



2022-2023 Title I Schoolwide Improvement Plan Clayton County Public Schools

TITLE I SCHOOLWIDE PLAN		
School Name: Lillie E. Suder Elementary School	District Name: Clayton County Public Schools	
Principal Name: Monica S. Goree	School Year: 2022-2023	
School Mailing Address: 1400 Lake Jodeco Rd. Jonesboro, GA 30236		
Telephone: 770-473-2820		
District Title I Director/Coordinator Name: Katrina Thompson		
District Title I Director/Coordinator Mailing Address: 1058 Fifth Avenue, Jonesboro, GA 30236		
Email Address: katrina.thompson@clayton.k12.ga.us		
Telephone: 678-817-3081		
ESSA ACCOUNTABILITY STATUS – Check only if applicable.		
Comprehensive Support <input type="checkbox"/>	Targeted Support <input type="checkbox"/>	Promise School <input type="checkbox"/>
BUDGET MODEL – Check all that apply.		
Title I, Part A Budget <input checked="" type="checkbox"/>	Title I School Improvement Grant (SIG) <input type="checkbox"/>	
L4GA Budget <input type="checkbox"/>		
SIGNATURES AND REVISION DATE		
Principal's Signature:		Date:
Title I Director's Signature:		Date:
Revision Date:	Revision Date:	Revision Date:

School Strategic Plan Outcomes



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Title I Planning Committee:

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

NAME	POSITION/ROLE
Monica Goree	Principal
Dr. Wanda Powe	Assistant Principal
Crystal Smith	Parent Liaison
Spurgeon McWilliams	Counselor
Tara Walls-Moseley	Title I Academic Coach
Dr. Pamela Prather	Early Learning Reading Coach
Yvette Hart	DES Chair
Vinson Starr	Student Engagement Specialist
Ashland Adams	Gifted Teacher
Carrin Cook	Elementary Paraprofessional/Parent
Adriane Farley	DES Teacher/Assessment Lead
	Choose an item.
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	Choose an item.



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Data:

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

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

- 1) 2 years of the current the GMAS data (2018-2019 and 2021-2022)**
- 2) 2 or 3 years of the current MAP scores, if available. Provide displays of grade level data by subgroups.**
- 3) 3 years of the most current DIBELS data displays of grade level data by performance levels.**
- 4) 2 or 3 years of the current iReady data displays of grade level data by performance levels.**
- 5) 3 years of prior years' student attendance data.**
- 6) 3 years of prior years' student discipline data.**

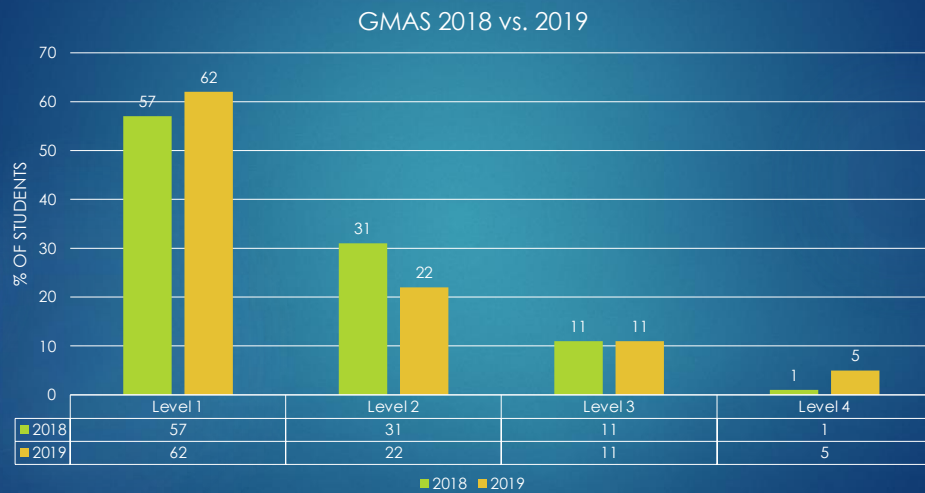


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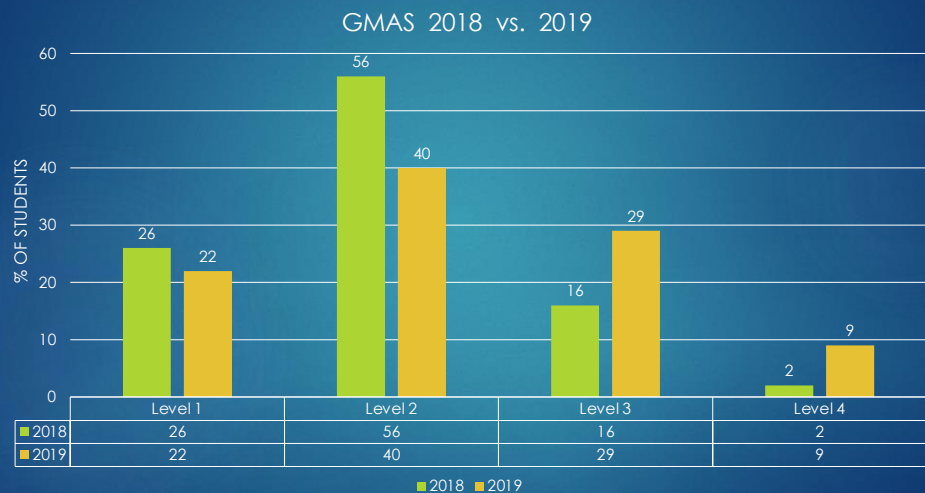
Spring 2018-2019 GMAS Comparative Data:

3rd Grade

Grade 3: ELA



Grade 3: Math

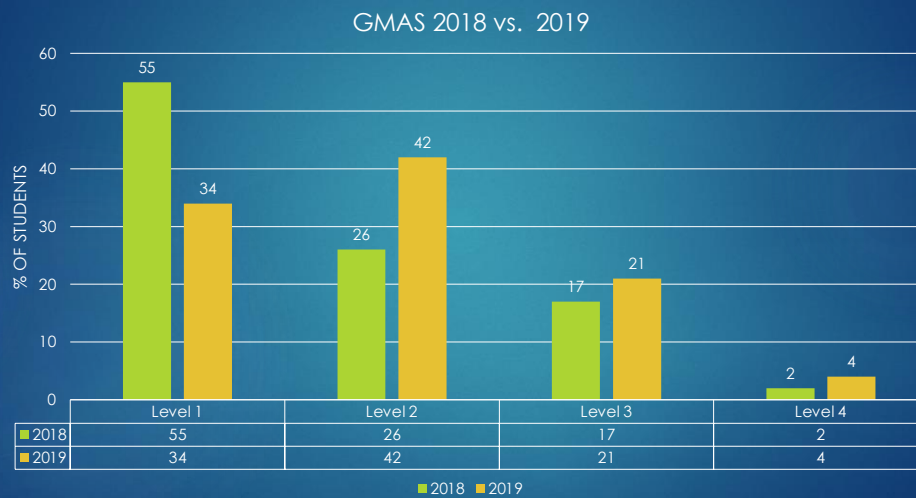




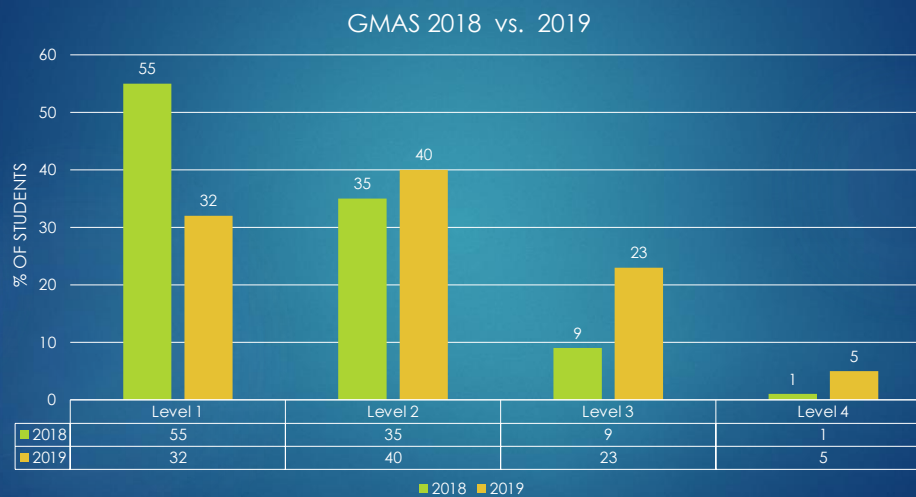
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4th Grade

