



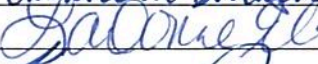

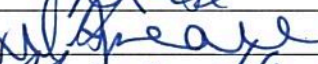

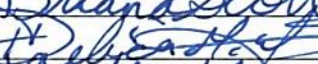
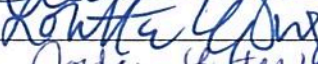
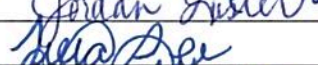
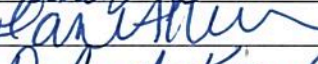

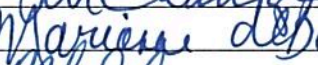

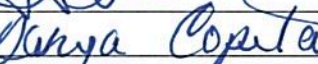






## Georgia Department of Education Title I Schoolwide/School Improvement Plan

<b>SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE</b>		
<b>School Name:</b> Thurgood Marshall Elementary		<b>District Name:</b> Clayton
<b>Principal Name:</b> Dr. Kathryn Hollomon		<b>School Year:</b> 2019-2020
<b>School Mailing Address:</b> 5885 Maddox Road, Morrow, GA 30260		
<b>Telephone:</b> 678.827.7942		
<b>District Title I Director/Coordinator Name:</b> Katrina Thompson		
<b>District Title I Director/Coordinator Mailing Address:</b> 1058 Fifth Street, Jonesboro, GA 30260		
<b>Email Address:</b> katrina.thompson@clayton.k12.ga.us		
<b>Telephone:</b> 770.473.2700		
<b>ESEA WAIVER ACCOUNTABILITY STATUS</b> (Check all boxes that apply and provide additional information if requested.)		
<b>Priority School</b> <input type="checkbox"/>		<b>Focus School</b> <input type="checkbox"/>
<b>Title I Alert School</b> <input type="checkbox"/>		
<b>Principal's Signature:</b> <i>Dr. Kathryn Hollomon</i>		<b>Date:</b> 8/26/19
<b>Title I Director's Signature:</b>		<b>Date:</b>
<b>Superintendent's Signature:</b>		<b>Date:</b>
<b>Revision Date:</b> 8/26/19	<b>Revision Date:</b>	<b>Revision Date:</b>



## Georgia Department of Education Title I Schoolwide/School Improvement Plan

### Planning Committee Members

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Dr. Kathryn Y. Holloman		Principal
Gerald Yancey		Assistant Principal
Candice McBryde Dillard		Assistant Principal
LaDonne Elliott		Academic Coach
Karen Jordan		Literacy Support Teacher
Demetrius Smith		Counselor
Quovadia Speakman		Counselor
Sharon Henderson		Lead EIP
Briana Scott		Kindergarten Chairperson
Delicia Moses		1 <sup>st</sup> grade Chairperson
Loretta Cooper		2 <sup>nd</sup> grade Chairperson
Jordan Luster		3 <sup>rd</sup> grade Chairperson
Tiera Lee		4 <sup>th</sup> grade Chairperson
Daniella Allen		5 <sup>th</sup> grade Chairperson
Dr. Angela Kinnel		Lead ESOL
Sheri Moore-Change		Parent Liaison
Marianne DeBondt		Gifted lead
Melissa Chivers		DES Lead
Tekessa Adams		Parent
Tanya Copeland		Parent

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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).

**Please see the CSIP attached.**

2. Schoolwide reform strategies that:

***Response:***

Marshall's staff considered three key questions when determining school-wide reform strategies. They are:

1. How will the strategy close achievement gap?
2. How will we know the reform strategies are successful?
3. How will we make changes to our reform strategies if they are not effective?

While searching for interventions and preventions that will help us meet our students' academic needs and staff's professional development needs as well as help us meet our goals, we believe the following strategies will prove to be effective. They are:

1. Mandate that teachers implement the district's explicit instruction/gradual release of responsibility framework with high levels of fidelity.
2. Require all teachers to use a variety of student group methods that are based on a variety of balance assessments to better meet the needs of all learners.
3. Require all teachers to provide appropriate scaffolding and support that help students master a complex and rigorous curriculum while ensuring these supports and scaffolding are gradually removed at appropriate times.
4. Require that all core content area teachers know how to and use scoring rubrics and exemplars as instructional tools.





