

# Comprehensive School Improvement Plan



## Lillie E. Suder Elementary School

2022-2023

### Vision Statement

The vision of Clayton County Public Schools is to prepare ALL graduates to have the skills to pursue and successfully accomplish college, post-secondary training, and/or career opportunities in order to live and compete successfully in a global society.

### Mission Statement

The mission of Clayton County Public Schools is to empower scholars to achieve academic, professional, and personal goals by providing equitable access and experiences that build skills in literacy, creativity, critical thinking, and collaboration.



CSIP Development and Monitoring Team Members			
Name	Position (School)	CSIP Role	Focus Performance Objective
Monica Goree	Principal	School Instructional Leader (Lead the work)	<i>Performance Objective #1.1: Achievement</i>
Dr. Wanda Powe	Assistant Principal	PBIS/Discipline Team Lead	<i>Performance Objective #4.5: Discipline - Employee Morale - and Community Support</i>
Spurgeon McWilliams	Counsleor	Attendance Team Lead & Counseling Lead	<i>Performance Objective #4.7: Attendance</i>
Tara Walls Moseley	Title I Academic Coach	ELA Team	<i>Performance Objective #1.1: Achievement</i>
Dr. Pamela Prather	Early Learning Reading Coach	ELA Team	<i>Performance Objective #1.1: Achievement</i>
Kelly Leventhal	Media Specialist	ELA Team	<i>Performance Objective #1.1: Achievement</i>
Evelyn Hodges	Cambridge Lead Teacher	Cambridge Lead & ELA Team	<i>Performance Objective #1.2: Graduation Rate</i>
Crystal Smith	Parent Liason	Parental Support of Initiatives	<i>Performance Objective #4.5: Discipline - Employee Morale - and Community Support</i>
Vincent Starr	Student Engagement Specialist	Attendance Team & SEL Team Lead	<i>Performance Objective #4.5: Discipline - Employee Morale - and Community Support</i>
Ashland Adams	Gifted Teacher	Gifted Resource Support (ELA)	<i>Performance Objective #1.1: Achievement</i>
Beverly Banning	EIP Lead Teacher	Coordinating DIBELS Testing/Pulling Data/Data Analysis	<i>Performance Objective #1.1: Achievement</i>
Adriane Farley	Assessment Lead	Coordinating MAP Testing/Pulling Data/Data Analysis	<i>Performance Objective #1.1: Achievement</i>
Shenericka Walton	ELA Department Lead (K-2)	ELA Team Lead	<i>Performance Objective #1.1: Achievement</i>
Kimberly Owens	ELA Department Lead (3-5)	ELA Team Lead	<i>Performance Objective #1.1: Achievement</i>