Grade 4: ELA



Grade 4: Math



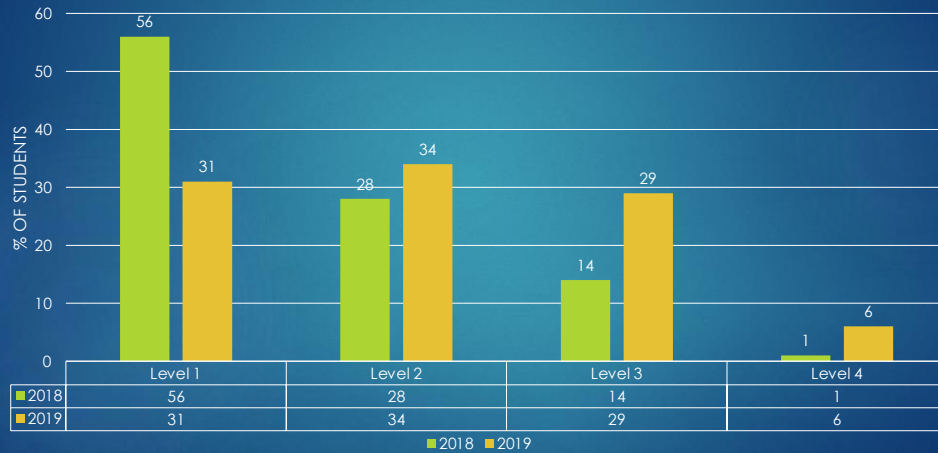


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5th Grade

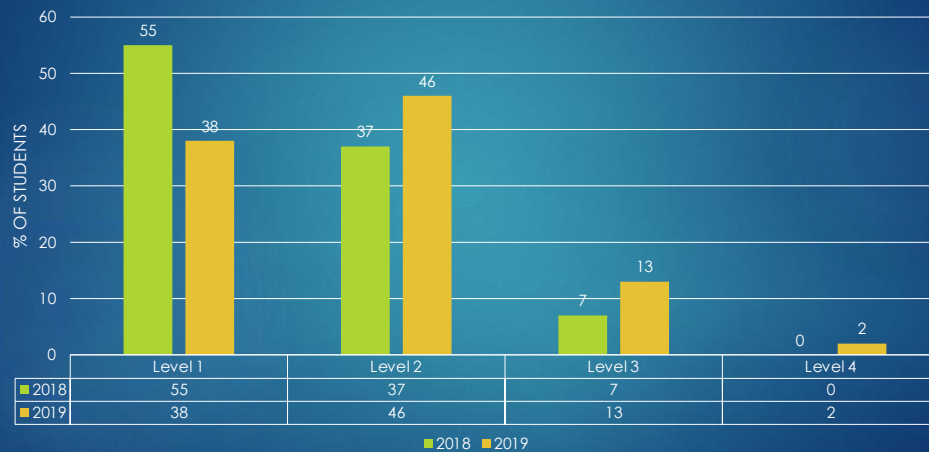
Grade 5: ELA

GMAS 2018 vs. 2019



Grade 5: Math

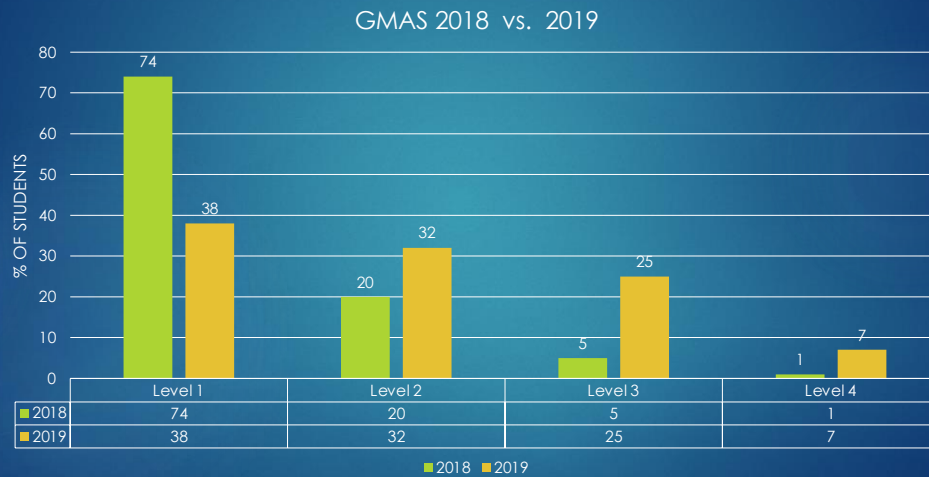
GMAS 2018 vs. 2019



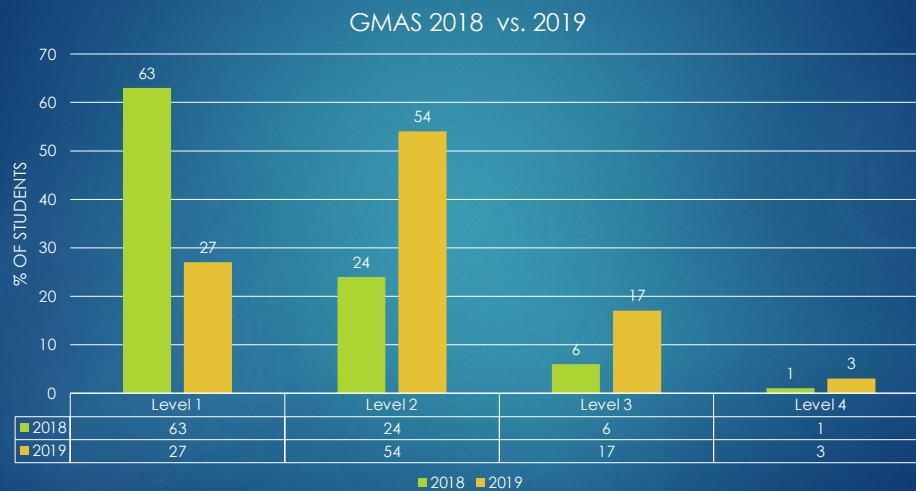


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Grade 5: Science



Grade 5: Social Studies

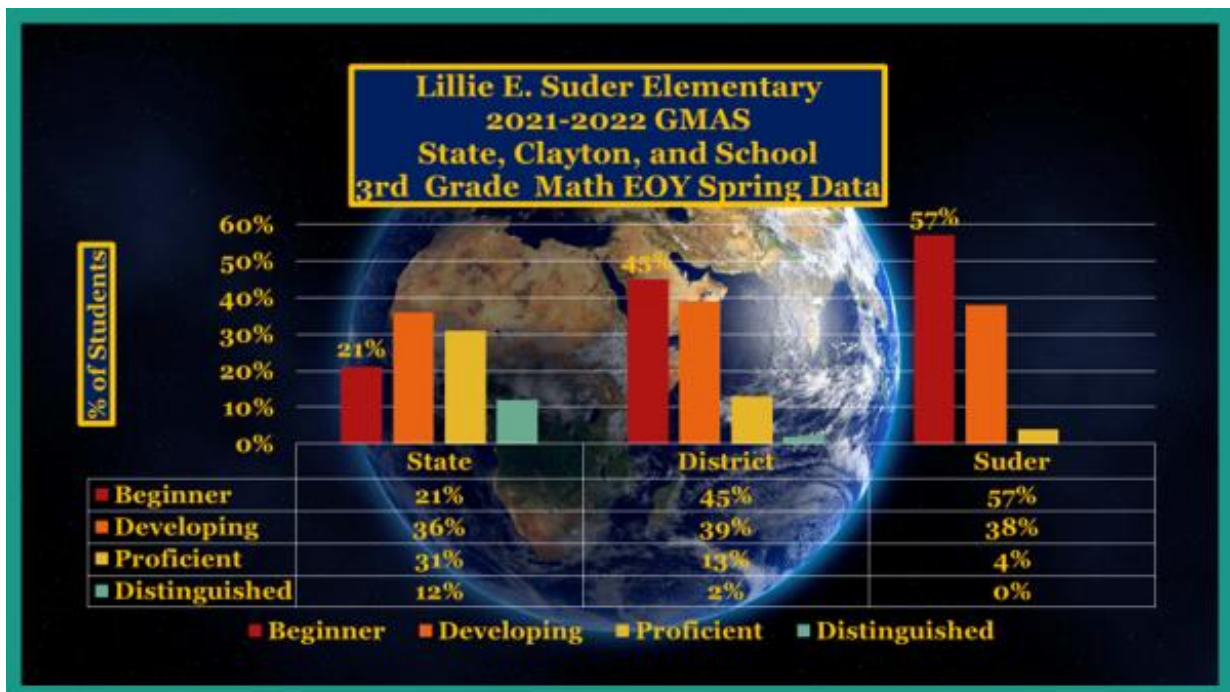
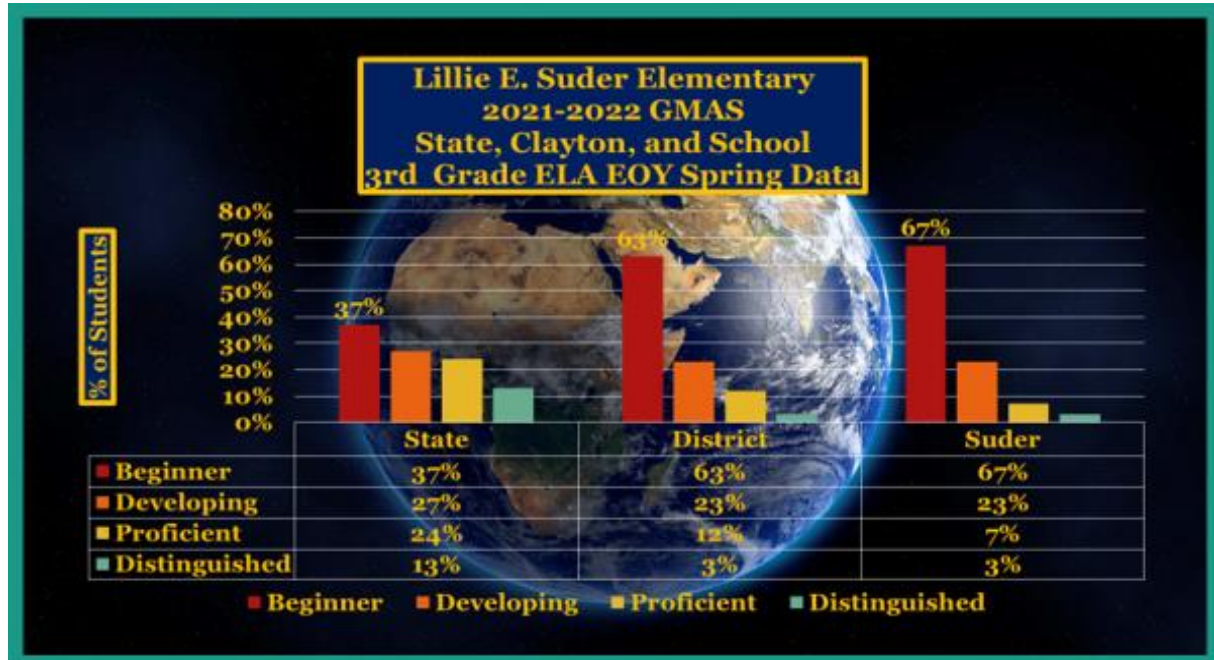




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Spring 2021-2022 GMAS Data:

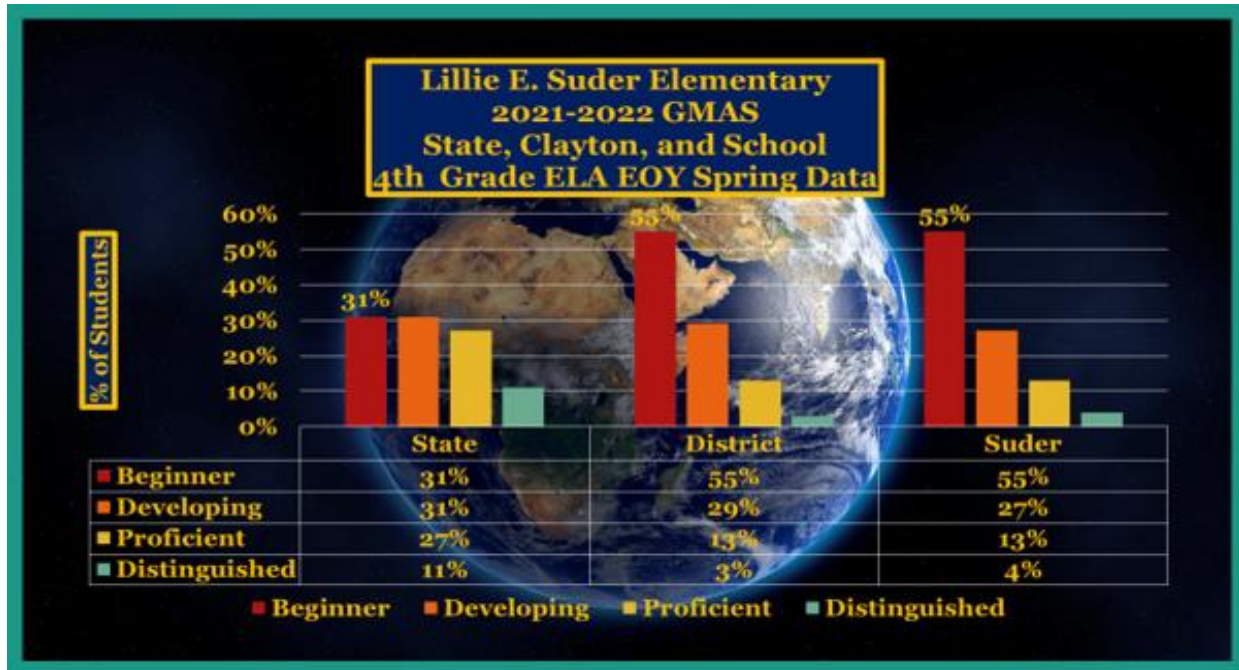
3rd Grade





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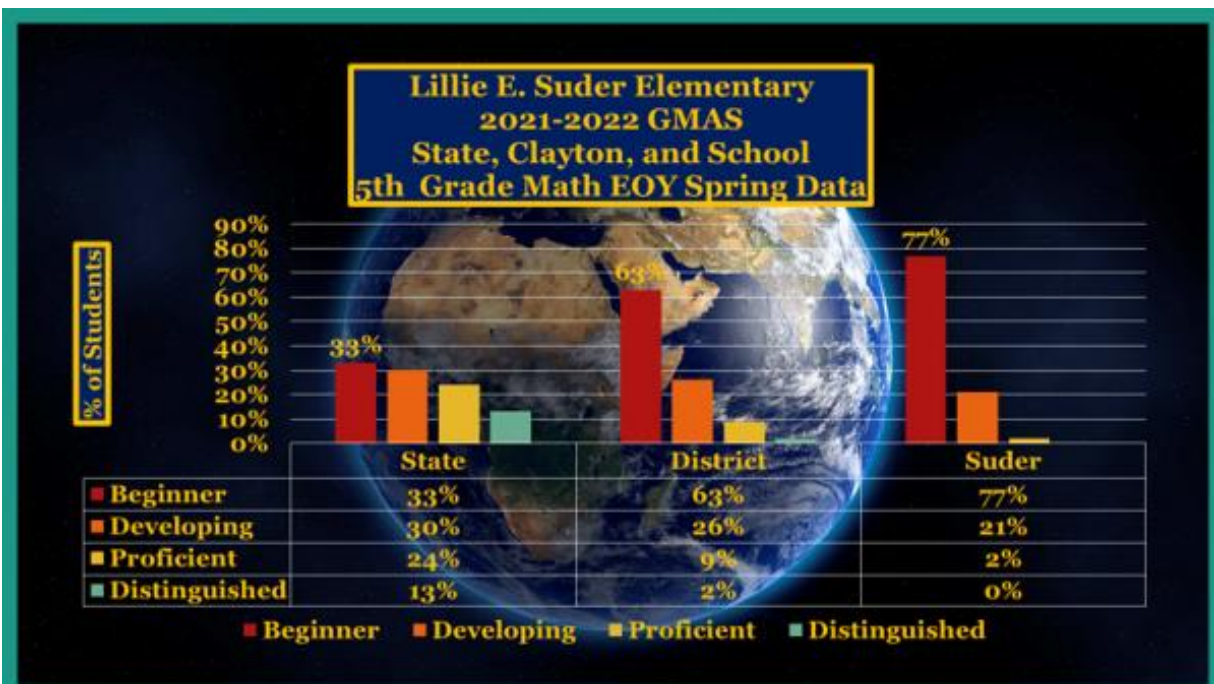
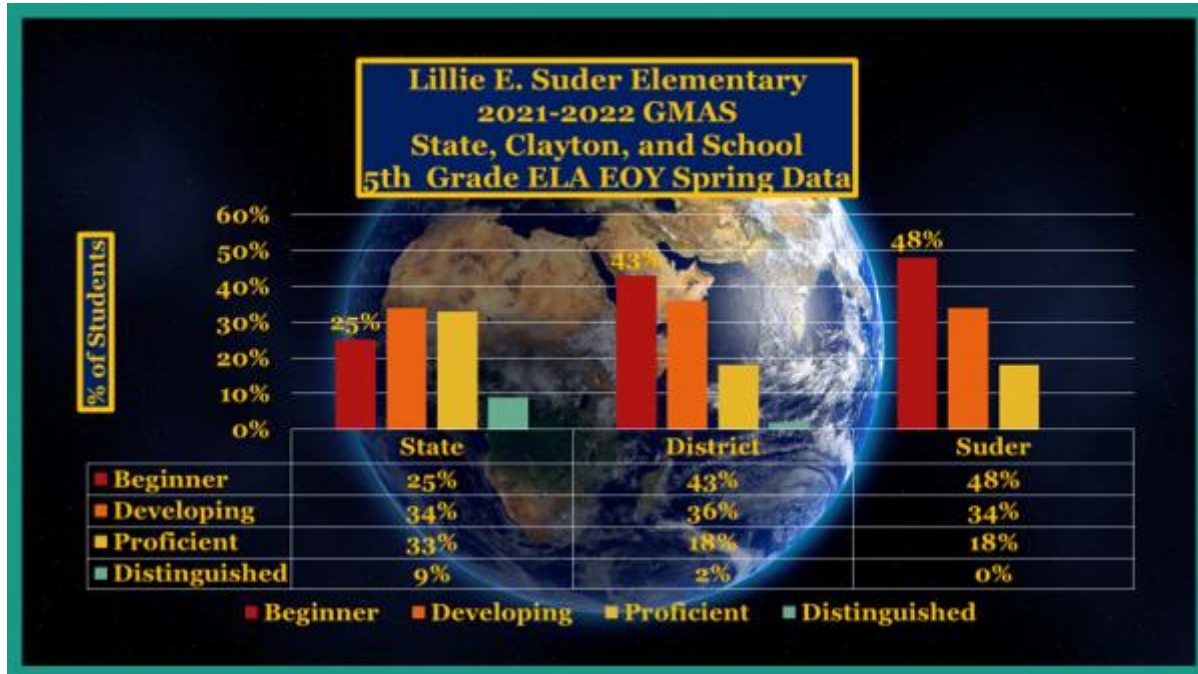
4th Grade