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2. Schoolwide reform strategies that:
5. Mandate that all teachers integrate technology into their lesson as tools that extend and/or enhance learning.
<p>Reform strategies and interventions are:</p> <ul style="list-style-type: none"><li>• Professional development will include: Rigor and Relevance Training, Ongoing Reading/Writing Support Training facilitated by the academic coach, LaDonne Elliott and Literacy Support Teacher, Karen Jordan.</li><li>• School Wide Writing Initiative that will focus on evidenced- based writing.</li><li>• Teachers will participate in weekly collaborative planning sessions for the purpose of lesson planning, analyzing data, and examining student work in each content area.</li><li>• All core subject teachers have collaborative planning weekly. Professional Development is needs-based and on-going to keep staff abreast of instructional best practices.</li><li>• Explicit Instruction is implemented consistently and with fidelity.</li><li>• Differentiated Instruction will be used to maximize all student growth and individual success. When instruction, products, and assessments are constructed with students' needs in mind and effective feedback is provided, student achievement is maximized. Currently, whole group and small group instruction is prevalent throughout our classrooms. Teachers will also use i-Ready Teacher Toolbox and lessons to support differentiated needs.</li><li>• Common assessments will be given bi-weekly.</li><li>• Teachers and students will chart the journey. Teachers will display data on their data walls.</li><li>• Data notebooks will be established and maintained by teachers to monitor students' progress, and establish/ implement interventions in a timely manner. Data Talks will be facilitated by grade level data leads, the academic coach, principal, and assistant principal <u>weekly</u>.</li><li>• Struggling students will be identified in a timely manner to begin the implementation of Pyramid of Intervention strategies (RTI).</li><li>• Systemic District-wide Professional Development will be delivered throughout the year during early release days.</li><li>• Effective Technology integration in every classroom will serve as a tool to enhance the Georgia Standards of Excellence.</li><li>• Teachers will incorporate Writing across the Curriculum daily in every content area.</li><li>• Grade levels will participate in quarterly vertical planning.</li><li>• Peer observation- Every teacher will participate in TME's Monthly Watch Out Wednesday Peer observations. This is an opportunity for teachers to observe lessons within the building. Teachers will be videotaped as well. This will be another form of peer observation.</li></ul>

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- 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).

### ***Response:***

We will implement the rigor and relevance framework with fidelity in all content areas. The teachers will embed best practices, expand their teaching strategies and provide rigorous instruction in all content areas. Additionally, we will implement writing across the curriculum in each content area for students in grades K-5. This will include implementing close reading strategies, and classes rotating through the Literacy Lab. Teachers will continue to provide students with opportunities to work collaboratively and to engage in academic discourse.

Furthermore, we will continue to engage in problem solving and conducting research to identify other school wide reform strategies that will close achievement gaps. Some of these strategies may include building students' readiness for Elementary School, building a culture that uses data to improve, and using extending time for learning to support the belief that some students need more time to demonstrate mastery of standards. Teachers will use explicit instruction/gradual release of responsibility to build students metacognitive and self-regulatory skills, which have been proven to be very successful in helping students learn and master content (Hattie, 2012). Ensure effective, explicit, standards-based instruction is prevalent in all classrooms, ensure data-driven instruction is used by teachers to monitor students' progress, provide needs-based small group instruction, and implement interventions. We will monitor needs-based, flexible group instruction in reading/math content areas, monitor math manipulative/support materials used daily. Monitor the development and administering of weekly Common Assessments (developed by teachers). We will ensure data notebooks are established and maintained by teachers to monitor students' progress, implement interventions in a timely manner. Also, make sure struggling students identified in a timely manner to begin Pyramid of Intervention (RTI) and Remediation.

- 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:***

We will ensure building capacity in the use of the Explicit Instruction Framework and Gradual Release Model in all classrooms. We understand that providing students with an effective and competent teacher, implementing explicit and well-planned lessons,



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providing students with appropriate scaffolding and learning supports, and preparing students to be better learners are grounded in research. The 10 Teacher Keys Effectiveness System (TKES) standards also provide us with a source of scientifically based research strategies and methodologies. These tools, if used with fidelity, will collectively strengthen our academic program, open opportunities to use instructional time more effectively, and grant struggling and unserved student populations more learning support. Additionally, we will provide after school tutoring programs during the school year as well as Grade level remediation days to address struggling students and provide professional learning opportunities for teachers to collaborate with our site-based Gifted Education teacher for enriched and accelerated curriculum.

One effective method and instructional strategy based on research implemented at Thurgood Marshall Elementary include assessing students' reading levels through DIBELS, mClass, and i-Ready. We will use the Lexile Data along with Georgia Milestones Data to identify students who might have challenges with reading and understanding complex text often found in Science and Social Studies textbooks.

### **Maximizing the Instructional Day**

We will increase the amount and quality of learning time by ensuring our teachers observe the mandated instructional day, 7:45A-2:15P. Additionally, students are dismissed from breakfast and early morning supervision beginning 7:25A to enable teachers to begin targeted instructional assistance (Eagle Time). Instructional time will be limited to interruptions.

### **Academic Coach**

The academic coach will provide professional development (training related to new program implementation, effective collaborative planning, data analysis, assessment uses, etc.) in all content areas and side by side coaching to new/novice and struggling teachers to increase content knowledge/pedagogy, improve instructional strategies, and teacher efficacy in using data to drive instruction as measured by receiving Level 3 (Proficient) or above on the Teacher Keys Effectiveness Systems (full or flexible plans) on Standard 1 – Professional Knowledge, Standard 2 – Instructional Planning, Standard 3- Instructional Strategies, Standard 4 – Differentiated instruction, Standard 6- Assessment Uses, and Standard 8 – Academically Challenging Environment.

### **Literacy Writing Coach**

The Literacy Writing Coach will provide ongoing Professional Development with teachers on best practices for teaching writing through modeling and side by side coaching. She will provide small group instruction on writing with our target population of students beginning in September. Additionally, Ms. Jordan will serve as a resource for writing for all 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>, grade teachers.

