsible for collaborating with teachers and the intervention specialist to work with all students, especially those who are mastering concepts</p>				
<p>Hire a language arts (Writing) expert (outside consultant) as a trainer to teach teachers best practices of writing through in-person and/or virtual learning. The Instructional Coach will collaborate with teachers and the trainer to ensure trainings align to observed teacher and student needs and SIP priorities.</p>	<p>1 and 2</p>	<p>January 2022</p>	<p>\$11,000</p>	<p>L4GA Coach "Step Up to Writing" Trainer</p>
<p><b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b></p>				
<p><b>Economically Disadvantaged</b></p>		<p><b>Foster and Homeless</b></p>		
<p>Assure that students have required materials and supplies; work with parent liaison to assure that parents are aware of supplemental resources that we may be able to provide; work with other support services (SSW or School psychologist to identify any other needs.</p>		<p>Be certain that "flagged" homeless or foster students are provided with necessary supports; utilize parent liaison to communicate with parents as needed to support the students' home. Remove barriers that prevent this group from enrolling</p>		
<p><b>English Learners</b></p>		<p><b>Students with Disability</b></p>		
<p>Assure that the applicable model (SIOP) is used with ESOL students when planning lessons; that the appropriate strategies are applied to meet the needs of the ESOL learners; collaboration with both EL and Gen. Ed teachers should be continuous. ELL data should be shared for instructional planning purposes such as ACCESS scores and Can do Descriptors. The data gives opportunities for successful learning by taking into account EL's specific needs in reading, speaking, listening, and writing proficiency level</p>		<p>The students' IEP will be a guiding factor in how the students will receive their instruction; ongoing collaboration will occur regularly between general education teachers and DES teachers who interact with the students</p>		



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

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

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

**Goal 2: Students will increase their Reading Skills and Comprehension by 5% as measured by the I-Ready assessment**

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Estimated Cost and Budget	Person/Position Responsible
Professional learning support for staff	N/A	August-May of the 2021-2022	N/A	Academic Coach, Literacy Coach, Administration
Small group support		August-May of the 2021-2022	N/A	Academic Coach, Literacy Coach, Administration
Instructional time on task support		August-May of the 2021-2022		Academic Coach, Literacy Coach, Teachers

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

Economically Disadvantaged	Foster and Homeless
Assure that students have required materials and supplies; work with parent liaison to assure that parents are aware of supplemental resources that we may be able to provide; work with other support services (SSW or School psychologist to identify any other needs.	Be certain that “flagged” homeless or foster students are provided with necessary supports; utilize parent liaison to communicate with parents as needed to support the students’ home. Remove barriers that prevent this group from enrolling
English Learners	Students with Disability
Assure that the applicable model (SIOP) is used with ESOL students when planning lessons; that the appropriate strategies are applied to meet	The students’ IEP will be a guiding factor in how the students will receive their instruction; ongoing collaboration will occur regularly between general education teachers and DES teachers who interact with





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<p>the needs of the ESOL learners; collaboration with both EL and Gen. Ed teachers should be continuous. ELL data should be shared for instructional planning purposes such as ACCESS scores and Can do Descriptors. The data gives opportunities for successful learning by taking into account EL's specific needs in reading, speaking, listening, and writing proficiency levels</p>	<p>the students.</p>
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**2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)**

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

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

**Goal 3: Student increase MAP scores by 5% in the areas of: high; high average and average; and decrease by 5% the following: low average and low**

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Estimated Cost and Budget	Person/Position Responsible
Small group (needs based)	N/A	August-May of the 2021-2022	N/A	Academic Coach, Literacy Coach, Administration
Lesson planning	N/A	August-May of the 2021-2022	N/A	Academic Coach, Literacy Coach, Administration
Whole group instruction	N/A	August-May of the 2021-2022		Academic Coach, Literacy Coach, Teachers

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

Economically Disadvantaged	Foster and Homeless
Assure that students have required materials and supplies; work with parent liaison to assure that parents are aware of supplemental resources that we may be able to provide; work with other support services (SSW or School psychologist to identify any other needs.	Be certain that “flagged” homeless or foster students are provided with necessary supports; utilize parent liaison to communicate with parents as needed to support the students’ home. Remove barriers that prevent this group from enrolling.
English Learners	Students with Disability
Assure that the applicable model (SIOP) is used with ESOL students when planning lessons; that the appropriate strategies are applied to meet the needs of the ESOL learners; collaboration with both EL and Gen. Ed	The students’ IEP will be a guiding factor in how the students will receive their instruction; ongoing collaboration will occur regularly between general education teachers and DES teachers who interact with the students.