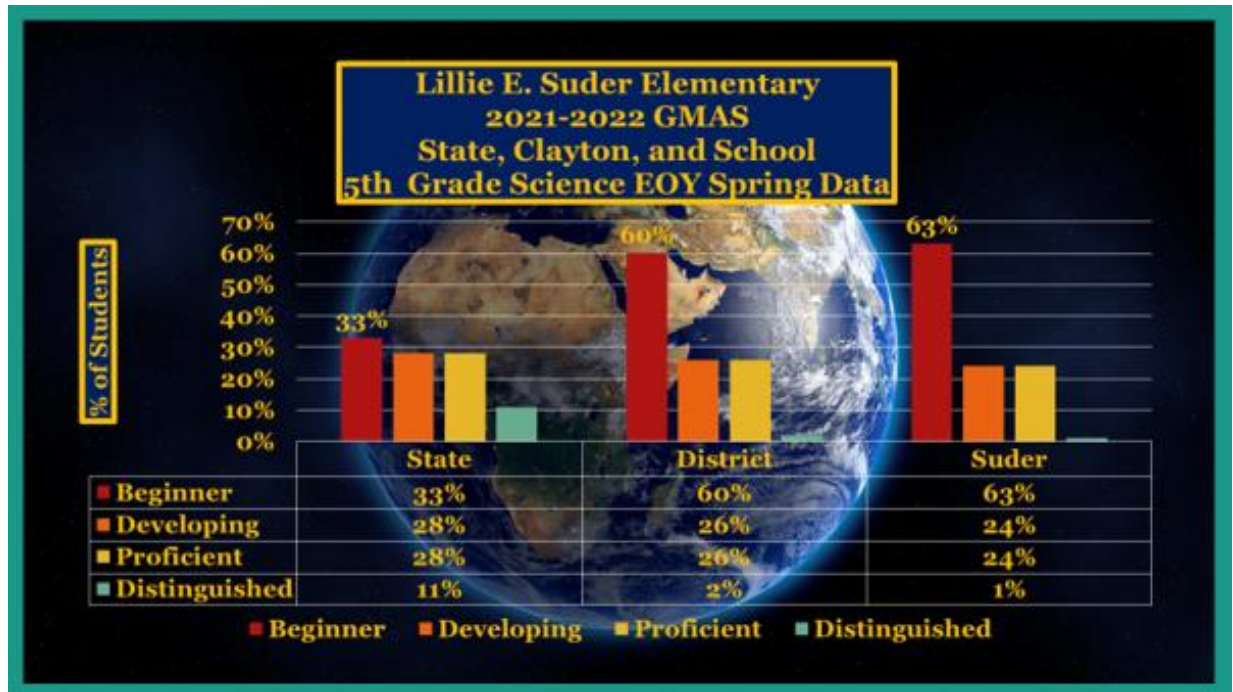
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5th Grade

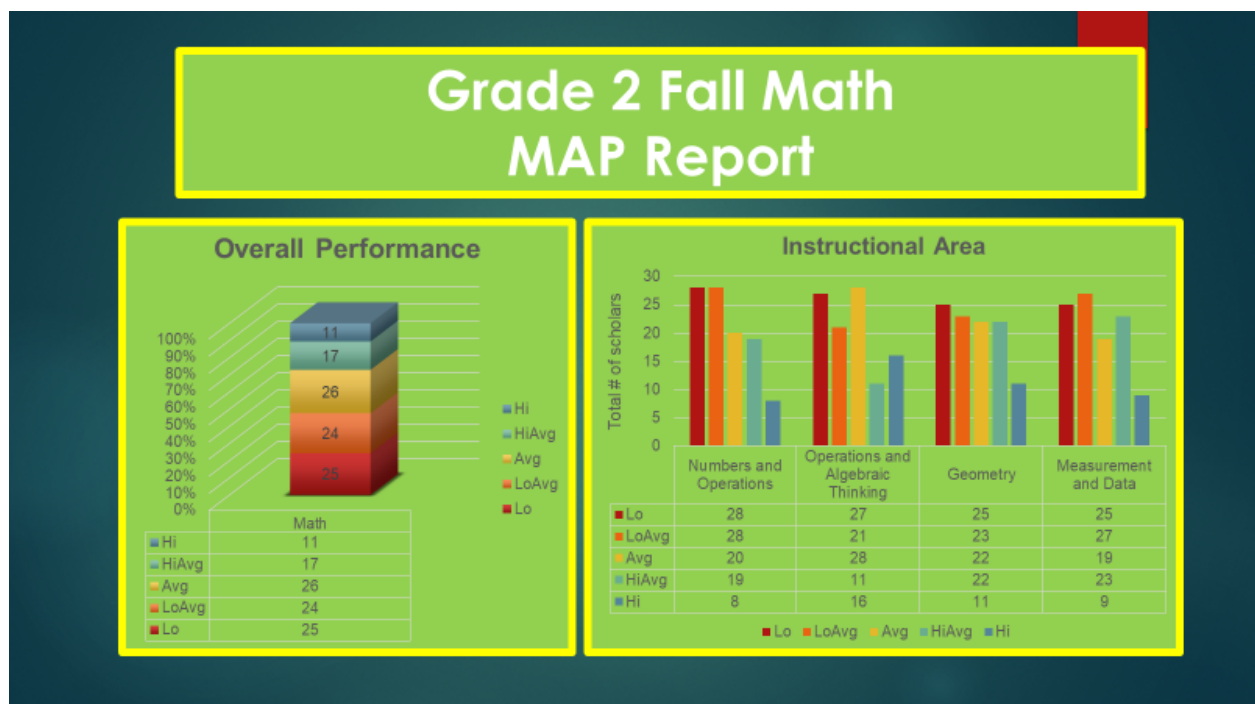




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Fall 2022-2023 MAP Growth Data:
2nd Grade

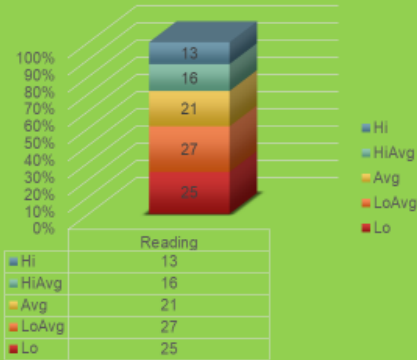




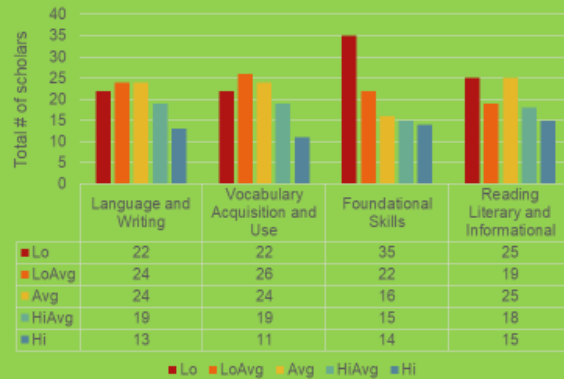
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Grade 2 Fall Reading MAP Report

Overall Performance

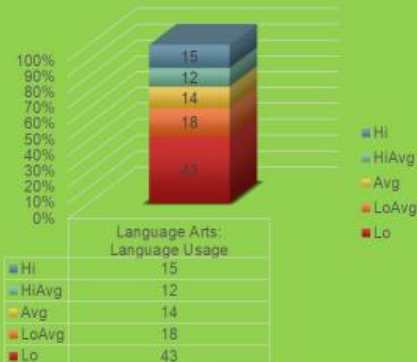


Instructional Area

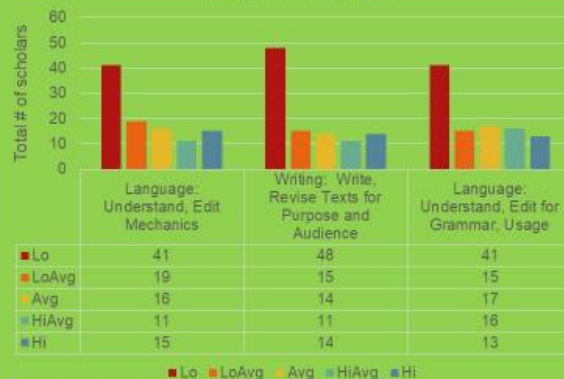


Grade 2 Fall Language Arts MAP Report

Overall Performance



Instructional Area



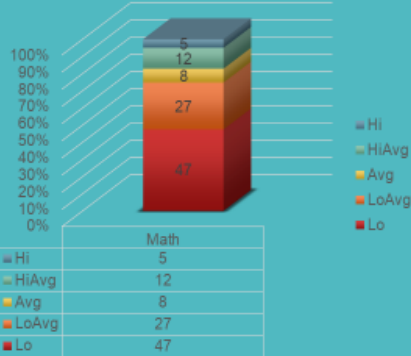


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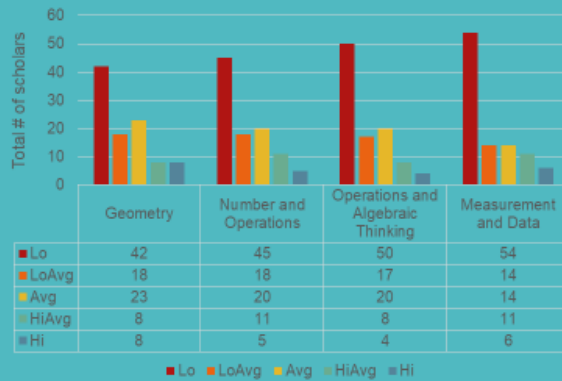
3rd Grade

Grade 3 Fall Math MAP Report

Overall Performance

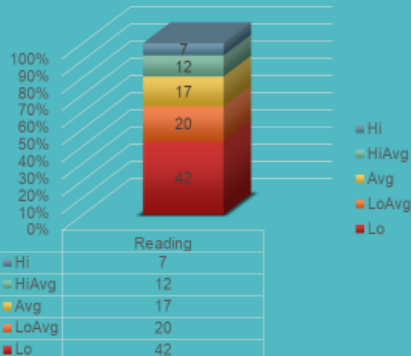


Instructional Area

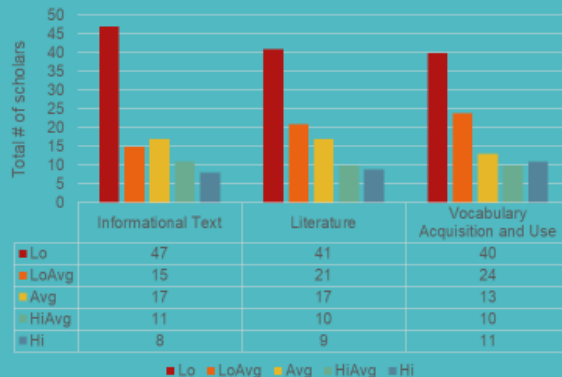


Grade 3 Fall Reading MAP Report

Overall Performance



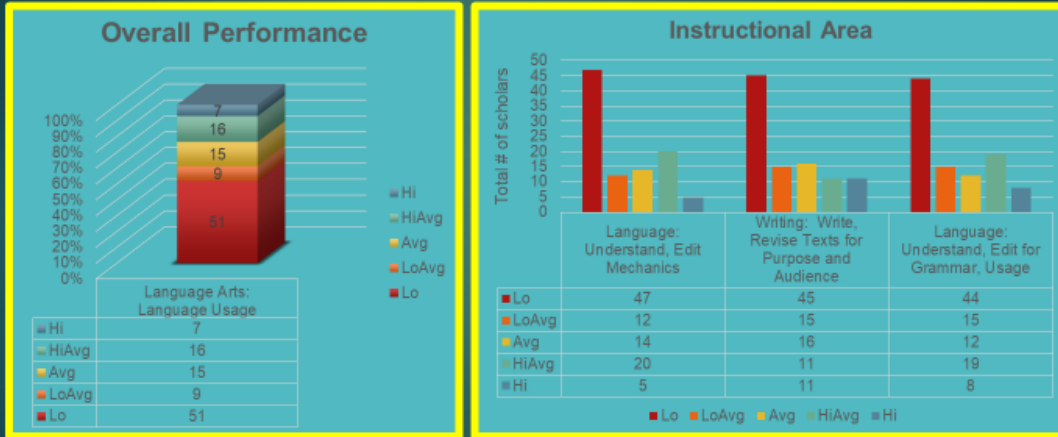
Instructional Area





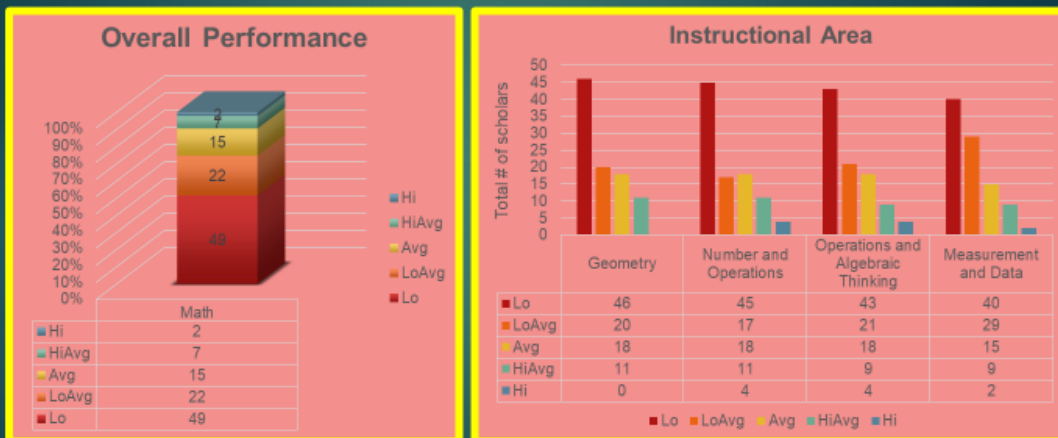
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Grade 3 Fall Language Arts MAP Report