Lillie E. Suder Elementary School							
2022-2023							
Performance Objective 1.1: From 2021- 2026, Clayton County Public Schools and every school will demonstrate three to five percentage points growth each school year for students scoring at the proficient and distinguished levels as evidenced by state, national, and international assessments.							
GADOE School Improvement Systems: Coherent Instruction, Effective Leadership, Family and Community Engagement, Professional Capacity							
School Action Steps		Timeline	SMART Goal	Resources/Funding	Checkpoints Artifacts and Evidence	Person(s) Responsible	
What action step will the school team implement to direct the course of change?		What is the timeline?	What are the SMART Goals for English Language Arts, Math, Science, and Social Studies?	What resources are or could reasonably be available to implement the action step?	What specific artifacts and evidence support the execution of the action step?	Who will be responsible for monitoring the action step?	
Action Step #1	Implement a rigorous and relevant reading curriculum with a focus on vocabulary.	September to May	By the end of the 2022-2023 school year, Suder Elementary School will increase the number of proficient and distinguished learners (in reading) from 45 to 50 as measured on the Georgia Milestones Assessment by implementing HMH Reading Program and Word of the Day.	HMH Reading program. High Impact practices Rigor and Relevance Framework Book: Vocabulary Cartoons Quizizz Google Forms Kahoot Morning News Slideshow Signing for DHH scholars	Checkpoints: #1 9/1/22 - 10/24/22 (Teams meet 10/27/22) #2 10/31/22 - 12/12/22 (Teams meet on 1/3/23) #3 1/4/23 - 2/15/23 (Teams meet 2/17/22) #4 2/21/23 - 4/11/23 (Teams meet 4/13/23)  *Data from Quizzes *Writing Samples *Vocabulary Quiz Responses (from Kahoot, Quizizz, & Google Forms)	Principal Assistant Principal Title I Academic Coach Learning Reading Coach Gifted Teacher Department Leads for ELA: S. Walton (K-2) & K. Owens (3-5) Sign Language Interpreter: A. Fairley & Ms. Dinkins All ELA Teachers Media Specialist: K. Leventhal	Early
Action Step #2	Use quantitative data to improve the core reading curricula, instructional practices, and interventions to accelerate and remediate our students' learning.	September to May	By the end of the 2022-2023 school year, Suder Elementary School will decrease the number of scholars who scored in the lowest quintile in reading from 25 to 20 in 2nd, 42 to 37 in 3rd, 40 to 35 in 4th, and 33 to 28 in 5th as measured on MAP and the number of scholars who scored well below benchmark from 46.5% to 41.5% in Kindergarten and 50.25% to 45.25% in 1st grade as measured on DIBELS by implementing targeted instructional supports (i.e. Walk to Read).	*DIBELS DATA (BOY, MOY, EOY) *MAP Data (BOY, MOY, EOY) *HMH Curriculum *Content Redelivery by ELA Department Leads	Checkpoints: #1 9/1/22 - 10/24/22 (Teams meet 10/27/22) #2 10/31/22 - 12/12/22 (Teams meet on 1/3/23) #3 1/4/23 - 2/15/23 (Teams meet 2/17/22) #4 2/21/23 - 4/11/23 (Teams meet 4/13/23)  *Increases in DIBELS Data *Increases in MAP Data *Observation Checklists *Observation feedback *E-Walk Data *Walk to Read, reading group lists *Regrouping Forms	Principal Assistant Principal Title I Academic Coach Learning Reading Coach ELA Teachers who do not have an Innovative Model Classroom Assessment Lead: A. Farley All EIP Teachers	Early
Action Step #3	Implement a rigorous and relevant reading curriculum with a focus on phonics.	September to May	By the end of the 2022-2023 school year, Suder Elementary School will decrease the number of scholars who scored in the lowest quintile from 25 to 20 in 2nd, 42 to 37 in 3rd, 40 to 35 in 4th, and 33 to 28 in 5th as measured on MAP and the number of scholars who scored well below benchmark from 46.5% to 41.5% in Kindergarten and 50.25% to 45.25% in 1st grade as measured on DIBELS by utilizing Decodable Readers. *The percentages are averages of the four classes p/ grade level.	*Title I Funding *Decodable Readers	Checkpoints: #1 9/1/22 - 10/24/22 (Teams meet 10/27/22) #2 10/31/22 - 12/12/22 (Teams meet on 1/3/23) #3 1/4/23 - 2/15/23 (Teams meet 2/17/22) #4 2/21/23 - 4/11/23 (Teams meet 4/13/23)  *Increases in DIBELS PM & BM Data *Increases in MAP Data (RIT scores)	Principal Assistant Principal Title I Academic Coach Early Learning Reading Coach Teachers Assessment Lead: A. Farley Specialist: K. Leventhal Support Teachers	Media All
Action Step #4	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	September to May	By the end of the 2022-2023 school year, Suder Elementary School will increase the number of proficient and distinguished students (in reading) from 45 to 50 as measured on the Georgia Milestone Assessment by implementing rigorous data driven lessons.	*Close Reading Professional Development (for Math-but focus is still on reading): 9/7/22 (K-2) & 9/14/22 (3-5) *District Level Personnel for support with PD *Close Reading PD (for Science & Social Studies): 9/25/22	Checkpoints: #1 9/1/22 - 10/24/22 (Teams meet 10/27/22) #2 10/31/22 - 12/12/22 (Teams meet on 1/3/23) #3 1/4/23 - 2/15/23 (Teams meet 2/17/22) #4 2/21/23 - 4/11/23 (Teams meet 4/13/23)  *High Impact Practices for Core Content denoted in lesson plans *Critical Thinking Wheel stems denoted in lesson plans *Agendas/CP Artifact Google Form Responses *E-Data Notebooks *Integrated/Small Group lesson plans	Principal Assistant Principal Title I Academic Coach Early Learning Reading Coach Teachers All Support Teachers	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?							
Economically Disadvantaged				Foster and Homeless			
Students will have access to or be provided with the following: Access to ELBC 1:1 technology, student data notebooks for tracking their journey (PM and BM Data for DIBELS and MAP BOY, MOY, & EOY RIT Scores), reading decodable books (from Title I), writing journals for writing words that they can blend to read & for writing, illustrating, and defining vocabulary words, and Tutor.Com.				Students will have access to or be provided with the following: Access to ELBC 1:1 technology, student data notebooks for tracking their journey (PM and BM Data for DIBELS and MAP BOY, MOY, & EOY RIT Scores), reading decodable books (from Title I), writing journals for writing words that they can blend to read & for writing, illustrating, and defining vocabulary words, and Tutor.Com .			