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<p>teachers should be continuous. ELL data should be shared for instructional planning purposes such as ACCESS scores and Can do Descriptors. The data gives opportunities for successful learning by taking into account EL's specific needs in reading, speaking, listening, and writing proficiency levels</p>	
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**2. Address the School-wide reform strategies that the school will implement to meet the school needs, including a description of how such strategies will: Section 1114 (b)(7)(A)(i-iii)(I-V)**

**a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, 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: Writing - Students in grades K-2 will demonstrate growth in writing through the implementation of the “Step Up to Writing” and through the use of Evidence-Based Writing as measured by Benchmark Writing Assessments.**

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Estimated Cost and Budget	Person/Position Responsible
Purchase Step Up to Writing and provide quality professional development of how to implement materials	N/A	January 2022	\$11,000	Principal
Small group professional development to model and support teachers on implementation	N/A	October 2021	N/A	Literacy Coach Academic Coach
PD Supplies to promote teacher engagement and increase instructional capacity (colored paper, cardstock, sticky notes, markers, highlighters, poster charts index cards, binders)	N/A	September 2021	\$27,000	Principal
Provide coaching support through modeled lessons and side by side teaching	N/A	September 2021 - May 2022	N/A	Literacy Coach
Collect students writing samples demonstrating growth from B.O.Y. to E.O.Y.	N/A	August 2021 May 2022	N/A	Literacy Coach, Teachers



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<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Assure that students have required materials and supplies; work with parent liaison to assure that parents are aware of supplemental resources that we may be able to provide; work with other support services (SSW or School psychologist to identify any other needs.	Be certain that “flagged” homeless or foster students are provided with necessary supports; utilize parent liaison to communicate with parents as needed to support the students’ home. Remove barriers that prevent this group from enrolling
<b>English Learners</b>	<b>Students with Disability</b>
Assure that the applicable model (SIOP) is used with ESOL students when planning lessons; that the appropriate strategies are applied to meet the needs of the ESOL learners; collaboration with both EL and Gen. Ed teachers should be continuous. ELL data should be shared for instructional planning purposes such as ACCESS scores and Can do Descriptors. The data gives opportunities for successful learning by taking into account EL’s specific needs in reading, speaking, listening, and writing proficiency levels	The students’ IEP will be a guiding factor in how the students will receive their instruction; ongoing collaboration will occur regularly between general education teachers and DES teachers who interact with the students.



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

**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 hard-working and dedicated staff at Mount Zion Primary School are committed to providing effective educational experiences and instructional strategies that reach the needs of all students. Many opportunities will be offered to help all students meet the state's proficient and advanced levels of student academic success. Some of them are as follows:

### Differentiated Instruction

“The intent of differentiating instruction is to maximize each student’s growth and individual success by meeting each student where he or she is (in all subject areas) and assisting in the learning process”(Hall, 2005). Students at Mount Zion Primary School will be taught using Differentiated Instruction using the following strategies:

- Utilize Accelerated Reader Software to help students work at their lexile levels (reading)
- Maintain data folders in which students will “chart their journey” and allow each student to track his/her growth
- Create and integrate lessons that combine learning styles, and multiple intelligences to meet the needs of all learners
- Engage students in a variety of hands-on activities and authentic tasks that aids in learning and conceptual understanding
- Create multiple avenues for learning that challenge all students in mixed-ability classrooms.

### Technology

“White Boards” or (Mimeo Boards) will be required of all teachers to use technology at all levels. “...technology will add a whole new set of strategies that were never available before...”  
Marzano.

The use of the “white boards” will allow teachers to differentiate lessons and programs found in I-Ready, AR or other interactive software. Imagine learning is used for our students who are not proficient in English.