4th Grade

Grade 4 Fall Math MAP Report

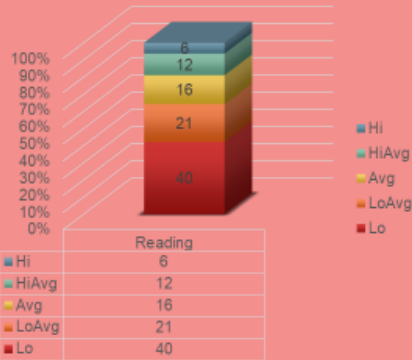




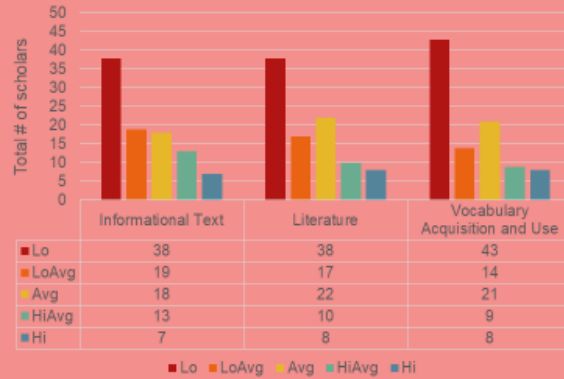
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Grade 4 Fall Reading MAP Report

Overall Performance

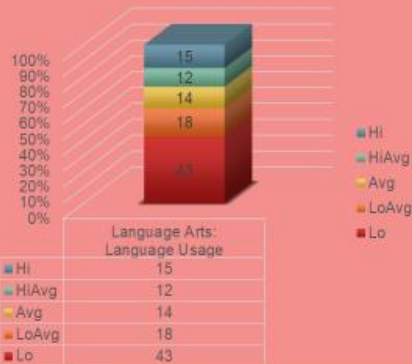


Instructional Area

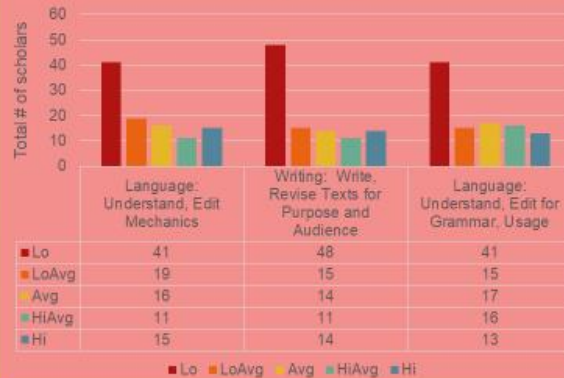


Grade 4 Fall Language Arts MAP Report

Overall Performance



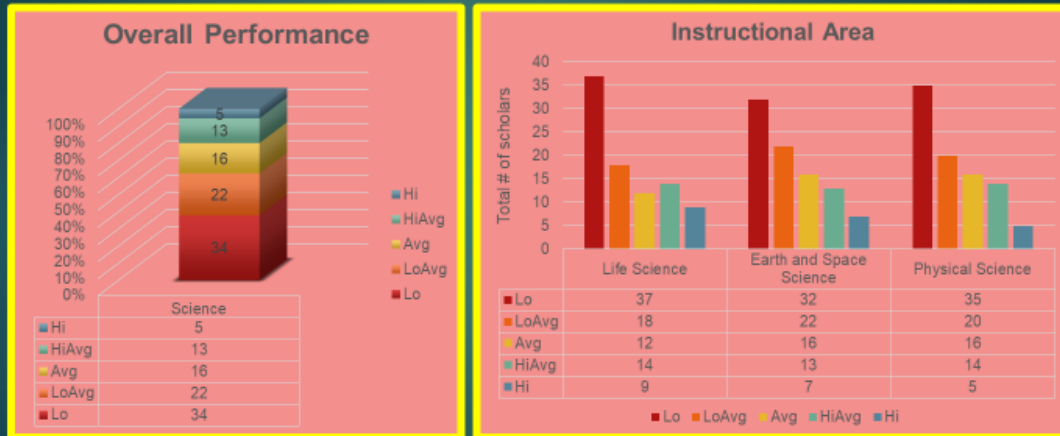
Instructional Area





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Grade 4 Fall Science MAP Report



5th Grade

Grade 5 Fall Math MAP Report

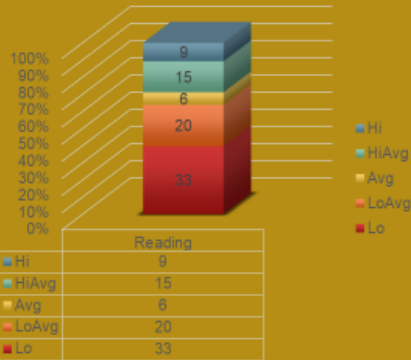




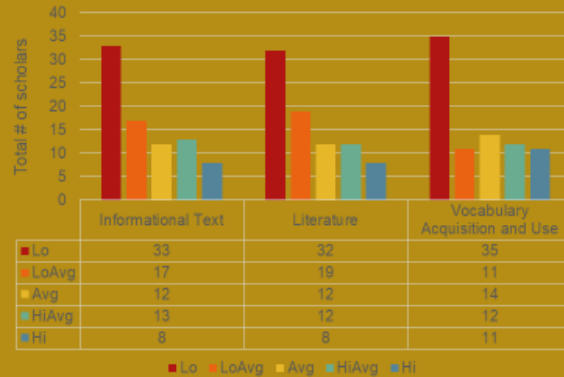
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Grade 5 Fall Reading MAP Report

Overall Performance

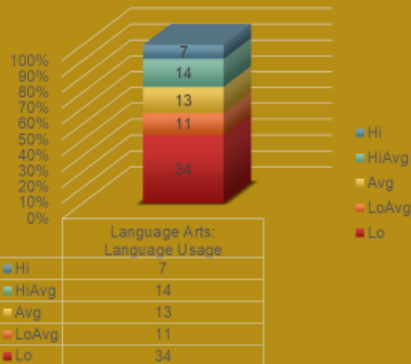


Instructional Area

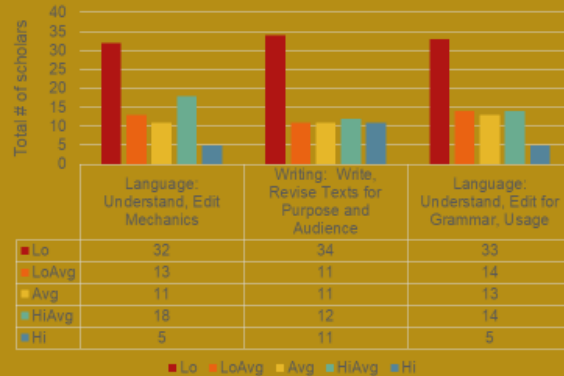


Grade 5 Fall Language Arts MAP Report

Overall Performance



Instructional Area

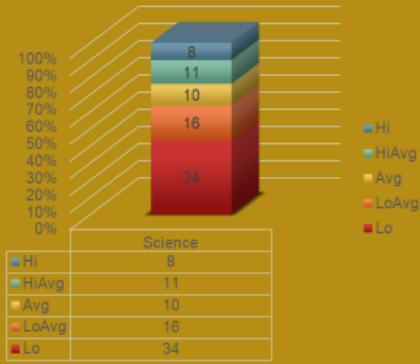




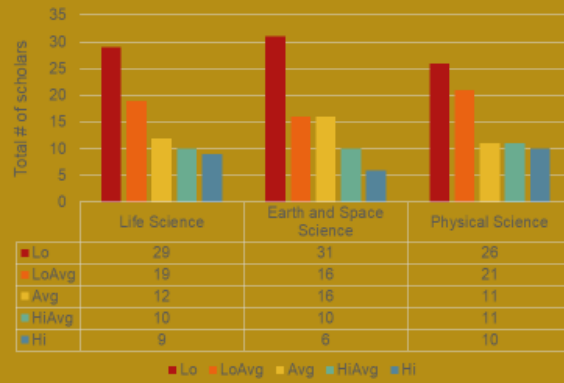
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Grade 5 Fall Science MAP Report

Overall Performance



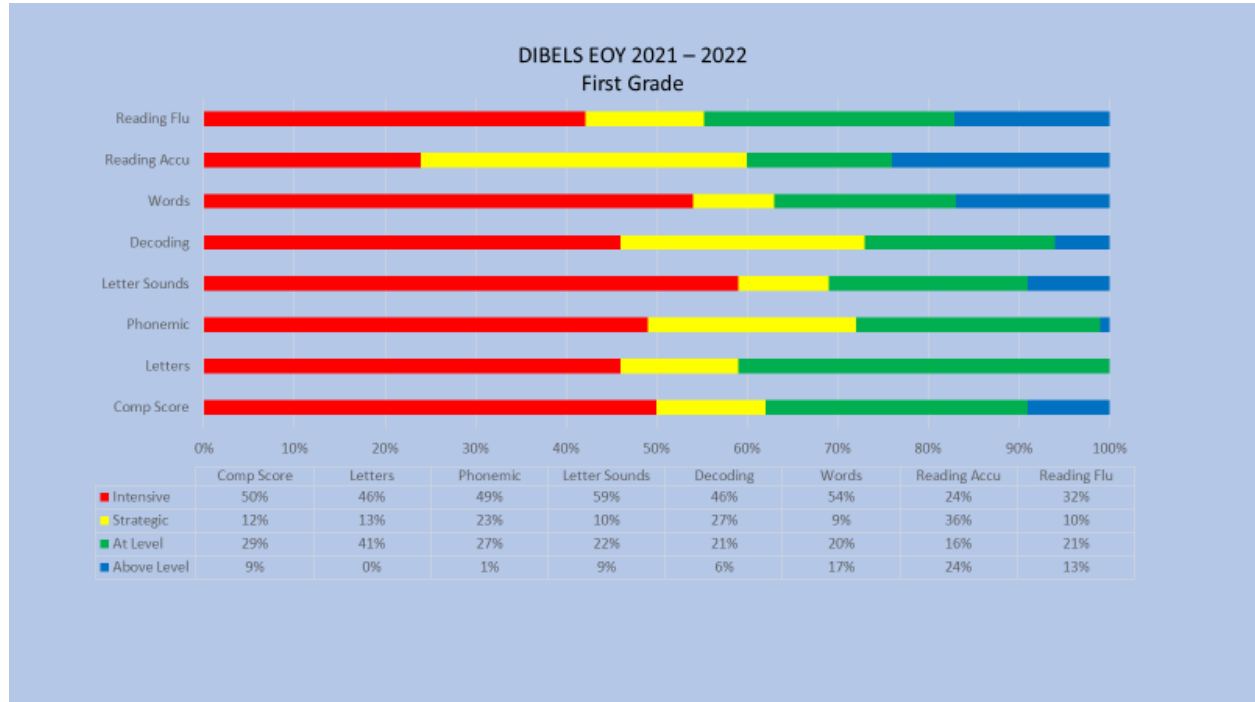
Instructional Area





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2021-2022 EOY DIBELS Data:
1st Grade

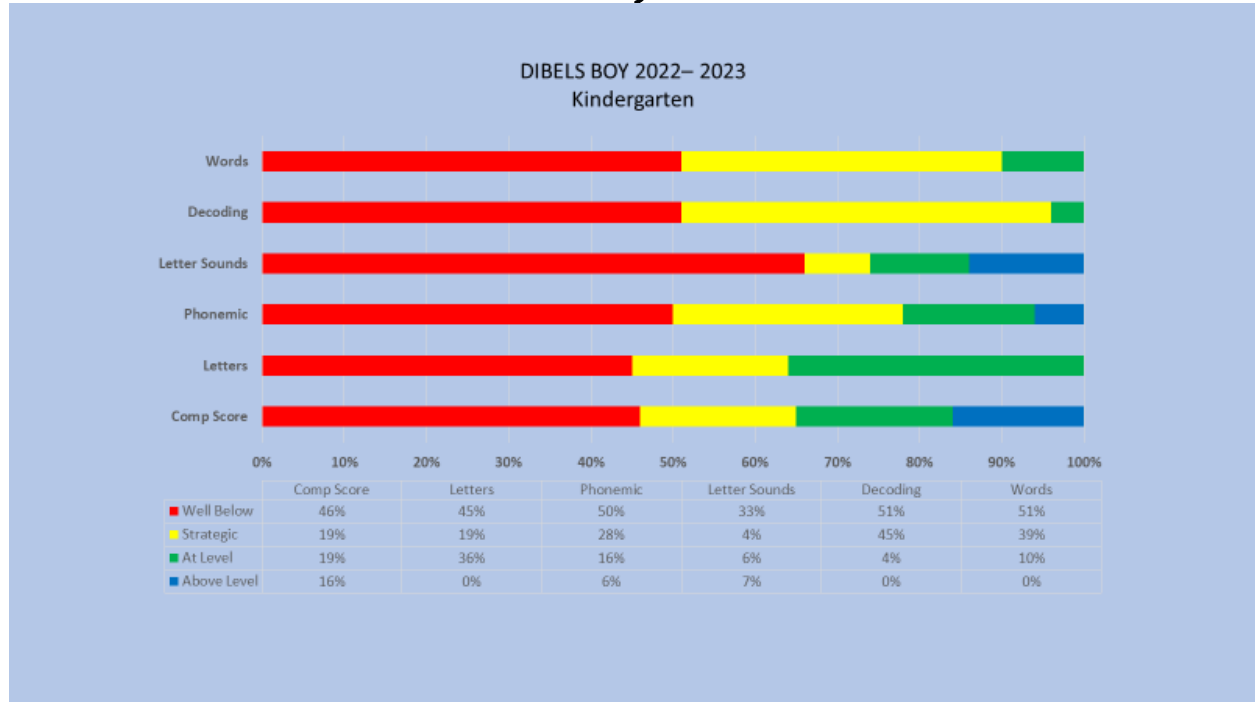




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2022-2023 BOY DIBELS Data:

Kindergarten

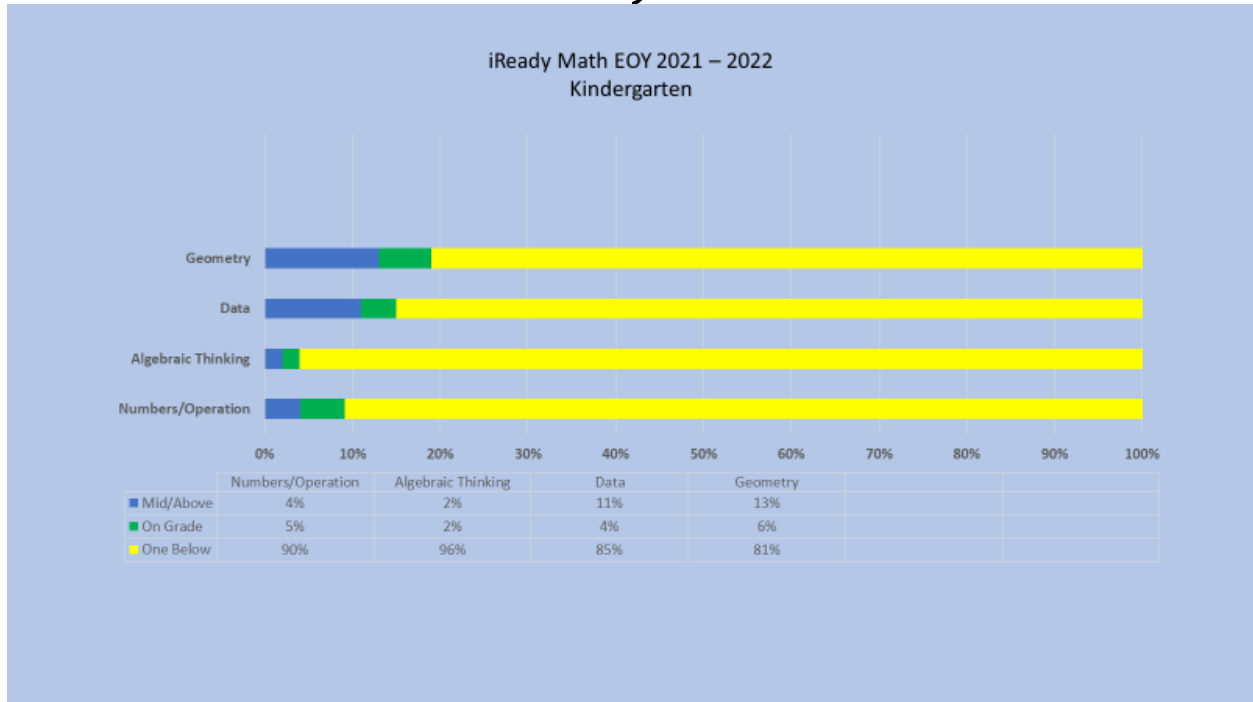




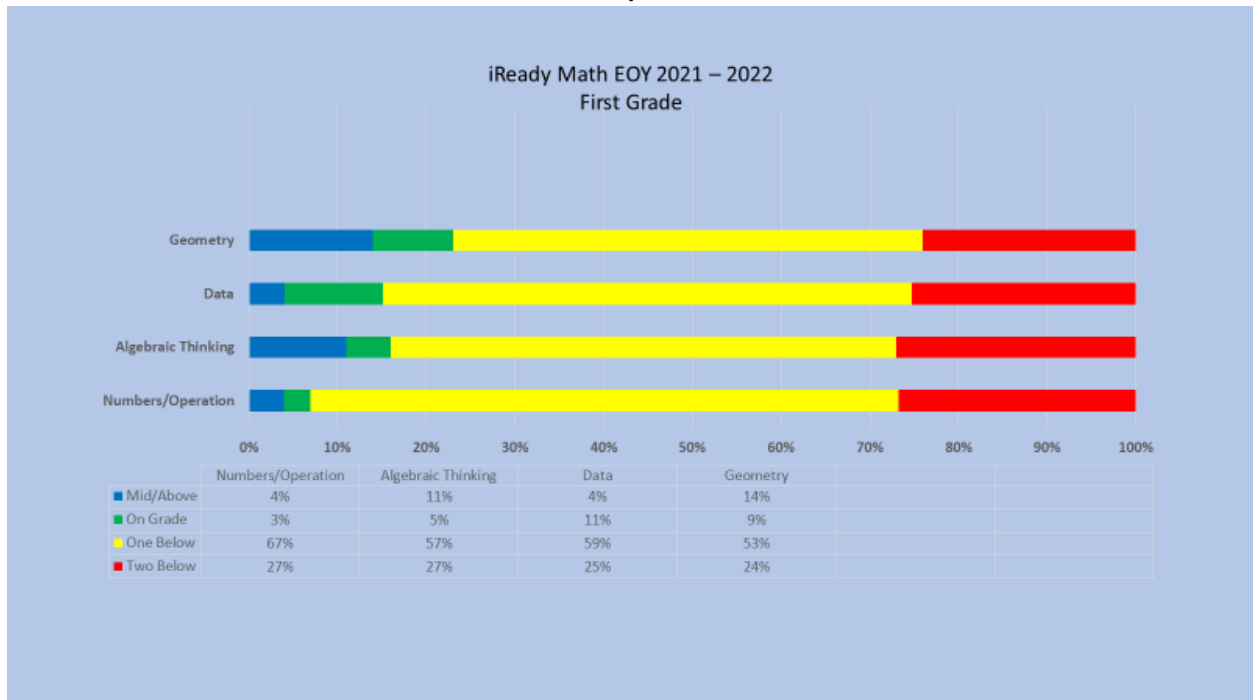
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2021-2022 EOY iReady Data:

Kindergarten



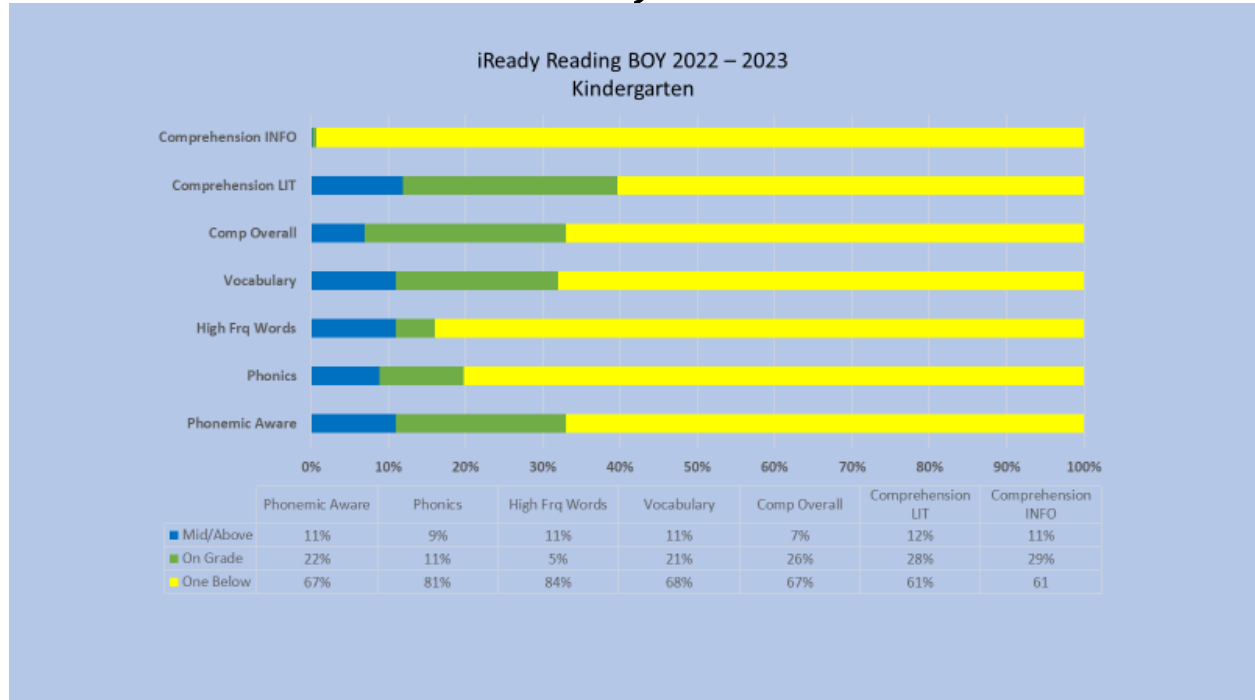
1st Grade



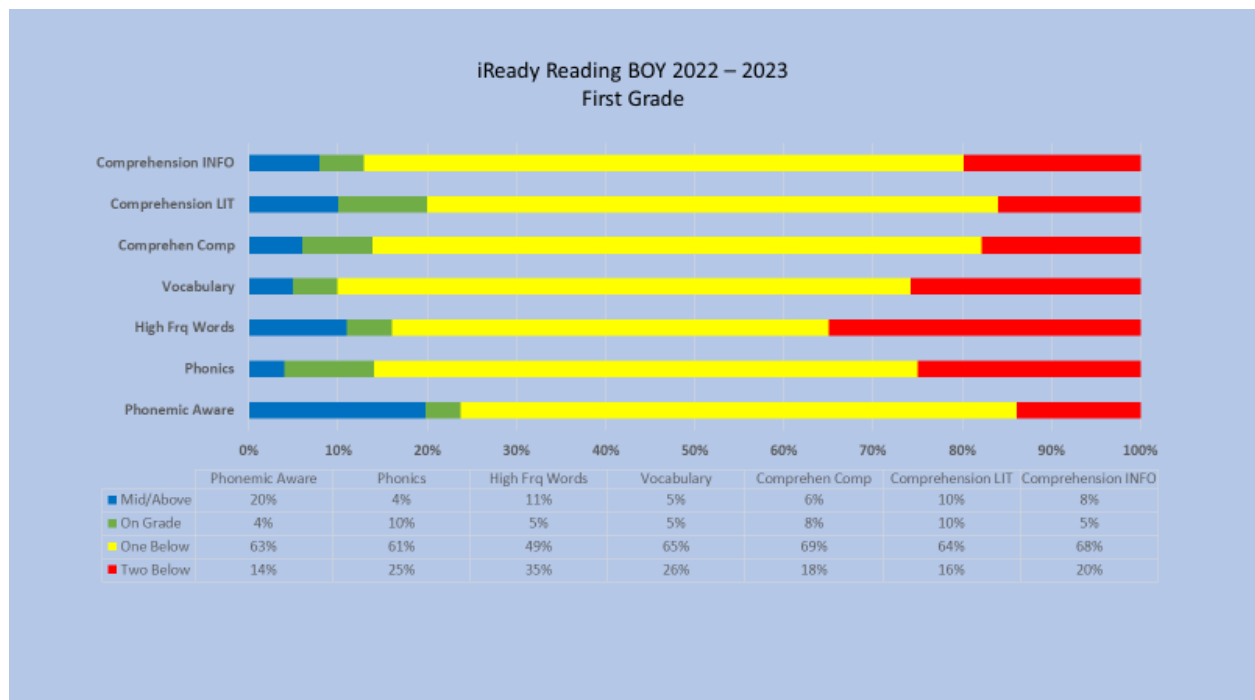


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2022-2023 BOY iReady Data: Kindergarten



1st Grade





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Comprehensive Needs Assessment:

1. Comprehensive Needs Assessment: Sec. 1114(b)(1)(A)

Is based on a comprehensive needs assessment of the entire school that considers information of the academic achievement of children in relation to the challenging State academic standards, **particularly the needs of those children who are failing, or are at-risk of failing**, to meet the challenging State academic standards and any other factors as determined by the local educational agency; **Sec. 1114(b)(1)(A)**

Describe the Comprehensive Needs Assessment Process used to develop your needs and goals for your school for this year's Title I schoolwide/school improvement plan.

A. We have developed our school wide plan with the participation of individuals who will carry out the comprehensive school wide/school improvement program plan. Participants met as the Leadership Team and/or Parent Council Team and reviewed assessment data from the 2021-2022 school year (throughout the school year). Next, the Leadership Team and/or Parent Council Team collaborated and discussed achievement goals and strategies for the 2022-2023 school year. Next, the Leadership Team and/or Parent Council Team shared the proposed achievement goals and strategies with grade level and department chairs, and other parents. Finally, the Leadership Team gathered to share feedback with teachers, staff, and parents and then revised the Title I SIP accordingly. Once the findings were reviewed and analyzed, it led to the development of tasks that are aligned to our four overarching CSIP goals that will drive actions and measurable milestones that guide our work toward meeting those goals.

B. Each grade level and department collaborated to analyze data in order to determine the key areas in which improvement is needed. GMAS, MAP Growth, DIBELS, and iReady data were reviewed including looking at all student groups. In collaborative groups, teams of teachers identified potential reasons or causes for areas in which students struggled. In addition, our administrative team met with faculty and staff to examine student data which included attendance, discipline, retention rate, response to intervention, and placement of students in various support programs. Throughout the process, the team reviewed the following data.

- Student and Teacher Attendance – A review of attendance to determine how many students and teachers are absent. (via Infinite Campus/ExecuTime)
- Parental Involvement – To identify the level of parent involvement, our parent liaison keeps documentation to identify the following: (1) the number of parents and (2) how often they participate in school activities.
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Benchmark data-a progress monitoring tool to assess early childhood literacy
- MAP Growth data-an assessment for measuring achievement and growth



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- iReady data-an assessment to determine the skills
- RTI/SST-Multi-tier approach to determining the level of support needed for students as it relates to academic and behavioral needs where the SST Chair and teacher track and monitor student interventions and progress.
- Individual Education Plans-DES teachers create plans to meet the learning and social needs of students who receive Special Education support. (Monitored by Case Managers)
- 504 Accommodations-Plans created for students with disabilities to be provided reasonable accommodations to have access to education to the same extent of students without disabilities. (Monitored by: School Psychologist/Assistant Principal)

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)

GMAS, MAP, DIBELS, and iReady data:

The 2018-2019 data that is embedded in this plan was from the GMAS that was taken prior to the pandemic. Therefore, all scholars tested in a normal face to face setting. Additionally, this data is comparative data that shows instances of gains from 2018 to 2019.

The 2021-2022 data that is embedded in this plan was data from assessments that were administered face to face even though we had many scholars still in a virtual setting. As a result, when we administered DIBELS, iReady, MAP Growth we asked parents to bring scholars to school to take the assessments. For GMAS, all scholars had to be face to face (per district guidelines) to take the assessment. The majority of scholars that were virtual took the assessment, but we still had a few that did not and were able to opt out as a result of the pandemic.

The 2022-2023 data that is embedded in this plan was data from the beginning of the year and has afforded us the opportunity to group our scholars (for small group instruction) according to their DIBELS and MAP Growth scores. Developing these homogenous small groups allows us to be intentional as we support our scholars who are failing or at risk of failing. However, for the sake of speaking to our subgroups, we reviewed our 2019 CCRPI data in an effort to note areas of deficit, specifically for the needs of those children who are failing or who are at risk of failing.