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### **Pyramid of Interventions**

We will use the Pyramid of Intervention to determine when students are struggling and provide strategic interventions to help them improve their area 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 teaching and learning.

- 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:***

Student support strategies that are used to address the needs of all students included identifying students who need support by subgroup and by need. Thurgood Marshall Elementary School teachers and administrators closely monitor students' academic performance. We regularly review grades at each grading period to identify at-risk learners. We use the information to design and implement learning supports that will help these students get back on track. Targeted populations such as ESOL students and Students with Disabilities are well supported through our co-teaching model. Students in these subgroups are taught by highly-qualified teachers and are held to the same high expectations as our regular student population. General education teachers work collaboratively with special education teachers to disaggregate the data of GMAS scores. Interim assessments, and EL ACCESS testing to determine if an achievement gap exists.

Additionally, counseling services will be available to all students through our 2 full-time site-based school counselors, who will also provide college and career awareness instructional modules to all students, Kindergarten – 5<sup>th</sup> grade. During these sessions, students will set goals and review their progress toward goals. Special Education students have Individualized Education Plans (IEP) that correlate to their grade level curriculum. Student level is also a consideration when writing their IEPs. EL students also have modification plans that allow the students to learn grade level content while learning English. Special Education and EL teachers work collaboratively with general education teachers to support the students and provide



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- 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.

differentiated instruction.

Lastly, academic and social support will continue to be oriented toward student success and high performance.

- 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:*

There will be ongoing opportunities to monitor student progress as well as check for understanding. We will determine if the needs have been met through an analysis of formative and summative data, artifacts, analysis of student and teacher work, evaluation of student outcomes such as attendance, grades, discipline, and progress toward goals. Georgia Milestones, DIBELS, iReady, classroom grades, classroom assessment, district assessments, Statewide Longitudinal Data System attendance, and discipline referral and outcomes data will be collected and reviewed. Implementation of preventions and interventions will also be reviewed.

### 3. Instruction by highly qualified professional staff

#### *Response:*

Thurgood Marshall Elementary School ensures that teachers are highly qualified by following all district policies and procedures regarding the staff selection and hiring process. According to the Georgia Professional Standards Commissions, teachers serving in Title I districts are required to possess a valid teaching certificate with the satisfactory educator assessment results. Certification status is updated and reviewed annually by Human Resources and building level administrators. Thurgood Marshall Elementary School teachers are currently all Highly Qualified teachers. Numerous teachers are sharpening their craft by taking professional development courses given through Clayton County Public Schools as well as by obtaining endorsements and higher degrees.

We verify that our teachers are appropriately credentialed, have a deep understanding of the content they teach, and have been trained in a variety of instructional strategies to aid students in reaching academic proficiency. We assess this by reviewing teaching credentials and transcripts. We also conduct comprehensive teacher interviews to collect additional information about the

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### 3. Instruction by highly qualified professional staff

candidate's qualification to work with Marshall's students.

Thurgood Marshall Elementary School develops and maintains policies, procedures, and protocols to ensure a supportive school environment for each teacher through the following:

- Assigns mentors to teachers new to the profession to address concerns, provide continuous support and feedback through informal observations and focused Walks.
- Assigns mentors to teachers new to building to address concerns.
- Provides continuous support and feedback through informal observations and focused walks.
- Provides mentors to veteran teachers upon request and based on TKES.

New teachers will attend New Teacher Orientation and continued instructional support from the Academic Coach and assigned mentor. They will also participate in a New Teacher orientation session at Marshall Elementary School. All other professional learning will be tailored to the needs of the individual teacher. Marshall Elementary will also start the very 1<sup>st</sup> Paraprofessional Institute to support their needs.

Additionally, teachers will actively participate in collaborative planning with protocols with the end in mind. Content area teachers will collaborate with DES (Department of Exceptional Services), Gifted, ESOL (English for Speakers of Other Languages), and EIP (Early Intervention Program) teachers to enhance and support learning for all 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:**

A. Many opportunities will be offered to help all students meet the state's proficient and advanced levels of student achievement success. We believe that promoting the continuing education of the faculty and staff promotes the education of the student.

The Academic Coach will implement cognitive coaching such as clarifying lesson goals and objectives; Helping to determine evidence of student achievement; Assisting teachers to anticipate teaching strategies, decisions, concerns; Assisting teachers to summarize their impressions and assessments of the lesson; Helping teachers to recall data supporting those impressions and assessments and; Helping teachers to infer relationships between student achievement and teacher decisions/behavior. The Academic Coach will model and observe in classrooms weekly for effective teaching of the standards, and analyze data to determine teachers' instructional needs. She will provide teachers with feedback on their teaching performance, offering ways to improve instructional practices, along with providing peer observations of more experienced teachers. The Principal, Assistant Principal, and the Coach will meet with grade levels to analyze data of common assessments, Formative and Summative Assessments, DIBELS, Student Lexile Levels, and



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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.

student growth percentile data, and other required assessments, assisting teachers in developing differentiated groups to meet the students' needs. The Academic Coach will also conduct professional development, as needed, which includes analyzing data, understanding the standards, reviewing effective teaching strategies, and differentiated instruction. Additionally, the coach will observe, conduct side by side coaching, model, and conference regularly with teachers whose assessment data indicates additional support is needed.