Document Cameras--This one piece of classroom instructional technology can be used to actively engage students in the learning process. Visual learners will benefit from the use of a classroom document camera by seeing small items, text, demonstrations in a much bigger way. Hands-on



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learners can also benefit from the use of a document camera by allowing them to be the ones placing objects or items under the document camera and explaining what they are showing.

### Leveled Texts

Leveled texts will be used during guided reading. Children will be matched with books according to their reading level and will be grouped depending on individual needs. “Readers who experience only one kind of book may develop a narrow range of strategies for processing text.” (Pinnell, 1991). Readers will be strategically used to allow for students specific learning needs—particularly during needs based learning.

Teachers are also sure to deliver instruction based on guidelines for identifying key concepts, strategies, skills, and routines to teach; designing and delivering effective lessons; and giving students opportunities to practice and master new material.

We will continue to offer professional learning and development to staff members to ensure that a strong level of pedagogy is occurring in classrooms. Teachers will continue to participate in hands-on training and opportunities for continued growth that support explicit instruction and the gradual release method.

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:

- Commentary through Collaborative Planning—Teachers will analyze student work, develop lesson plan, deconstruct standards, analyze lesson activities and tasks, utilize common assessments and use assessment data for data driven-decision making, and provide specific feedback to individual students
- Conference Logs—Teachers will discuss and document skill levels and behaviors of students
- Electronic Data Charts—Teachers will collect student work in all content areas to show progress over time
- GKIDS (Georgia Kindergarten Inventory of Developing Skills)—Teachers will continually evaluate to determine school readiness for kindergarten students
- Unit Assessment/ Formative Assessment—Teachers will measure student mastery of the standards based on their performance at the end of each unit.
- Common Assessments—Teachers will utilize these assessments to identify areas of need on a weekly basis

We will continue to offer professional learning and development to staff members to ensure that a strong level of pedagogy is occurring in classrooms. Teachers will continue to participate in hands-on training and opportunities for continued growth that support explicit instruction and the gradual release method.



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### *Response:*

In order for students to retain information and meet desired benchmarks; teachers will continue to receive professional learning on the most impactful interventions and instructional strategies based on the research of Dr. John Hattie, Fisher and Frey, Anita Archer and Carol Dweck and Jennifer Serravallo.

The Teacher Keys Effectiveness System (TKES) standards also provide teachers with a desired level of teaching proficiency. The TKES if done with fidelity will show teacher effectiveness and a high level of learning among students.

### Academic Coach:

The Academic Coaches will provide on-site and job-embedded professional development and training for teachers. This person will provide training for teachers 0-3 years (induction) and/or teachers with performance based needs as well as demonstrate lessons. They will assist teachers in designing and implementing lessons that reflect rigor and relevance. The coach will assist in collecting data, analyzing data, and helping teachers with strengths and weaknesses as well as developing and implementing lessons based on the needs of the teacher.

### L4GA Literacy Coach:

The Literacy Coach will support the implementation of the literacy-based practices throughout the academic program. This person will provide this level of support through the application of the coaching cycle that includes modeling, co-teaching, feedback-cycles, and professional reflection. The Literacy Coach (L4GA) will establish and facilitate Professional Learning Communities (PLCs) grounded in evidence-based practices. The Literacy Coach (L4GA) will work with School Readiness Teams and Response to Intervention teams to problem solve and support student growth in the area of literacy.

### Parent Liaison

The parent liaison will work with teachers to plan workshops, provide instructional materials, strategies and other resources designed to help parents help their children. Opportunities for parents to interact with the children and teachers are provided through activities and programs that engage the families and community.