Review of Data by Subgroup:

Considering the needs of migrant children, Suder Elementary does not have a migrant student population currently. However, in the event the school gains a migrant student population, the school will follow district, state, and federal guidelines to ensure that all migrant students are afforded the same opportunities as all other students at our school. Further, all parents or guardians enrolling a child in our school will receive a survey that determines whether the child will be



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identified as a migrant. The completed survey will be kept in the students' cumulative folder and the original form will be sent to the Office of Federal Programs.

As a team, we have reflected on current achievement data that will help us understand the subjects and skills in which teaching and learning need to be improved. Therefore, considering our 2019 CCRPI content mastery data, we scored 47.9 which shows deficits. In particular, in English Language Arts we scored 50.15, in Math we scored 49.71, in Science we scored 50.41, and in Social Studies we scored 47.49. Taking these scores into consideration, it shows that we have to focus our efforts on increasing our content mastery in each subject/content area. And even though our content mastery scores went up in each content area from the 2018 CCRPI data, it still shows that we have deficits that must be addressed.

100% of our students are economically disadvantaged. Keeping this in mind, when we asked ourselves, "How did student groups in our school perform?" we learned that our economically disadvantaged scholars and EL scholars met the 6% improvement target in English Language Arts and Math. However, in those two same areas, our SWD subgroup did not make progress nor did they meet any improvement targets. In Science and Social Studies our economically disadvantaged subgroup met the 6% improvement targets; however, our SWD subgroup did not make progress nor did they meet any improvement targets. There were too few EL students regarding the test participation rate in Science and Social Studies.

As it relates to the different races that we have at Suder, there were enough scholars regarding the test participation rate. More specifically, they met improvement targets. For instance, Black, Hispanic, and Multi-Racial scholars met improvement targets in English Language Arts and Math. However, only Blacks and Hispanics met improvement targets in Science and Social Studies. There were not enough Multi-Racial scholars regarding test participation in the two aforementioned content areas.

In short, as a team, we believe that we must put a few strategies or interventions in place that will support all of our subgroups as we work to increase our content mastery scores. Teachers of SWD will continue to follow their IEP while pushing them to achieve their academic goals (especially as it relates to meeting improvement targets in all content areas). ***As well, we must ensure that our teachers are participating in collaborative extended planning so that they can plan rigorous and meaningful lessons.***

As well, we have based our plan on information about all students in the school and identified students and groups of students who have not yet demonstrated proficiency as measured by State Academic content standards (the Georgia Standards of Excellence) to include:

- Economically disadvantaged (ED) students who may experience lack of opportunities or exposure to a variety of outside learning opportunities. 100 percent of the student population at Suder are economically disadvantaged. Students from a variety of racial and ethnic groups who have diverse ways of acquiring new information.



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- Students with disabilities who have individualized educational plans (IEP) to support the most appropriate instructional strategies to utilize instructional modifications necessary to address their learning strengths and weaknesses.
- Students with limited English proficiency often require instructional modifications to effectively have access to the curriculum to gain understanding.
- To address the identified deficits, more differentiation will be incorporated in the classroom and standards will be taught more rigorously and on a deeper level. By implementing a relevant curriculum, the diverse needs of all students can be met. More emphasis will be placed on increasing the skills of SWD and ELL.
- The specific academic needs of identified students in all grades will be addressed in the Comprehensive School Improvement Plan.

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

Considering the SIP team data analysis, the prioritized foci and root causes are:

Foci	Root Causes
Reading: Implement a rigorous and relevant reading curriculum with a focus on vocabulary.	<ul style="list-style-type: none"> ● Scholars lack of vocabulary acquisition. ● ELA Curriculum lacks a robust vocabulary component.
Reading: Use quantitative data to improve the core reading curricula, instructional practices, and interventions to accelerate and remediate our students' learning.	<ul style="list-style-type: none"> ● Lack of small group lesson planning. ● Lack of implementing small groups in the classrooms (especially 2nd-5th).
Reading: Implement a rigorous and relevant reading curriculum with a focus on phonics.	<ul style="list-style-type: none"> ● Lack of focus on phonics using decodable readers. ● Lack of small group instruction that focuses on phonemic awareness and phonics.
Implement evidence-based practices that support effective Collaborative Extended Planning focusing on the following: *Plan units/lessons using the S.T.A.R.T.S. model and High Impact Practices for rigorous instruction: Higher Order Questions, Academic Discourse/Discussions, & Evidence-based Writing. *Discuss formative and summative data for flexible groupings to accommodate learning needs (for Walk to Read and other data driven lessons) *Develop common assessments	<ul style="list-style-type: none"> ● Looking at our 2019 CCRPI content mastery data, it is evident that we must continue to work on planning more rigorous lessons (in lesson planning). ● Not enough usage of High Impact Practices (especially in 2nd – 5th). ● Inconsistent with using the data to truly drive our instruction.



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Goals and Strategies: (Identify 3 to 4 SMART goals based on school needs.)

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

a) provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students with disabilities, English learners, 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: Our CCRPI content mastery score in English Language Arts will show a 5 point increase from 50.15 in 2019 (as a baseline) to 55.15 in 2023.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Using the CSIP/short term action plan as a resource, we will create an implementation team to implement the following actions (below). We will meet monthly to ensure that the strategies and interventions are being done to fidelity. The team will monitor the implementation, show artifacts at monthly meetings as well as report outcomes and recommend any necessary steps to ensure we meet Goal 1.		September - May	NA	ELA Content Lead Early Learning Reading Coach Title I Academic Coach Principal
Teachers will participate in bi-weekly Collaborative Extended Planning sessions (for 1 hour 45 minutes at a time) to analyze data that will drive the purposeful creation of rigorous and meaningful lesson plans that will teach the standards.		September – April	NA	Principal Assistant Principal Title I Academic Coach Early Learning Reading Coach
Hire an outside Language Arts content and pedagogy expert (outside consultant) that will help coach and/or model the implementation of best practices that align with the ELA curriculum as well as collaborate with the		November-January	\$2520.00	Outside Consultant: Writing to Win Early Learning Reading Coach Principal



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Early Learning Reading Coach to be sure to meet the support needs of the ELA teachers in K, 1, & 2 nd grade.				
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
Students will be provided with writing journals/folders, access to ELBC 1 to 1 technology, student data notebooks, Decodable books for home library, and Tutor.com.		Students will be provided with writing journals/folders, access to ELBC 1 to 1 technology, student data notebooks, Decodable books for home library, and Tutor.Com.		
English Learners		Students with Disability		
English Learners will be supported with the use of word banks, sentence/paragraph stems, visuals, and interactive vocabulary/writing journals.		Students will receive assistance with all activities using accommodations and/ or modifications as aligned in their IEP. Students will receive sentence and paragraph starters, word banks when appropriate, extended time, modeled and guided practice.		



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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: Our CCRPI content mastery score in Math will show a 5 point increase from 49.71 in 2019 (as a baseline) to 54.71 in 2023.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Using the CSIP/short term action plan as a resource, we will create an implementation team to implement the following actions (below). We will meet monthly to ensure that the strategies and interventions are being done to fidelity. The team will monitor the implementation, show artifacts at monthly meetings as well as report outcomes and recommend any necessary steps to ensure we meet Goal 2.		September - May	NA	Math Content Lead Principal Title I Academic Coach
Use our Title I Academic Coach to identify student centered Math needs, select improvement goals, identify instructional practices that will enhance the Math curriculum, monitor, and revise the plan if necessary.		August - May	NA	Title I Academic Coach Principal
Teachers will participate in bi-weekly Collaborative Extended Planning sessions (for 2 hours at a time) to analyze data that will drive the purposeful creation of rigorous and		September- May	NA	Principal Assistant Principal Title I Academic Coach



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meaningful lesson plans that will teach the standards.				
Utilize district level support who will help side by side coach and/or model the implementation of best practices that align with the Math curriculum as well as collaborate with the Title I Academic Coach to be sure to meet the support needs of the Math teachers. Professional Development will also be provided.		August-April	NA	Math Department- Math Lead (Tiffany Nealy) Title I Academic Coach Principal
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
Students will be provided with math journals/folders, access to ELBC 1 to 1 technology, student data notebooks, math manipulatives, and Tutor.com.		Students will be provided with math journals/folders, access to ELBC 1 to 1 technology, student data notebooks, math manipulatives, and Tutor.com.		
English Learners		Students with Disability		
English Learners will be supported with visuals, math manipulatives, and interactive math vocabulary/math journals.		Students will receive assistance with all activities using accommodations and/ or modifications as aligned in their IEP. Students will receive math manipulatives, extended time modeled and guided practice.		



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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: Our CCRPI content mastery score in science will show a 5 point increase from 50.41 in 2019 (as a baseline) to 55.41 in 2023.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Using the CSIP/short term action plan as a resource, we will create an implementation team to implement the following actions (below). We will meet monthly to ensure that the strategies and interventions are being done to fidelity. The team will monitor the implementation, show artifacts at monthly meetings as well as report outcomes and recommend any necessary steps to ensure we meet Goal 3.		September- May	NA	Science Content Lead Title I Academic Coach Principal
Use our Title I Academic Coach to identify student centered Science needs, select improvement goals, identify instructional practices that will enhance the Science curriculum, monitor, and revise the plan if necessary.		August - May	NA	Title I Academic Coach Principal



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Teachers will participate in bi-weekly Collaborative Extended Planning sessions (for 1 hour and 45 minutes at a time) to analyze data that will drive the purposeful creation of rigorous and meaningful lesson plans that will teach the standards.		September - May	NA	Principal Title I Academic Coach Early Learning Reading Coach
Purchase STEM resources, participate in virtual field trips & off campus field trips that will enhance the Science curriculum as well as provide STEM exposure for our scholars.		November, December, & January	\$50,000 (Money provided by the district)	Science Content Lead Title I Academic Coach Principal
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
Students will be provided with science journals/folders, access to ELBC 1 to 1 technology, and Tutor.com.		Students will be provided with science journals/folders, access to ELBC 1 to 1 technology, and Tutor.com.		
English Learners		Students with Disability		
English Learners will be supported with the use of word banks, sentence/paragraph stems, visuals, and interactive science vocabulary/writing journals.		Students will receive assistance with all activities using accommodations and/ or modifications as aligned in their IEP. Students will receive sentence and paragraph starters, word banks when appropriate, extended time, modeled and guided practice.		



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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: Our CCRPI content mastery score in Social Studies will show a 5 point increase from 47.49 in 2019 (as a baseline) to 52.49 in 2022.

Evidenced Based Strategies and Interventions	Level of Evidence	Timeline for Implementation	Estimated Budget	Person/Position Responsible
Using the CSIP/short term action plan as a resource, we will create an implementation team to implement the following actions (below). We will meet monthly to ensure that the strategies and interventions are being done to fidelity. The team will monitor the implementation, show artifacts at monthly meetings as well as report outcomes and recommend any necessary steps to ensure we meet Goal 4.		September - May	NA	Social Studies Content Lead & Integration Lead Title I Academic Coach Principal Early Learning Reading Coach
Use our Title I Academic Coach & Early Learning Reading Coach to identify student centered Social Studies needs, select improvement goals, identify instructional practices that will enhance the Social Studies curriculum, monitor, and revise the plan if necessary.		August - May	NA	Title I Academic Coach Principal Early Learning Reading Coach



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Teachers will participate in bi-weekly Collaborative Extended Planning sessions (for 1 hour and 45 minutes at a time) to analyze data that will drive the purposeful creation of rigorous and meaningful lesson plans that will teach the standards.		September - May	NA	Principal Assistant Principal Title I Academic Coach Early Learning Reading Coach
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Foster and Homeless		
Students will be provided with social studies journals/folders, access to ELBC 1 to 1 technology, and Tutor.com.		Students will be provided with social studies journals/folders, access to ELBC 1 to 1 technology, and Tutor.com.		
English Learners		Students with Disability		
English Learners will be supported with the use of word banks, sentence/paragraph stems, visuals, and interactive social studies vocabulary/writing journals.		Students will receive assistance with all activities using accommodations and/ or modifications as aligned in their IEP. Students will receive sentence and paragraph starters, word banks when appropriate, extended time, modeled and guided practice.		



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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

Our school-wide reform strategies that will 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) will be:

c.

- Use of the Response to Intervention (RTI) process in which scholars will move through the tiers when necessary. All scholars will start at Tier 1. However, when there is an academic deficit, scholars can then move to Tier 2 or Tier 3 depending on the level of support necessary. Interventions will be given, and progress monitoring will be conducted and collected to analyze for data.
- Convene the Circle of Support team where many support personnel from the school and outside of the school come together to discuss scholars who are at risk to determine the type and level of support necessary to ensure that scholars meet their academic goals. These team members will include (but may not be limited to): Principal, AP, Counselor, Parent Liaison, school Psychologist, school Social Worker, Healthcare Technician (HCT), HCT Supervisor, Lead Teacher Special Education (LTSE), Behavior Intervention Specialist (BIS), DES Lead, ESOL Lead, SST Lead.
- Our school counselor has passed out Counselor Referral forms to the teachers so that they are on hand whenever a scholar needs counseling assistance. We are striving to create a culture in which we will allow scholars to meet with the counselor first, prior to going to an administrator. The counselor will also conduct whole group guidance sessions in classrooms and pull small groups for needs-based counseling.
- For specialized support, the EIP department will continue to identify and serve those scholars who are working below grade level in reading and/or math. The DES Department will continue to work with our DES scholars ensuring to follow their Individualized Education Plans (IEP) that correlate to their grade level curriculum. As well, the DES Case Managers will conduct IEP meetings as often as necessary as to ensure compliance. Our EL scholars also have modification plans that allow them to learn grade level content (while learning English as a second language). All the specialized support teachers collaborate bi-



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weekly with our General Education teachers to ensure differentiation and that they know how to better support these scholars when they are in their general education setting. They do this in Collaborative Extended Planning (weekly on Wednesdays).