Opportunities for professional learning will be based on staff self-evaluation, student assessments, and TKES. Teachers will identify areas of proficiency in various research-based instructional strategies and knowledge and then select opportunities that will enhance areas of need. These opportunities will be provided throughout the 2019-2020 school year. In addition to staff development opportunities at the school, all staff members at Marshall Elementary School have opportunities at the district's Professional Learning Center (PLC), as well.

**B.** Thurgood Marshall Elementary School aligns professional development with Georgia's academic content and student academic achievement standards. We use data and curricular documents to identify content areas where our students did not perform well. We conduct a document analysis of state curricular to look for gaps. Once the gaps or areas that need improvement have been identified, we broker professional development our teachers, paraprofessionals, and administrators need.

We also use feedback from classroom observations to determine needed professional development. We know that our teachers need more learning support to better implement the explicit instruction/gradual release of responsibility framework. This school year, we determined that Writing was a concern based on Georgia Milestones data. Therefore, writing instruction will be an area for professional development. Professional development will also include training in incorporating reading and numeracy strategies across the curriculum, instructional technology, and grouping models. Additionally, we will continue to provide training regarding data driven instruction to ensure that data is gathered and closely analyzed for the purpose of adjusting instruction. Additionally, we encourage our teachers to participate in any district required professional development.

**C.** We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address root causes of academic problems. For example, we will devote resources to improve academic achievement for our students we must increase teacher efficacy. This is done through planned, consistent and pervasive professional development during the school day through the support of our academic coach and after school hours through direct instruction for teachers and staff.



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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.

Many of our trainings will occur on site during monthly reserved professional learning times. Our teachers, paraprofessionals, administrators will learn from subject-matter experts. Learners will engage in a variety of school improvement professional development activities related to strengthen personnel competencies that are needed to effectively enable all students to meet state academic achievement standards. These activities will address school improvement initiatives, needs identified in the staff evaluation process, or mandated professional learning. We will continue to ensure our Title I Parent Liaison participates in all mandatory Title I trainings.

We will also provide opportunities for parents to engage in learning activities. Learning opportunities take place through Parent Academies, PTA meetings, Curriculum Nights, and other evening meetings/trainings with parents. We will consult with individual teachers to provide specific content or subject-matter training to parents. To encourage parent participation in these trainings, Title I funds will be used to provide parent resources and access to technology. To maximize funding, all professional development funds that include Title I, IDEA, Title II, District Professional Learning and other funds will be used to support our training needs.

**D.** Instructional facilitators will provide professional learning opportunities in the use of data driven instruction to improve student achievement and the overall effectiveness of the instructional program. They will also facilitate data talks during collaborative planning. Additionally, Professional Development funds have been allocated for Data Training.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

**Response:**

We will continue to participate in all district staff recruitment and retention efforts. We also implement a variety of recognition and support activities to promote staff retention.

- Create a supportive and nurturing environment of high expectations that encourages collaboration and teambuilding
- Establish and maintain a New Teacher Mentoring Program for all new and novice teachers with Teacher Support Specialists (TSS). Veteran teachers with identified needs will also receive support.
- Instructional support provided by the Academic Coach and the Literacy Support Teacher
- Caring, supporting, administrators with high expectations and open door policies
- Creating a culture of high performance
- Practicing a shared leadership/professional learning community model through regular





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department and curriculum area meetings

- Facilitating open dialogue between staff and the administrative team
- Creating and expanding avenues for teacher leadership in multiple aspects of the school program

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

*Response:*

- A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Schoolwide programs and the school parental involvement policy. Marshall Elementary School will schedule Title I Planning Meetings and invite parents of all students, school staff, students, and community members to attend. Thurgood Marshall will continuously solicit the input of parents and make efforts to engage migrant and homeless parents, as well as those with disabilities. This accomplished through surveys informational meetings, individual meetings in the Parent Resource Center, and from parent or counselor contacts. In addition, evaluation forms at the end of each workshop or meeting will be a way for parents to voice any concerns or requests. Parents are free to provide their names and phone numbers to the administrators or on the evaluations forms. The school administrators will then contact them with further information about their concerns or requests.
- B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community. During the Title I Annual Planning Meeting, Marshall Elementary School parents will assist in planning, developing, and approving the school's Title I Schoolwide Program Plan and Budget, as well as parent involvement documents - School-Parent Compact, and Title I Parent Involvement Policy. Parents will continually be invited to participate in the Title I and PTA meetings and other planning processes of the school.

We will conduct our annual Title I informational meeting in which we discuss the nature of the Title I program, budget allocation, school parental involvement policy, the Schoolwide plan, school wide compact and encourage and invite all parents of participating children to attend. Critical needs, both instructional and hardware resources will also be discussed with parents as well as the plan to address those needs. Parents will brainstorm opportunities to increase parental involvement. Parents will be invited to the Title I Annual Parent Meeting through solicitations at Curriculum Night, Title I Parent Meetings, flyers, formal invitations, telephone dial out system, marquee, the school's website, and/or report cards. The Title I Annual Meeting will be held at Marshall Elementary School on September 5, 2019 for the parents of all students. This Annual meeting will be facilitated by the Principal of the school and the Assistant Principal assigned to Title 1.