Additionally, other assessment tools may be used to increase the quality and amount of learning time:

- Teacher made tests
- Performance tasks
- Informal/formal observations
- Student centered/focused learning
- Rubrics with teacher commentary

### Flexible Grouping/ Needs-Based Small Group Instruction

Flexible grouping arrangements accommodate student readiness, learning styles, and interests, while balancing social needs. Flexible grouping arrangements allow teachers to make





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membership changes to accommodate student readiness, learning styles, and interests, while balancing social needs. (Rogers, 1991; Unsworth, 1984)

Mount Zion Primary's framework for raising student achievement is based on Clayton County Public Schools High Impact Practices. These practices were created to ensure knowledge and skills needed for our students to be college and career ready. These components include:

- Evidenced- Based Writing
- Higher Order Questioning
- Academic Discourse

**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)**

- Guidance and counseling lessons will be taught by (2) on-site counselors
- Student will receive both individualized and small-group support as needed
- Provide students in need with access to on-site supports
- Provide parents with resources (as needed) for wrap-around support

**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.);**

- Post career guidance lessons are taught by counselors
- Provide parents with resources (as needed) for wrap-around support
- Play a key role in the RTI and SST processes for students to assure academic and behavioral support
- Provide opportunities for students to participate in mentoring programs (if available this year)
- School based SES (Student Engagement Specialist) will work with students and families for support-through the district based initiative
- Use of PBIS strategies and interventions to improve overall student behavioral health and wellness

**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, administrators, paraprofessionals and, if appropriate, support services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.
- High Impact Strategies- needs assessment based on walkthroughs, professional learning provided to all teachers by Title 1 personnel



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- Ongoing professional development and coaching to ensure data focus
- Collaborative Planning to include: lesson planning, analyzing student work; common assessment reviewing; and small group strategies for acceleration and enrichment
- ESOL Best Practices and support for EL's
- ELA Instruction focusing on all reading domains
- Writing training to reinforce writing for mastery skills
- Math Instruction -focusing on standard mathematical practices

**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.**

Following are our plans for assisting preschool children in the transition from early childhood programs. Mount Zion Primary has included plans for students to transition from Pre-K to Kindergarten and from 2nd grade to 3rd grade. Additionally, there is a process for students entering schools throughout the year.

- Transition Activities for Pre-K to Kindergarten:
- Utilize Pre-K teachers to work with Pre-K students, parents and teachers by assisting with needs throughout the year
- Provide time during the instructional day from Pre-K students to spend time with kindergarten students in the cafeteria as well as in the classroom (Spring)
- Pre-K students also interact with Kindergarten students during virtual school-based field trips
- Provide information to parents that highlights Kindergarten and what they can expect their child to learn
- Send Kindergarten transition packets home to Pre-K students

Transition Activities for 2<sup>nd</sup> to 3<sup>rd</sup> Grade:

- Provide opportunity for the counselor to collaborate with the counselor of the feeder school regarding student records
- Allow opportunity for 2<sup>nd</sup> grade parents to attend virtual PTO meetings of the feeder school
- Vertical articulation of needs from Mount Zion Primary School to the feeder school
- Assure that all records and documentation (IEP's, SST, writing folders, etc.) are current to assure ease to the feeder school.

Students Entering School throughout the School Year:

- Parents are provided with informational packets that provide a general overview of the day to day operations of the school.
- Upon entering Mount Zion Primary School the teacher will review data from previous school and communicate expectations with the parent
- Parent will be encouraged to attend parent/teacher conferences to monitor students' progress
- Parents will be able to monitor students' progress through Parent Portal
- Parents will be encouraged to join P.T.O and also attend P.T.O meetings (virtually)



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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 will involve parents of ELL's and SWD's in the planning, review, and improvement of the comprehensive school wide program plan by:

- Multi- language workshops (Spanish) to provide instructional assistance
- Parent technology training
- Parents/ business members will participate in the local school council
- Parent Teacher Organization (PTO)
- Title 1 Parent Input Meetings (virtually)
- Informal Chats with Principal and leadership team for parents to dialogue with school leadership (virtually)
- Family literacy/ Curriculum Nights (virtually)
- Use of parent surveys for feedback
- ESOL Parent Meetings
- Parenting 101 (parent/ school connections)
- Parents will be involved in updating the Parent Involving (Compact) Policy
- Parents will receive monthly information regarding activities at Mount Zion Primary
- Parents will be notified of assessment results through parent meetings, report cards, communication folders, on-line gradebook, parent conferences and written notice

There are multiple opportunities in the district for parental involvement through participation in parent support organizations, school councils, and district advisory committees. A parent liaison is hired using Title 1 funding to work solely for the purpose of increasing parental involvement. The parent liaison will organize parent workshops and home/school events, attend district Title 1 meetings, serve as the link between the home and school and establish local business partners to connect with the school. The parent involvement contact person will provide a monthly calendar that offers flexible meeting opportunities for all parents.