- At Suder, we are fortunate enough to have a Student Engagement Specialist who works with a case load of scholars. He uses the Check and Connect model to ensure that he is checking in on them and connecting with them (often) as a mentor, as a means of instructional support, and he also ensures that they have access to all that they need to be successful in school. He also collaborates with their homeroom teachers as well as their parents.

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)

As a part of our Comprehensive School Improvement Plan (CSIP), our school counselor will work with our scholars in grades K thru 5th to increase their awareness of various careers by planning a Career Day.

As well, Suder Elementary is a registered Cambridge Assessment International Education (AIE) school. As a result, our Kindergarten through grade teachers will integrate global perspectives into daily lessons using the Cambridge Global Perspective curriculum frameworks by addressing the following strands:

- Research
- Analysis
- Evaluation
- Reflection
- Collaboration
- Communication

Moreover, our Kindergarten through 5th grade teachers along with the Cambridge Lead Teacher will integrate the five core attributes/competencies that a Cambridge learner should display:

- Confident Learner
- Reflective Learner
- Responsible Learner
- Engaged Learner
- Innovative Learner

It is important to note success with Cambridge qualifications gives students access to the world's best universities; therefore, preparing them for and providing them an awareness of opportunities for postsecondary education and the workforce. We believe our Cambridge curriculum will also help broaden our scholar's access to coursework that will allow them to earn postsecondary credit while they are in high school.



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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.);

Our implementation of a school-wide 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

- Use of the Response to Intervention (RTI) process in which scholars will move through the tiers when necessary. All scholars will start at Tier 1. However, when there is an academic deficit, scholars can then move to Tier 2 or Tier 3 depending on the level of support necessary. Interventions will be given, and progress monitoring will be conducted and collected to analyze for data.
- Convene the Circle of Support: Administrators along with other members of the faculty and staff, including the school Psychologist, school Social Worker, the Behavior Intervention Specialist (BIS), Counselor, the Healthcare Technician (HCT) & HCT Supervisor, general education teacher, ESOL Lead, DES Chair, LTSE, SST Lead, and the Parent Liaison will continue to meet monthly addressing students that need additional academic and/or behavioral support. Data will be shared by the Counselor and/or the school Social Worker as it relates to attendance and the school Psychologist and/or Behavior Intervention Specialist will provide discipline and RTI data. Strategies will be developed, support will be put in place, and follow up will take place at each Circle of Support Meeting.
- Our school counselor has passed out Counselor Referral forms to the teachers so that they are on hand whenever a scholar needs counseling assistance. We are striving to create a culture in which we will allow scholars to meet with the counselor first, prior to going to an administrator. The counselor will also conduct whole group guidance sessions in classrooms and pull small groups for needs-based counseling.
- For specialized support, the EIP department will continue to identify and serve those scholars who are working below grade level in reading and/or math. The DES Department will continue to work with our DES scholars ensuring to follow their Individualized Education Plans (IEP) that correlate to their grade level curriculum. As well, the DES Case Managers will conduct IEP meetings as often as necessary as to ensure compliance. Our EL scholars also have modification plans that allow them to learn grade level content (while learning English as a second language). All the specialized support teachers collaborate bi-weekly with our General Education teachers to ensure differentiation and that they know how to better support these scholars when they are in their general education setting. They do this in Collaborative Extended Planning (weekly on Wednesdays).
- At Suder, we are fortunate enough to have a Student Engagement Specialist who works with a case load of scholars. He uses the Check and Connect model to ensure that he is checking in on them and connecting with them (often) as a mentor, as a means of instructional



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support, and he also ensures that they have access to all that they need to be successful in school. He also collaborates with their homeroom teachers as well as their parents.

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.)

*The District Level Lead Math Teacher, Tiffany Nealy, will conduct Professional Development on the following strategy:

Close Reading (for Math) on 9/7/22 (for K-2) & on 9/14/22 (for 3-5)

*The District Level Lead Math Teacher, Tiffany Nealy, will conduct side by side coaching on the following strategy:

Close Reading on 11/7/22

*Title I Academic Coach and the Early Learning Reading Coach will conduct Professional Development on the following strategies:

Close Reading (for Science and Social Studies) on 10/25/22

*Cambridge Online Courses – Ongoing throughout the school year

Suder Elementary has aligned professional development with the State's academic content and student academic achievement standards by reviewing student assessment results regularly during Collaborative Extended Planning meetings.

Suder has devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems.

For example, the teachers will meet weekly with the Title I Academic Coach & Early Learning Reading Coach who will train, mentor, model, and coach them in using data to plan and implement effective instructional practices. Additionally, teachers will be surveyed on their professional development needs and the overall TKES results will be utilized to determine professional development needs.

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.



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The following strategies will be used for assisting preschool children in their transition from early childhood education to Suder:

- In the spring of '23, the Parent Liaison along with the Pre-K Department will work with and/or collaborate with community Day Care Centers to discuss the transition.
- Once collaboration takes place, a date has been set, and logistics have been put in place, the preschool aged scholars will visit Suder for the following event called, "A Day in the Life of Kindergarten." *Scholars that are in Pre-K at Suder will also participate in this event.
- On that day, preschool aged scholars will visit a kindergarten teachers' classroom for ½ day to experience the following: Arrival, Breakfast, Reading Block/ELA Block, Special's, and Lunch. As well, they will experience transitioning into the hallway for restroom breaks as well as transition to special's and/or lunch.
- Once the day is over, the preschool aged scholars will go back to their Day Care or go back into their Pre-K classroom at Suder and engage in a culminating activity: Each scholar will draw a picture about their visit as well as write about (or the teacher will take dictation).
- After the event, the Parent Liaison and the school Counselor will get the list of participants from the Day Care and call their parents inviting them to register for school (when it is time to do so). As well, a post card will be sent inviting them to register for school during Kindergarten Registration (via the OLR). The Pre-K scholars who attend school at Suder will be called by their own classroom teacher to invite them to register during Kindergarten Registration. The school Counselor will do the same by conducting a Kindergarten Round Up presentation where he will invite all Pre-K parents to join him for a meeting where he will go over the Kindergarten Registration process.

*The strategies will be specific to using the district's OLR process (unless we are directed to have parents come to the school to register).

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

We have involved parents in the planning, review and improvement of the comprehensive school-wide program plan beginning with our end of the year data review, where preliminary plans were made to address the needs of the school for the upcoming school year. The school-wide data was shared, and root causes were discussed. During the Parent Council meetings, parents were/are invited to review the previous year's Title I budget, school-wide plan, and other documents and make suggestions about how funds should be used to meet the needs of students. A Title I Input meeting is held to allow parents an additional opportunity to give input and make recommendations rearing the school-wide plan.

We have developed a parent involvement policy that includes a Parent Liaison to serve as community outreach to parents and friends of Suder Elementary School.

In addition, Suder will:



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- Involve parents in trainings so that they can better support their children.
- Conduct and/or host parent trainings in the Parent Liaison's classroom.
- Assist parents while they are supporting their children on ELBC days in which all students are learning asynchronously from home.
- Notify parents of upcoming events in a timely manner through the usage of a weekly correspondence folder called the Gold Wildcat Communication Folder (GWCF).
- Mail home Response to Intervention and required documents to ensure delivery.
- Host Parent Workshops to support parents in their quest to accelerate their children's academic success.
- Hold Curriculum Nights and Parent Academies to encourage parents to get involved and provide information of ways they can help.
- Sponsor a Parent Resource Room equipped with a television, DVD, informational pamphlets, and resources in English, Spanish, etc. to help support parents with issues such as bullying, study habits, teaching responsibility, and how to build respect.
- Allow parents opportunities to help at Suder during field trips and with after school activities.
- Invites parents to be involved by speaking to students at Career Day, the multicultural program, and Field Day.
- Host a Volunteer Breakfast, annually, to show appreciation for our volunteers.
- Host and invite parents to participate in Curriculum Nights, Milestones Assessment Night, and a Family Read-In or Movie Night. Host a Literacy Night/Math Night/STEM Night where parents and students rotate through activities highlighting Georgia Common Core Performance Standards for their grade levels. Doing this allows our parents to have the opportunity to witness learning through the use of centers, games, computers, and small groups.



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Plan Development and Evaluation:

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

a) Address the regularly monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement.

b) Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

c) Describe how the Schoolwide plan will be revised, as necessary, based on the regularly monitoring to ensure continuous improvement of students in the schoolwide program

A. The implementation of the Schoolwide Plan will be monitored regularly using data from the State’s annual assessments and other indicators of academic achievement (i.e. GMAS, GKIDS, ACCESS, MAP Growth, DIBELS, iReady, etc.).

B. We will determine whether the schoolwide program has been effective in increasing the achievement of our students in meeting the challenging State academic standards (particularly for those students who had been farther from achieving the standards) by seeing gains in the data. Gains will tell us that what we are doing is working. And therefore, we will continue to work the school-wide plan.

C. The Schoolwide Plan will be revised (as necessary) based on regular monitoring to ensure continuous improvement of our scholars in the schoolwide program. We will use the Plan, Do, Act, Check model which is reflective of continuous improvement. Therefore, we will meet monthly as mentioned on our Comprehensive School Improvement Plan (CSIP) and Short-Term Action Plan (STAP) to determine if we are making progress towards achieving the action steps that we have put in place for each goal. The monthly meetings will serve as “benchmark dates” & “check points” in which certain teachers who are responsible for specific areas will bring artifacts as evidence towards the action items per goal.

The Benchmark Dates will be as follows:

Checkpoints:

- 1). September 1, 2022 – October 24, 2022 (Teams meet on October 27, 2022)
- 2). October 31, 2022 – December 1, 2022 (Teams meet on January 3, 2023)

Checkpoints:

- 3). January 4, 2023 – February 15, 2023 (Teams meet on February 17, 2023)



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4). February 21, 2023 – April 11, 20223 (Teams meet on April 13, 2023)

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.

Below you will find copies of our School-Parent Compact for Achievement for the 2022-2023 school year as well as our Parent and Family Engagement Plan for Shared Student Success also for the 2022-2023 school year.



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School-Parent Compact for Achievement for the 2022-2023

WHAT IS A SCHOOL-PARENT COMPACT?

A School-Parent Compact for Achievement is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach grade-level standards.

Effective Compacts:

- Link to goals of the school improvement plan
- Focus on students learning skills
- Describe how teachers will help students develop those skills using high-quality instruction.
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress.
- Describe opportunities for parents to volunteer, observe, and participate in the classroom.

Jointly Developed

The parents, students, and staff of Lillie E. Suder Elementary School developed this School-Parent Compact for Achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what is needed to help them learn. Parent Input Meeting were held in May, August and September.

Parents are encouraged to volunteer and utilize services available in the Parent Resource Room. Please contact the office at 770-473-2820 for more information.

LILLIE E. SUDER WHERE EXCELLENCE IS OUR EXPECTATION!

BUILDING PARTNERSHIPS

Upcoming events at Lillie E. Suder Elementary:
PTA Meetings / Curriculum Nights

Dads Reads

Georgia Milestones Night

Career Day

Parent Academy Workshops

Communication about Student Learning

Open communication is key at Suder Elementary. To ensure our families are actively involved in the learning process we collaborate with our families through:

- Weekly progress reports that are sent home via Tuesday folders and scheduled conferences are used to maintain open communication.
- With the use of secured passwords, parents are able to access Infinite Campus to monitor their child's academic progress.
- Parents also have access at home and school to the following sites to support their child's academic needs:

GaDOE

Georgia Online Assessment System (OAS)

Infinite Campus (IC)

CCPS Portal: Online Textbooks, iReady, MyOn

Accelerated Reader (Progress Check)

Please Contact Ms. Goree, Principal at:

(770) 473-2820 or

monica.goree@clayton.k12.ga.us

SCHOOL-PARENT COMPACT FOR ACHIEVEMENT

2022-2023

REVISED APRIL 27, 2022

K-5 CLASSROOM FOCUS



FOR STUDENT SUCCESS

Lillie E. Suder Elementary
Ms. Monica Goree Principal
monica.goree@clayton.k12.ga.us
Phone: (770) 473-2820



2022-2023 Title I Schoolwide Improvement Plan Clayton County Public Schools



OUR GOALS FOR STUDENT ACHIEVEMENT

District Goals

2022-2023 District Goals

Clayton County Public Schools set goals for the entire district. The district goals for 2022-2023 are:

- By 2023 Clayton County Public Schools will increase the percentage of students scoring at the Proficient and /or Distinguished levels on the Georgia Milestone to at least 80% in each content area.
- Over the next five years, Clayton County Public Schools will increase the graduation rate from 80.0% to 100% or higher.

Lillie E. Suder S.M.A.R.T. Goals K-5

Lillie E. Suder school level goals for 2022-2023 are:

- To increase Vocabulary and Comprehension Development by 5% by May 2023 Measured by Common Assessments, Districts Benchmarks Test and GMAS Test Scores.
- To increase Evidence Based Writing by 3% by April 2022. Measured by DEQs and ELA Writing assignments.
- To increase Critical Thinking/Problem Solving Strategies by 5% by April 2023
- Implementation of High Impact Strategies for all core contents (ELA, Mathematics, Science and Social Studies)
- Positive Behavior Intervention Support (PBIS) implementation.
- Perfect Attendance

TEACHERS, PARENTS, STUDENTS: TOGETHER FOR SUCCESS

IN THE CLASSROOM...

Our teachers are committed to high performance in all content areas.

All subjects are taught through explicit instruction using high impact practices to ensure that students are learning the required academic standards to mastery. Additional supports are given to students who need remediation and or acceleration.

Students also have access to the computer lab and classrooms are equipped with state of the art technology for 21st century learning.



Mission Statement

The mission of Clayton County Public Schools is to be accountable to all stakeholders for providing a globally competitive education that empowers students to achieve academic and personal goals and to become college and career ready, productive, responsible citizens.

Vision Statement

The vision of Clayton County Public Schools is to be a district of excellence preparing ALL students to live and compete successfully in a global society.



SUDER STUDENTS

Lillie E. Suder Elementary School students will share ownership of their learning by...

- Dedicating 30 minutes daily to reading on-level AR books.
- I will make sure I have mastered math facts in order to excel in higher level addition and subtraction (K-2) and multiplication and division (3-5).
- I will take my Thursday folder home weekly.
- I will have my reading and behavior logs signed daily.