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- C. We will offer a flexible number of meetings, such as meetings in the morning or evening. Additionally, Marshall Elementary School will hold two Title I Annual Meetings on different days and at different times and have several workshops for parents which will be outlined in the school's 2019-2020 Parent Involvement Calendar of Events. Parents who cannot attend the meetings may schedule an appointment with the Title I Parent Liaison to receive additional information in the parent center. Several other strategies to increase parental involvement will include family curriculum night, Parent University, monthly Principal's Chats/Forums, volunteering, workshops/sessions specifically addressing the needs of parents.
- D. We will provide parents of participating children with timely information about the Title I Program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meeting, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by having a Title I Planning Meeting and an annual parent meeting to receive important information regarding the Title I Program. Student performing below grade level will receive an academic contract to inform parents of their lack of progress. Conferences are also held at least twice a year, and or by parent/teacher request. In order to help parents better understand the promotion requirements and curriculum, various parent workshops will be provided. Explanations will also be communicated to parents with test scores at parent teacher conferences. The workshops will focus on the core content areas. It is our intention to build positive relationships, assist with developing instructional strategies, and to provide resources through the Parent Resource Center. There are many opportunities throughout the school year for our families and community members to become partners in the education of all students. Marshall Elementary School offers a parent volunteer program. This is a group of parents, guardians and community members that volunteer their time to the school. The volunteers assist in the media center, parent center, student performances, and other areas as needed. There is a Local School Council that actively participates in a Title I Planning Meeting to review the data, schools goals and objectives and make any necessary decisions that might be necessary in order to improve the schools targeted need. Joining any of these groups helps to create open communication, provides important decision making opportunities, and builds strong partnerships.
- E. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Thurgood Marshall Elementary School has developed and annually revises a School-Parent Compact along with parents, student volunteers, and members of the community, and school administration and faculty. All parents and students are invited each year by the school principal to attend the Title I Planning Meeting to provide input





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in revising the Compact. This School-Parent Compact sets the expectations of each of the parties regarding the responsibilities for the education of student. The compact will be sent home to all families with the students and will be posted on the school's website and in the Parent Center. The Compact will be signed and dated by the teacher, student, and parent(s). The School-Parent Compact will be revisited with parents during conferences and other Title I meetings.

- F. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Marshall Elementary School will provide materials and training, such as: literacy training and using technology, as appropriate, to foster parental involvement and help parents work with their child to improve their child's achievement.

The Parent Resource Center will provide materials and training to help parents work with their children to improve their child's success. These trainings will be provided by the Title I Parent Liaison, school counselors, school administrators or teachers, external presenters, district personnel, or others. The Title I Parent Liaison will assist parents and serve as liaison between home and school. Parents who are unable to attend trainings or workshops will be able to request materials to be sent home.

When practical, interpretation will be provided for our Spanish and Vietnamese speaking families.

- G. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by working with parents as equal partners in the educational process to positively impact the academic achievement of the students. The Title I Assistant Principal will offer staff development opportunities for the entire faculty to build the necessary relationships between home and school, while emphasizing the value of parental contributions and parental involvement. We may also ask other CCPS support personnel to assist in presenting strategies for effective parent involvement. Some of the staff development courses that will be offered will include training on Elementary School assessments and curriculum. A staff development will be offered for all teachers to educate them on the importance of effective teacher/parent communication. Teachers will be provided with strategies that can be helpful to them when working with parents. An orientation of the Parent Resource Center will be provided for all staff members to make certain that they are aware of the resources that are offered for parents. A suggestion box will be placed in the parent resource center to gather suggestions and comments from parents to help improve communication and support.

- H. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction



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Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. The school will help students transition from middle school to high school and Elementary School to Post-Secondary Education. This will be done through information provided by Marshall Elementary School counselors and teachers. Marshall's School staff will collaborate with State and other CCPS personnel to provide services for our homeless, neglected and delinquent, and migrant population. The Title I Parent Liaison and school staff will encourage and support parents during the Elementary School transition periods mentioned above.

- I. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. We will use clear, simple, and parent-friendly language to communicate information related to school and parent programs. Information will be translated into Spanish and other languages when appropriate. In order to maintain contact with the parents, the school will use automated calling systems, school marquee, school website, e-mails, newsletters, flyers, and other means of communication.
- J. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand. When appropriate, Title I funds will be used for childcare, interpreters, transportation, and technological services at parent involvement activities. Marshall Elementary School will also attempt to accommodate the needs of parents with disabilities and those of migratory and homeless, neglected and delinquent students, as well as parents with limited English proficiency.