English Learners			Migrant		
English Learners will be supported with the use of word banks, sentence/paragraph stems, visuals, interactive vocabulary/writing journals, scaffolding, and Anchor Charts. The EL Teacher will participate in Collaborative Planning with her grade levels.			N/A		
Race/Ethnicity/Minority			Students with Disabilities		
Learners will be supported with the use of word banks, sentence/paragraph stems, visuals, interactive vocabulary/writing journals, scaffolding, and Anchor Charts.			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.		
Gifted					
Gifted Learners will be supported with the use of word banks, sentence/paragraph stems, visuals, interactive vocabulary/writing journals, scaffolding, and Anchor Charts. The Gifted Learners will also be supported with the use of differentiated small groups.					

Comprehensive School Improvement Plan					
Lillie E. Suder Elementary School					
2022-2023					
Performance Objective 1.2: From 2021- 2026, Clayton County Public Schools and every high school will increase the graduation rate from 76% (2021) to 90% or higher. GADOE School Improvement Systems: Coherent Instruction, Effective Leadership, Family and Community Engagement, Professional Capacity					
School Action Steps	Timeline	SMART Goal	Resources/Funding	Checkpoints Artifacts and Evidence	Person(s) Responsible
What action step will the school team implement to direct the course of change?	What is the timeline?	What are the SMART Goals for increasing the Graduation Rate?	What resources are or could reasonably be available to implement the action step?	What specific artifacts and evidence support the execution of the action step?	Who will be responsible for monitoring the action step?
<b>Action Step #1</b> Kindergarten-5th grade teachers will integrate global perspectives into daily lessons using the Cambridge Global Perspective curriculum frameworks. As well, kindergarten -5th grade teachers will integrate the five core attributes/competencies that a Cambridge learner should display. <i>Note: Success with Cambridge qualifications gives students access to the world's best universities. As well, being a Cambridge scholar who exhibits the five core attributes will have a positive impact on our scholars'</i>	September to May	By the end of the 2022-2023 school year, Suder Elementary School will decrease the number of students who are absent more than 5 days from <b>118 students in SY 21-22</b> by 10% by implementing the Cambridge Curriculum which piques scholars' interests.	*Cambridge Curriculum *Framework Fine Arts Department	Checkpoints: #1 9/1/22 - 10/24/22 (Teams meet 10/27/22) #2 10/31/22 - 12/12/22 (Teams meet on 1/3/23) #3 1/4/23 - 2/15/23 (Teams meet 2/17/22) #4 2/21/23 - 4/11/23 (Teams meet 4/13/23) *Lesson Plans *Walkthroughs *Certificates of Completion for Cambridge courses taken *Cambridge Grade Level Meeting Agendas *Parent Town Hall Meetings *ConnectEd Weekly Calling Post *Observations *Special's	Principal Assistant Principal Cambridge Lead Teacher: C. Cooper-Smith All certified K-5 Teachers for integrating the five core attributes and Global Perspective lessons All Fine Arts Teachers
<b>Action Step #2</b> Students in grades kindergarten - 5th grade will increase their awareness of various careers through: *Guidance Lessons *Career Fair	September to May	By the end of the 2022-2023 school year, we will increase scholars' awareness of their future (including college &/or career) by 10% as measured by an Interest Inventory (in which we will use a pre-survey and a post-survey).	*Cambridge Curriculum *Framework Fine Arts Department	Checkpoints: #1 9/1/22 - 10/24/22 (Teams meet 10/27/22) #2 10/31/22 - 12/12/22 (Teams meet on 1/3/23) #3 1/4/23 - 2/15/23 (Teams meet 2/17/22) #4 2/21/23 - 4/11/23 (Teams meet 4/13/23) *Schedule for Guidance Lessons *Special's Schedule (since Guidance will be taught during Week 2) *Lesson Plans for Guidance *Plans for Career Day *Career Day Committee Meeting Notes *List of Career Day Participants	Principal Assistant Principal Counselor: S. McWilliams All Homeroom Teachers Student Engagement Specialist: V. Starr Parent Liaison: C. Smith
<b>Action Step #3</b>					
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?					
<b>Economically Disadvantaged</b>			<b>Foster and Homeless</b>		
Students will have access to or be provided with the following: Access to ELBC 1:1 technology, student data notebooks for tracking their journey (PM and BM Data for DIBELS and MAP BOY, MOY, & EOY RIT Scores), reading decodable books (from Title I), writing journals for writing words that they can blend to read & for writing, illustrating, and defining vocabulary words, and <a href="#">Tutor.Com</a> .			Students will have access to or be provided with the following: Access to ELBC 1:1 technology, student data notebooks for tracking their journey (PM and BM Data for DIBELS and MAP BOY, MOY, & EOY RIT Scores), reading decodable books (from Title I), writing journals for writing words that they can blend to read & for writing, illustrating, and defining vocabulary words, and <a href="#">Tutor.Com</a> .		
<b>English Learners</b>			<b>Migrant</b>		
English Learners will be supported with the use of word banks, sentence/paragraph stems, visuals, interactive vocabulary/writing journals, scaffolding, and Anchor Charts. The EL Teacher will participate in Collaborative Planning with her grade levels.			N/A		