In an effort to increase parental involvement, parents at Mt. Zion Primary School are offered the opportunity to participate in such activities as Parent-Teacher Organization (PTO), Partners in Education (PIE) and the Local School Council (LSC). Parents also assist with and participate in holiday functions and volunteering. Other activities (virtual) are also offered to parents including: Open House/Back-to-School Night, Literacy and Conference Nights, as well as the opportunity to participate in Multi-Cultural Workshops that address student achievement. A parent resource room is available for parents to utilize technology or receive assistance with academic resources. Access to these events may be limited this year due to Covid-19.

### Plan Development and Evaluation:



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### **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**

a)The Department of Research, Assessment and Accountability within Clayton County Public Schools collects our data. Once the results are received, the administrators, counselors and teachers review the data to determine instructional decisions.

b)Data is disaggregated and compared/ contrasted according to the performance level across grades and across the district. Each teacher's data is reflected on and discussed with them in one –on –one conference. This data is also reviewed during collaborative planning in an effort to identify grade level strengths and weaknesses, domain performance and students’ performance.

c) Additionally, assessment data can be viewed at any time through the use of the parent portal, which is the district’s on-line tool to provide parent access to assessment information at all times. As a team, a short-term action plan has been developed for continuous review and improvement. Action steps and best practices are a key component in the short-term action plan for quick and immediate shifts, when needed

### **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 students participating in the Title I, Part A program, and their families will be encouraged and invited to fully participate in all parent and family engagement opportunities at Mount Zion Primary School. We plan to provide full opportunity for the participation of parents and family members in the following ways:

- School Meetings/ Grade Level Parent Meetings/ Parent Liaison Meeting-



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We will provide assistance to parents regarding understanding the state standards, state and local assessments, provide materials and training to help parents work with their children to improve their achievement (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement using primary and secondary methods.

- Annual Title I Parent Meeting--

Invite all parents in multiple ways to our annual parent orientation meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

- Accessibility

We will share information related to school and parent programs, meetings, and other activities to the parents of participating children (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) in a format and, to the extent practicable, in a language the parents can understand.



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

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

The current Title I Schoolwide plan for Mount Zion Primary School is operating under a plan which was developed by stakeholders during the 2021 - 2022 school year. The Title I plan is a living document which is monitored and updated to meet changing needs. Meetings are conducted semi-annually to provide stakeholders the opportunity to review and provide feedback for the school-wide plan. We formed a committee of various stakeholders to assist in developing a school-wide plan in an effort to improve student achievement. This committee has been engaged in the school-wide Title I planning process for one-year. Mount Zion Primary School uses multiple forms of communication to solicit feedback and input on the Title I plan annually. An annual meeting for all stakeholders (parents, students, and staff) will be held to discuss data and make changes to the School - Wide Plan as needed.

- A.** The school-wide plan is developed with the involvement of the community and individuals who will carry out the plan including teachers, principals, support personnel, parents and students. Prior to the beginning of the school year, the school's leadership team retreat was held to participate in the initial development of this plan.
  
- B.** The initial plan was shared with staff members, parents, and students and given the opportunity to provide input in the plan's development. Specifically, parents were invited to attend a Title I School-wide planning meeting through flyers, phone calls, and other forms of advertisements. At the meeting, stakeholders collaboratively analyzed all of the current and historical data for Mount Zion Primary School – both academic and non-



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academic. All stakeholders had the opportunity to provide verbal feedback and engage in a variety of planning meeting sessions. We strongly encouraged participants to provide input at the planning meetings and through document reviews, parent surveys, and email.

- C. The revised plan will remain in effect for the 21-22 school year.
  
- D. To the extent practicable and upon request, the Title I Plan will be provided for parents in a language that they can understand. It was developed in coordination and integration with other Federal, State and local services, resources and programs. To date, our plans will need to be translated into Spanish and Vietnamese.
  