The Parent Resource Center at Thurgood Marshall Elementary School will be established August 2019. It will offer a variety of learning resources for parents to checkout and utilize at home for extended home learning. The Parent Resource Center will be facilitated by parent volunteers and the Title I Parent Liaison, who can provide assistance to parents to gain a better understanding of the educational process, as well as training to help them learn skills to better assist their children academically. To assist our families of children with special needs families we have access to two parent mentors at the district level that are available as a resource. Our families classified as homeless have access to a social worker, school counselors, and the district's Homeless Liaison.

We encourage parents/guardians to become active in the decision making roles of our school. Our Title I Parent Involvement Policy openly states our expectations for parent engagement. Our Calendar of Event outlines the events that will be employed to aide student achievement.



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Because of our strong beliefs in excellence, we acknowledge the immediate and consistent need for parental involvement.

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:**

Marshall Elementary will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering middle school or Elementary School and for students entering from private schools including students entering our school throughout the year. We will not only aims to assist the families of our students that are currently enrolled but the families of students that will join our kindergarten team. The kindergarten students for the upcoming year are invited to visit our school. We partner with the parent resource coordinators from various childcare centers to host a program called Kindergarten Round-up which is held in May. At this time students and parents are invited to visit kindergarten classrooms and speak with kindergarten teachers. Our Title I Parent Liaison will be available throughout the school year to meet with rising kindergarten families and conduct school tours for parents who currently have students enrolled.

Transition into middle school is very important to us as well. Our fifth graders will be given an opportunity at the end of the school year to tour our feeder middle school. Once our students arrive they will be introduced to the administrative, guidance, resource and support teams. Afterwards, the present fifth graders will be allowed to ask questions. Students will be told about the curriculum and dress code at this time. Students will also be introduced to various music programs. In addition to these activities the fifth graders have a final walk through the school to say goodbye as well as a Promotion ceremony.

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:**

Teachers will use the Statewide Longitudinal Data System (SLDS), Georgia Milestones, DIBELS, mClass, i-Ready Data, formative assessments, and summative assessment data in their decision-making. They will administer Common assessments based on standards and use the data to gather information about the effectiveness of teaching and learning. Students will use the data to set goals and evaluate their progress toward meeting goals. Teachers and students will be trained on how to conduct these activities. Teachers are given opportunities to participate in the decision-making process of selecting, implementing, and monitoring site-based academic assessments



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**Schoolwide:** Staff analyzes the schools' performance on the Georgia Milestones End of Grade assessments at the beginning of the school year. Teachers analyze their students' performance on content area/course common assessments to dictate daily instruction, and on-going classroom and content area/course assessments. This data shows the overall strengths and areas of improvement for Marshall. It also allows the current grade level to make a year-long plan that includes the previous years' deficiencies and current deficiencies. At the end of the school year, all assessment data is used between courses/grade levels in the process of vertical planning.

**Individual Classrooms:** Each teacher maintains student and course data reports from SLDS the Statewide Longitudinal Data System (SLDS), i-Ready, Georgia Milestones, formative assessments, and summative assessment data. This data helps teachers to plan for effective and differentiated instruction. These assessment tools help teachers to address growth and weaknesses and to monitor the achievement of each student on a regular basis.

To ensure that we are achieving our mission each year, grade level and content area teachers are provided with common planning time to discuss historical and current data trends based on assessments to guide their daily instruction. This common planning time allows teachers to make changes in the instructional calendar for pacing purposes based on results of assessments to ensure success for all students. Thurgood Marshall Elementary School utilizes collaboration, common grade level and content area planning and vertical team alignment of the curriculum to support all learners in accordance with the school's mission and vision.

Title I funds at Marshall Elementary School will be utilized to support English Language Arts, Math, Science, and Social Studies with supplemental instructional resources and supplies, afterschool tutorial program including transportation for struggling students in the core content areas, instructional software, laptop carts to support instructional technology and content specific professional development for teachers.

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. Using assessment data, especially formative assessment data, teachers will give student timely and actionable feedback. Teachers and leaders will use classroom observations and student artifacts to also identify learner difficulties. We will use Title I funds to implement appropriate, targeted, and focused remediation, interventions, and preventions to support our student learners.

There are many measures at Marshall Elementary School in place to ensure student success. As a



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part of our Title I school-wide and Comprehensive School Improvement plans, teachers and administrators monitor student success rates within classrooms by looking at the overall passing rates. Teachers monitor students' ability to grasp concepts through daily informal assessments, such as observations, student responses in class, quizzes, and Common Formative Assessments. In addition, providing opportunities for increased learning through small group learning with our Title I paraprofessional, need based grouping, interventions, and school remediation programs. Early Intervention Program- EIP will support at-risk students in Reading and Math based on Dibels, mClass or GMAS, flexible and small group instruction will be utilized to address learners needs to foster student achievement, coordinating engaging, learning-focused , hands-on academic theme days and coordinating supplemental learning experiences (field trips/excursions) for students.

Semi-monthly, teachers meet in a collaborative setting to identify and discuss students' academic needs. If a student is struggling, we require an ongoing evaluation of the student. RTI interventions, differentiation of instruction, small group/one-on-one intervention, and opportunities for co-teaching are strategies that also help to ensure that student weaknesses are identified timely. The Response to Intervention Model (RTI) enables our teachers take a more detailed look at instruction while utilizing continuous classroom assessment. The tiered approach in RTI supports students experiencing difficulties while increasing supports. As students move into tier two and three, parental involvement is a key component of the intervention. If students continue to exhibit learning challenges with curriculum a Student Support Team (SST) meeting is called to discuss further evaluation needs.