AT HOME

Lillie E. Suder Elementary School families will join the staff to bridge the academic gap between the classroom and home in an effort to increase student success in Reading and Math by...

- Accessing provided websites to support and challenge child's academics.
- Provide real world examples of how skills such as decimals, fractions, multiplication, and division are used in everyday life.
- Use suggested household items to create manipulatives at home to reinforce their academic needs.
- I will log into iReady at least 4 times weekly at home to complete lessons.





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Parent and Family Engagement Plan for Shared Student Success for 2022-2023

Lillie E. Suder Elementary School

*Parent Engagement Plan for
Shared Student Success
Ms. Monica Goree, Principal*



2022-2023 School Year
1400 Lake Jodeco Road
<http://122.clayton.k12.ga.us/>
Plan Revised April 27, 2022

What is Title I?

Lillie E. Suder Elementary is identified as a Title I school as part of the Elementary and Secondary Education Act of 1965 (ESEA). Title I is designed to support State and local school reform efforts tied to challenging state academic standards, reinforce and enhance efforts to improve teaching and learning for students.

Title I programs must be based on effective means of improving student achievement and include strategies to support parental involvement. All Title I schools must jointly develop with all parents a written parental involvement policy. Lillie E. Suder Elementary invited all parents to review and revise the parent involvement policy. All input was reviewed and resulted in the writing of the 2022 – 2023 Parent and Family Engagement Plan.

Our School Plan for Shared Student Achievement

What is it?

This is a plan that describes how Lillie E. Suder Elementary will provide opportunities to improve parent engagement to support student learning. A partnership among parents and school is vital in guaranteeing student success. Lillie E. Suder Elementary values the contributions and involvement of parents to establish an equal partnership to strengthen the school and reach our goal of improving student achievement. This plan describes the different ways that Lillie E. Suder Elementary will support parent engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home.

How is it revised?

Lillie E. Suder Elementary School welcomes parent input and comments at any time regarding the plan. The school invited all of our parents to attend our Title I revision meetings for the plan in the fall of 2021 to review and revise this parental involvement policy, as well as the school wide plan, our school-parent compact and the parental involvement budget. Parents are invited to meet and work collaboratively to provide comments and input regarding the plan, to evaluate the effectiveness of the plan and offer suggestions about events and activities in which they would like to be involved. Additionally, parent input and comments regarding this plan are welcome during the school year through an online form. The plan is posted on our school web site for parents to view and submit feedback throughout the year at <http://122.clayton.k12.ga.us/>. All parent feedback received during the year will be used to revise the plan for the next school year. Parents can also give feedback during several parent meetings and activities during the school year including our Title I meetings and workshops.

Who is it for?

All students participating in the Title I, Part A program, and their families, are encouraged and invited to fully participate in the opportunities described in this plan. Lillie E. Suder Elementary will provide full opportunity for the participation of parents with limited English, parents with disabilities and parents of migratory children.

Where is it available?

At the beginning of the year, the plan is distributed to all families along with the family/ school compact and other Title I documents. The plan is also posted on the school's website at <http://122.clayton.k12.ga.us> and can also be found in Lillie E. Suder's Parent Resource Center.

LILLIE E. SUDER ELEMENTARY PARENT/FAMILY ENGAGEMENT PLAN April 2022-20231



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2022-2023 CCPS District Goals

BY 2023 CCPS WILL HAVE A
GRADUATION RATE OF 100%.

2022-2023 School Goals

On the 2023 CCRPI report, we will increase the CCRPI performance indicator in reading and mathematics by 5 percent.

The focus for reading is:

- K-1: Phonemic awareness, beginning sounds and sight words.
- 2: Phonics
- 3-5: Reading fluency, vocabulary development and comprehension

The focus for math is:

- K-5: Math facts, place value, and estimation

School-Parent Compacts

As part of this plan, Lillie E. Suder Elementary and our families will develop a school-parent compact, which is an agreement that parents, teachers, and students will develop that explains how parents and teachers will work together to make sure all our students reach grade-level standards. The compacts are reviewed and updated annually based on feedback from parents, students and teachers during our Title I revision meetings.

Families are asked to offer feedback of what they can do to support learning at home. Students are asked what they could do to perform better in school and teachers are asked what supports and strategies they could offer to assist families in supporting home learning. The school-family compacts, once revised, are issued to our teachers and families and will be referred to during conferences and parent communication. They are also posted to the school's website at <http://122.clayton.k12.ga.us>.

Let's Get Together

Lillie E. Suder Elementary will host the following events to build the capacity for strong parental involvement to support a partnership among the school, parents, and the community to improve student academic achievement.

Annual Title I Meetings – August/September 2022

We invite you to evenings of learning and sharing your input about our Title I program including the parent involvement policy, parent set aside budget, the Title I school wide plan, family school compacts and Parent's rights.

Meet & Greet – TBA

Meet your child's teacher and our friendly and helpful school staff for the year.

Open House/Curriculum Nights – TBA

Teachers explain grade level curriculum, expectations, grading practices, class/school rules, etc.

School Council Meetings – TBA

Parents, administrators, teachers, students and community members team to collaborate and plan strategically to achieve school improvement goals.

Parent-Teacher (and Student) Conferences – October & February

Parent/ Teacher conferences will be held by all teachers in the fall and spring and upon request or need throughout the school year.

Wildcat Nation Parent Advisory Board Meetings– Check Monthly Calendar for Meeting Dates

Information is available about this volunteer parent involvement program at a staff-hosted volunteer breakfast held during the fall and spring. The fall and spring breakfasts encourages volunteerism, and during the spring we recognize and appreciate the work of our parent volunteers.

Family Fun Nights and Movie Nights – Check Monthly Calendar

Family Fun Nights that are geared toward family togetherness and having fun, while also learning lessons that you can take with you to continue at home learning.

Read Across America Activities – September – May

Yearly Read Across America Calendars with monthly activities given to teachers to increase reading for students. Also, a weeklong celebration honoring the life and writings of Dr. Seuss in February and March. Parents and community leaders are invited to read Dr. Seuss stories to Suder's students and share their enthusiasm of reading.

Career Day and Cultural Arts Days – February and April

Parents and community members come in to the school to share with students their career. Three days filled with educational lessons and activities that focuses on and teaches our families about various cultures. Students learn about the beauty of tolerance, acceptance and difference. Students have an opportunity to share their artwork with their families.

Science Night – Check Monthly Calendar

Science Night allows our stakeholders to participate in interactive, hands-on, standards-based learning stations in the areas of science such as physical and earth science.

Parent Academies & other workshops–Daily

Gain knowledge and strategies about topics relevant to your child's education. Please attend!

Parent Academy Celebration & Appreciation – April, 2023 A celebration of parent engagement and the recognition of parental involvement impact on school and student success.

LILLIE E. SUDER ELEMENTARY PARENT/FAMILY ENGAGEMENT PLAN April 2022-20231



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Parent Resource Center

Suder Elementary is committed to helping our parents participate in the parental activities listed in this plan. Please call or email if you need handouts or materials of our programs that may assist in your child's achievement. Parents are welcome to visit the Parent Resource Center to check out books, study materials, and activities to use at home with your child. Computers are available for parents to explore the Parent Portal and educational resources. Questions: Call the main office at 770-473-2820.

Monday – Friday, 7:30 am – 3:15 pm

Parental Involvement

Suder Elementary believes that parental involvement means the participation of parents in regular two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

That parents play an integral role in assisting their child's learning.

That parents are encouraged to be actively involved in their child's education at school.

That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The carrying out of other activities as described in this plan.

Epstein's Framework of Six Types of Parental Involvement

1 – Parenting: Help all families establish home environments to support children as students.

2 – Communicating: Design effective forms of school to home and home to school communications about school programs and children's progress.

3 – Volunteering: Recruit and organize parent help and support.

4 – Learning at home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions and planning.

5 – Decision Making: Include parents in school decisions, developing parent leaders and representatives.

6 – Collaborating with Community: Identify and integrate resources from the community to strengthen school programs, family practices, and student learning and development.

Lillie E. Suder Elementary is Branching Out!

Suder Elementary will take the following measures to promote and support parents as an important foundation of the school in order to strengthen the school and reach our school goals.

We will:

- Ensure that all information related to school and parent programs, meetings, and other activities is published in both English and Spanish, posted on the school Web site, and included in the monthly school calendar for all parents.
- Provide trainings and/or tips for staff during their planning periods or faculty meetings on strategies to improve communication with parents and ideas to increase family engagement. Staff will also share best practices during regularly scheduled faculty meetings.
- Partner with Pre K and Feeder Middle Schools by conducting joint staff meetings for parents and sending school information about parent engagement activities to help prepare parents and their child for kindergarten or sixth grade and improve school transition.
- Share information in English and Spanish in the school calendar, newsletter and during parent workshops for parents and to understand the school's academic standards and assessments as well as the ways parents can monitor their child's progress and work with educators.
- Communicate with all families and the community on a regular basis regarding school wide events and activities, through phone messages, social media, and flyers.
- Work with our parents to develop relevant trainings and helpful presentations to educate our staff on the importance of parental involvement.
- Provide necessary materials and handouts for parents at conferences, meetings, and activities to help parents work with their child to improve their child's achievement.
- Use our Partners in Education to improve awareness of the activities and events listed in the school parental involvement policy.
- Offer opportunities & encouragement for parents to help further enhance their various educational levels.
- Collect feedback from parents at events, place a suggestion box in the front office and post a suggestion form on the school website in order to respond to parents' requests for additional support for parental involvement activities.
- Provide opportunities for regular meetings, 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.



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Parental Involvement Standards

Lillie E. Suder Elementary and our parents have adopted the National PTA Standards for Family-School Partnerships as the school's model in engaging parents, students, and the community. These standards are:

1. Welcoming All Families
2. Communicating Effectively
3. Supporting Student Success
4. Speaking Up for Every Child
5. Sharing Power
6. Collaborating with Community

Parent Advisory Team

- ☐ Yes, I am interested and wish to join the Parent Advisory Team
- ☐ Please contact me so I can learn more about joining the Parent Advisory Team
- ☐ Please send me notifications about future meetings and updates

Name: _____

Child's Name and Grade: _____

Address: _____

Phone Number: _____

Email address: _____

Parent Advisory Team

Lillie E. Suder invites all parents to join the Parent Advisory Team to share ideas and ways to involve other parents to build partnerships with school, families, and the community.

The team will meet four times during the school year, but parents can also submit their ideas or suggestions at any school activities and meetings, as well as through our parent surveys and our website.

If you would like to learn more about the Parent Advisory Team, please contact the Administrative Staff or complete the interest form and leave it in the Main Office.

Share Your Thoughts with Suder Elementary

We want to hear from you! If you have any suggestions or if there is any part of this plan (Parent Involvement Plan) that you feel is not satisfactory with the students' and the school's goals for academic achievement, please provide us with your comments in the space provided and leave this form in the school's Main Office **or** if the Title I school wide program plan under Section 1114 (b) (2) of the ESEA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local education agency.

Name: _____

Telephone Number: _____



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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.**

[illegible]



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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 Date Due	Person / Position Responsible
Sent Home and Posted on School Website: School-Family Compact School PFEP District PFEP	10/14/22	10/15/22	Parent Liaison
School-Family Compact Discussion: Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)	10/28/22	12/10/22	Parent Liaison Teachers
Annual Title I Parent Meeting: Meeting held Documents posted on school website	9/15/22 5 to 6 PM 9/20/22 12 to 1 PM	9/30/22	Parent Liaison Administration
Building Parent Capacity Fall: F2F or TEAMS) <i>Required Parent Capacity Events</i> <i>(An event can be a workshop, night event, or a TEAMS workshop. Checklists are required with every event, and the event must be aligned with the school goals.</i> Curriculum Workshop 1	Elementary Orientation 9/8/22 5 to 7 PM	12/3/22	Parent Liaison EIP Team Teachers Administration Title I Academic Coach Early Learning Reading Coach
Building Parent Capacity Fall: Curriculum Workshop 2		12/3/22	Parent Liaison Administration Title I Academic Coach Teachers
Building Parent Capacity Fall: Technology/Copyright Piracy Workshop	8/10/22 12 to 1 PM 8/18/22	12/3/22	Technology Tech Parent Liaison Administration



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	4 to 5 PM 8/30/22 10 to 11 AM		Title I Academic Coach Teachers
Building Parent Capacity Fall: EL/DES Parent Workshop (if applicable)		12/3/22	ESOL Teacher DES Department Parent Liaison
Building Parent Capacity Continuous Communications (Fall) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3		12/15/22	Parent Liaison Administration Title I Academic Coach Teachers
Building Staff Capacity (Fall):		12/3/22	Parent Liaison
Building Staff Capacity Continuous Communications (Fall): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3		12/15/22	Parent Liaison
Fall October Data Dig: PLC to review Dashboard Data		10/29/22	
Fall December Data Dig: PLC to review Dashboard Data		12/15/22	
Building Staff Capacity (Spring):		3/18/23	Parent Liaison
Building Parent Capacity Spring: Curriculum Workshop 3		3/25/23	Parent Liaison Title I Academic Coach Administration Early Learning Literacy Coach EIP
Building Parent Capacity Spring: Assessment Workshop		3/25/23	Parent Liaison Teachers Counselor Title I Academic Coach Administration EIP
Building Parent Capacity Spring:		5/13/23	Parent Liaison Teachers



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Transition Meeting			Counselor Title I Academic Coach
Building Staff Capacity Continuous Communications (Spring): Continuous Communication 1 Continuous Communication 2 Continuous Communication 3		5/13/23	Parent Liaison
Building Parent Capacity Continuous Communications (Spring) Continuous Communication 1 Continuous Communication 2 Continuous Communication 3		5/13/23	Parent Liaison Teachers Counselor Title I Academic Coach Administration
Spring March Data Dig PLC to review Dashboard data		3/25/23	Administration Parent Liaison Title I Academic Coach Early Learning Reading Coach
Spring May Data Dig PLC to review Dashboard data		5/11/23	Administration Parent Liaison Title I Academic Coach Early Learning Reading Coach
Input Meeting (s) FY23: Staff Parents/Families Students		3/25/23	Parent Liaison



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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