- E. Mount Zion Primary School coordinates and integrates federal, state, and local services and programs to ensure that our students achieve academic success. We work closely with the Office of Federal Programs to maximize the use of Title I funds and to use them appropriately. We frequently conduct funding gap analysis and review our Title I plan to determine how Title I funds can be allocated.

Clayton County Public Schools participates in the Community Eligibility Program (CEP), and all students eat breakfast and lunch at no cost to them.



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### Professional Development (question 2-iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible
Professional Learning Communities	August 2021	K-2 Teachers, support & specials teachers	Academic Coach, Literacy Coach, Assistant Principal
Literacy at a Glance	August 2021	K-2 Teachers Special & Specials Teachers Media Specialist	Literacy Coach
Math Data Review & Next Steps	August 2021	K-2 Teachers, support & specials teachers	Academic Coach
Simultaneous Instruction	August 2021	K-2 Teachers, support & specials teachers	Academic Coach, Literacy Coach
Digital Writing Portfolios	August 2021	K-2 Teachers Support Teachers	Literacy Coach ELA Content Lead Teacher
iReady Touchpoint Math	August 2021	K-2 Teachers Support Teachers	iReady Consultant, Academic Coach, Literacy Coach
iReady Touchpoint Reading	September 2021	K-2 Teachers Support Teachers	iReady Consultant, Academic Coach, Literacy Coach
Literacy Night (Five Components of Reading)	September 2021	Parents, Students, community members	Literacy Coach, K-2 Teachers, Parent Liaison ELA Dept. Lead
Small Group Instruction (social distancing)	October 2021	K-2 Teachers Support Teachers	ELA Lead Teacher, Literacy Coach
Acadience Progress Monitoring	October 2021	K-2 Teachers Support Teachers	Academic Coach, Literacy Coach
RTI & SST	October 2021	K-2 Teachers Support Teachers	Counselors
Guided Reading Strategies	November 2021	K-2 Teachers Support Teachers	Literacy Coach, Early Intervention Teacher
iReady Touchpoint Math	January 2022	K-2 Teachers Support Teachers	iReady Consultant, Academic Coach, Literacy Coach
iReady Touchpoint Reading	February 2022	K-2 Teachers Support Teachers	iReady Consultant, Academic Coach, Literacy Coach
Writing & Reading Strategies (Serravallo)	January 2022 - February 2022	K-2 Teachers	ELA Dept. Lead Teacher





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		Support Teachers, Literacy Coach	
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### Parent and Family Engagement

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Title I Crate Due Date	Person / Position Responsible	Artifacts/Evidence of Impact on Student Achievement
<b>Sent Home and Posted on School Website:</b> School-Family Compact School Parent and Family Engagement Plan District Parent and Family Engagement Plan		10/20/21		
<b>School-Family Compact Discussion:</b> Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)		10/20/21		
<b>Annual Title I Parent Meetings:</b> Meetings held (at least two meetings) Documents posted on school website	8/26/21 9 a.m. & 3:15p.m.	9/29/21	Enika Bryant Principal Gail Swearingen Parent Liaison	
<b>Building Parent Capacity Fall:</b> (Face to Face or Zoom) <i>Required Parent Capacity Events (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's identified goals.</i>  Curriculum Workshop		10/27/21		
<b>Building Parent Capacity Fall:</b> Curriculum Workshop		11/17/21		
<b>Building Parent Capacity Fall:</b> Technology/Copyright Piracy Workshop		12/8/21		
<b>Building Parent Capacity Fall:</b>		12/8/21		