Technology is leveraged to offer support and ensure student success. Parents are encouraged to utilize Infinite Campus to view updated grades for all classes. Infinite Campus identifies missing assignments, failing averages, and specific test averages.

Students needing intervention for state and county assessments are identified and offered intervention opportunities. Intervention classes are offered in a variety of ways to capture the needs of our students. Students are offered opportunities for remediation and/or credit recovery afterschool and on Saturdays.

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:**

Thurgood Marshall Elementary School coordinates and integrates federal, state, and local services and programs to ensure all children receive a globally competitive education. We work closely with the Office of Federal Programs to maximize the use of Title I funds and to use them appropriately. We also use various academic department school-based budgets in ways to support teaching and learning. For example, our district pays for afterschool tutorial program for students at-risk of failing the Georgia Milestones Assessment. The district purchase intervention programs for reading and mathematics for all elementary schools to target the students identified

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as Beginning Learners.

Additionally, Academic Coordinators supply the school with an annual budget and the resources needed to implement the curriculum. We frequently conduct funding gap analyses and reviews our Title I plan to determine how our Title I funds can be spent. This ensures that we do not supplant. One of the supports we have for re-teaching and credit recovery is our after-school remediation program. The district bears a fixed cost for each school to implement after-school learning support program which helps students prepare for the Georgia Milestones. Because these funds are limited and set aside for a fixed purpose, we use Title I funds to offer additional learning supports that are based on students' immediate individual needs.

Because the district participants in the Community Eligibility Program (CEP), all of our students eat meals at no cost to them. We work with the district Nutrition and Technology Departments to ensure that students who qualify for free or reduced meals are identified in our Student Information System.

Below are examples of how funds were used to support student achievement:

- Academic Coach
- Literacy Support Teacher
- Lexile Library Books
- Literacy Lab
- Supplemental Supplies (General Funds)
- Utilizing virtual field trips that correlate with units of study PD (Title 1)
- Implementation and continued practice with Document Based Questions for Social Studies (Professional Development Budget)
- Implementation of Parent University (Title 1)
- Resources for Surveys (Title 1)
- Parent/Family Resource Room (Title 1)
- Open House/Curriculum Night (Title 1)
- Faculty/Staff Professional Development (Title 1 and Professional Development funds)
- New Teacher Mentoring Program (Professional Learning Funds)
- Principal's Chew and Chat (General Funds)

Title 1 funds at Marshall Elementary will be utilized to serve our students and enhance our teachers' craft. Therefore funds will be used for the Title 1 salaries and benefits, Professional Development, improvement of instruction, supplemental instructional resources and supplies, conferences, workshops, parent resources, parent workshops, remediation and enrichment programs, instructional software, technology resources, and stipends for teachers conducting parent workshops/trainings after contracted hours. Title 1 funds will also be utilized to purchase resources (books, brochures, newsletters, instructional materials) and computers for parents housed in the parent resource center.



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

**Response:**

Parents will receive pamphlets that will assist with reading students Georgia Milestones Results. Individual student results will be available for parents to pick up with the proper i.d. Student scores will also be provided to parents through the mail if not picked up by September 30, 2019. Additionally, we will hold frequent Assessment Conferences with parents, students, and staff to review various assessment results and to communicate how data can be interpreted and used. When students' standardized test results are reported, parents receive the results along with an interpretive guide. Parents are also provided with their child's progress reports every four and one half weeks, and the report card every nine weeks. These grades are also available in the Infinite Campus parent portal. Parents can also participate in academic conferences concerning their child. At the conference, they are allowed to view their child's reported scores.

Thurgood Marshall Elementary School will host various Title I parent meetings and will provide parents with information about their child's progress in school. We will also share with them various strategies they can use at home to help their child(ren) improve.

The CCPS Infinite Campus Parent Portal is also available to parents to view student's grades at the parent's convenience. Parents access the portal using an individually issued passcode. Parents receive Progress Reports each 4 ½ weeks, and quarterly Report Cards. Parent Conference windows are scheduled for the first Progress Report and Mid-year Report Card to discuss the progress of their children.

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

**Response:**

The Department of Assessment and Accountability for Clayton County Public Schools is responsible for the collection and disaggregating results from our state and national assessments, especially the Georgia Milestones, which is a state mandated test.

Data analysis is a main responsibility for teachers. However, the Administration and the Academic Coach gives guidance to teachers for implementing strategies and protocols to be used for reviewing, analyzing, and interpreting data. We will administer various formative and summative assessments in Illuminate, which is an electronic tool used to collect and disaggregate assessment results. Our teachers disaggregate and discuss student data during our weekly collaboration meetings. Teachers bring data and artifacts of teaching and learning to discuss to the weekly collaborative meetings.

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.

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Additionally, student achievement data is presented annually during a Clayton County Public Schools Board of Education meeting. The meeting is also broadcast on our districts cable access channel for stakeholder viewing.