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EL/SWD Parent Workshop				
<b>Building Parent Capacity Continuous Communications (Fall)</b> Continuous Communication 1-Oct. Continuous Communication 2-Nov. Continuous Communication 3-Dec		12/8/21		
<b>Building Staff Capacity (Fall): (Face to Face or Zoom)</b> <i>Required Staff Capacity Events (An event can be held during faculty meetings, grade level meetings, or a Zoom workshop). Checklists are required with every event, and the event must be aligned with the school's identified goals and parent survey feedback.</i>		#1 9/29/21  #2 10/27/21  #3 11/30/21		
<b>Building Staff Capacity Continuous Communications (Fall):</b> Continuous Communication 1- Oct. Continuous Communication 2- Nov.		12/15/21		
<b>Building Staff Capacity (Spring): (Face to Face or Zoom)</b> <i>Required Staff Capacity Events (An event can be held during faculty meetings, grade level meetings, or a Zoom workshop). Checklists are required with every event, and the event must be aligned with the school's identified goals and parent survey feedback.</i>		#1 2/23/22  #2 4/27/22		
<b>Building Staff Capacity Continuous Communications (Spring):</b> Continuous Communication 1-Feb. Continuous Communication 2-Mar.		3/16/22		
<b>Building Parent Capacity Spring:</b> Curriculum Workshop		2/23/22		
<b>Building Parent Capacity Spring:</b> Assessment Workshop		3/16/22		



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<b>Building Parent Capacity</b> <b>Spring:</b> Transition Meeting		5/11/22		
<b>Building Parent Capacity</b> <b>Continuous Communications</b> <b>(Spring)</b> Continuous Communication 1-Jan. Continuous Communication 2-Feb. Continuous Communication 3-Mar		4/27/22		
<b>Spring March Data Dig</b> PLC to review Dashboard data		3/30/22		
<b>Building Parent Capacity</b> <b>Spring:</b> EL/SWD Parent Workshop		3/30/22		
<b>Input Meeting (s) FY23:</b> Staff Parents/Families Students		4/20/22		
<b>Spring Title I Parent Survey</b>		4/20/22		



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## Appendix A

### Optional Strategy Profile

**Use this form to help develop a communication and implementation plan stakeholders can understand and gauge implementation progress.**

<b>Strategy Name</b> Name of strategy	
<b>Strategy Description</b> Description of the strategy: purpose, what is to be accomplished	
<b>Definition of Success</b> Definition of success, what would it look like, and by when	
<b>Lead</b> Persons responsible for ensuring the strategy are successful	
<b>Delivery Logistics</b> How and through whom will the strategy impact staff performance or student achievement	
<b>Number affected</b> The number of students or educators will be affected	
<b>Progress Monitoring Milestones</b> 3 to 8 actions that need to happen for the school to ensure the strategy will achieve the goal, and by whom	
<b>Feedback Opportunities</b> 2 to 3 measurable indicators of implementation and quality checks will be conducted to determine if you are on track	
<b>Resources Required</b> The people, money, time, professional development, and other resources needed for successful implementation	

*Strategy profiles need not be long—3 pages should be the longest when including all components. If a strategy profile is created, we can use it to easily conduct its evaluation.*



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Appendix B ~ To be Completed by May 2022

## Evaluation Plan

Use this form if you completed a Strategy Profile.

<b>Name of Strategy or Program Being Evaluated:</b>	
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Strategy Description	Evidence	Outcomes

### Summary

Write a summary of your findings and your recommendation(s) for future actions.



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**Evaluation Plan ~ To be Completed by May 2022**

**Use this form if Strategy Profiles were not completed.**

Write a summary report that includes the components listed below to show evidence of implementation and progress toward meeting each goal listed in the School Improvement Plan.

1. Describe the goal and its impact on school improvement.
2. Describe the strategies implemented to help achieve the goal. Include the impact the strategies have on the overall goal.
3. Who were involved in evaluating the goal and its strategies?
4. Who oversaw the implementation of the strategies?
5. Who were affected by implementing the strategies?
6. Describe how you engaged stakeholders to build capacity to implement the strategies.
7. How did you measure success?
8. What were the barriers and facilitators to implementing the strategies?
9. What evidence do you have that show that the strategies are working as intended and that they will impact the goal?
10. Describe how evidence to make mid-course corrections was used, if applicable.
11. What do the latest data say about your progress on the strategies (e.g., progress milestones, progress metrics)? Describe and summarize the data.
12. What do the latest data say about your progress on the goal itself (e.g., staff performance, student outcomes)? Describe and summarize the data.
13. What are the expected changes in the program and when will they occur and be monitored?
14. Describe anything not included in the statements listed above.