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

***Response:***

The Georgia Department of Education (GaDOE) follows strict and accurate accountability procedures to ensure the reporting of statistically valid and reliable assessment results. The Department of Research, Evaluation, Assessment, and Accountability works with GaDOE to further ensure valid and reliable assessment data and to improve procedures to enhance the process, accordingly.

The summative assessment data utilized in the development of this Title I plan are derived from both state and national assessments that have been validated and administered statewide and nationwide.

The district's Department of Research, Evaluation, Assessment, and Accountability is responsible for developing tools and processes that can be used to analyze and report performance data that meets the decision-making requirements of Clayton County Public Schools' stakeholders, including administrators, teachers, other employees, students, parents, and the general community. The Department fosters the use of data by our staff through the implementation of training and the development of training materials that are shared with us.

14. Provisions for public reporting of disaggregated data.

***Response:***

The Georgia Department of Education (GaDOE) reports public results of the state assessments via its website. We receive aggregated and disaggregated data via the GaDOE portal or the test vendor's portal. Our 2019 Georgia Milestones school summary and student population reports will be posted on the school's website by November 1, 2019. Additionally, the Governor's Office of Student Achievement posts aggregate and disaggregated students and school data.

As a result of the Elementary and Secondary Education Act waiver, data are reported via the College and Career Readiness Performance Index. This information is found on GaDOE's website. For stakeholder's convenience, a link to the state's website is available on the school's website.

Lastly, disaggregated data will also be shared with parents during each quarterly Principal's Chat/Parent Forum, State of the School notices, and parent conferences. We will also continue to communicate student outcome results to parents and stakeholders at various school and parent meetings throughout the school year.

15. Plan developed during a one-year period, unless the LEA, after considering the





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recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program

### ***Response:***

The current Title I Schoolwide plan at Thurgood Marshall Elementary School was developed by stakeholders during the Leadership Retreat for the 2019-2020 school year. However, the Title I plan is a living document that is frequently monitored and updated to meet changing needs. Meetings to review and give stakeholders the opportunity to provide feedback for the schoolwide plan are conducted semi-annually. We amassed a committee comprised of various stakeholders to assist us with developing a school-wide plan that will help improve student achievement. This committee has been engaged in the school-wide Title planning process for one-year. Marshall Elementary School uses multiple forms of communication to invite feedback and input on its Title I plan annually. An annual meeting for all stakeholders (parents, students, staff) will be held to discuss data and changes to the SWP, input and feedback will be requested from all participants.

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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).

***Response:***

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 retreat was held. Attending the retreat were the administrative team, the leadership team members, department chairs, and the academic coach. These stakeholders participated in the initial development of this plan. At the meeting, we collaboratively analyzed all of the current and historical data for Marshall Elementary School– both academic and non-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.

**Committee Members**

Dr. Kathryn Holloman, Principal  
Mr. Gerald Yancey, Assistant Principal  
Mrs. Candice McBryde Dillard, Assistant Principal  
LaDonne Elliott, Academic Coach  
Karen Jordan, Literacy Support Teacher  
Melissa Chivers, DES Lead  
Dr. Angela Kinnel, ESOL Lead  
Sharon Henderson, EIP Lead  
Marianne deBondt, Gifted Teacher  
Sheri Moore-Change, Parent Liaison  
Demetrius Smith, Counselor  
Quovadia Speakman, Counselor  
Briana Scott, Grade Level Chair (K)  
Delicia Moses, Grade Level Chair (1<sup>st</sup>)  
Loretta Cooper, Grade Level Chair (2<sup>nd</sup>)  
Jordan Luster, Grade Level Chair (3<sup>rd</sup>)  
Tiera Lee, Grade Level Chair (4<sup>th</sup>)  
Daniella Allen, Grade Level Chair (5<sup>th</sup>)  
Tiffany Ellison, Media Specialist  
Tekessa Adams, Parent  
Tonya Copeland, Parent

17. Plan available to the LEA, parents, and the public.





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### **Response:**

A copy of Thurgood Marshall's Title 1 school-wide plan is available to the LEA in the district's Office of Federal Programs at the Clayton County Public School's Central Office. Additional copies of the school wide plan are placed on Thurgood Marshall Elementary School's website to be viewed by the LEA, parents, and other stakeholders. A copy of the school plan will also be available in the main office, parent resource center, and the media center. Furthermore, the school-wide plan will be discussed at parent meetings including Open House, Curriculum Night, Title 1 Annual Meeting, and School Council Meetings.

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.

### **Response:**

Language translation interpretation services are available for speakers of languages other than English by district's Title III/ESOL department. Translation and/or interpretation of the school's improvement and Title I plan, to the extent feasible, shall be provided in any language, where there is a significant percentage of parents of participating students, whose primary language is a language other than English. To date, our plans will need to be translated in Spanish and Vietnamese.

19. Plan is subject to the school improvement provisions of Section 1116.

### **Response:**

The Title I plan is subject to the school improvement provisions of Section 1116 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. The school is not identified as Priority or Focus School for the 2019-2020 school year.