Race/Ethnicity/Minority	Students with Disabilities
Learners will be supported with the use of word banks, sentence/paragraph stems, visuals, interactive vocabulary/writing journals, scaffolding, and Anchor Charts.	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.
Gifted	
Gifted Learners will be supported with the use of word banks, sentence/paragraph stems, visuals, interactive vocabulary/writing journals, scaffolding, and Anchor Charts. The Gifted Learners will also be supported with the use of differentiated strategies.	

Comprehensive School Improvement Plan						
Lillie E. Suder Elementary School						
2022-2023						
Performance Objective 4.5: From 2021-2026, Clayton County Public Schools will decrease the number and/or percent of discipline infractions and create access to behavioral interventions. GADOE School Improvement Systems: Effective Leadership, Supportive Learning Environment, Family and Community Engagement, Professional Capacity						
School Action Steps		Timeline	SMART Goal	Resources/Funding	Checkpoints Artifacts and Evidence	Person(s) Responsible
What action step will the school team implement to direct the course of change?		What is the timeline?	What are the SMART Goals for decreasing the number of discipline infractions and accessing behavioral interventions?	What resources are or could reasonably be available to implement the action step?	What specific artifacts and evidence support the execution of the action step?	Who will be responsible for monitoring the action step?
Action Step #1	Implementation of Positive Behavioral Interventions and Supports (PBIS) to monitor school-wide discipline.	September to May	As we continue to implement PBIS at Suder, by the end of the 2022-2023 school year, we will decrease the amount of office discipline referrals from <b>43 incidents (in SY 21-22)</b> by 5% as measured by the IC discipline reports by implementing Caught Being Good and providing behavioral supports.	*Student Allocation Funds *Behavioral Supports through Student Services	Checkpoints: #1 9/1/22 - 10/24/22 (Teams meet 10/27/22) #2 10/31/22 - 12/12/22 (Teams meet on 1/3/23) #3 1/4/23 - 2/15/23 (Teams meet 2/17/22) #4 2/21/23 - 4/11/23 (Teams meet 4/13/23) *Discipline Reports (IC) - Big 7 Report *BIS Referrals *SES Referrals *SES Caseload *PBIS Meeting Agendas *PBIS Survey *District Walkthrough *PBIS Portfolio *Classroom Management Plans	Principal PBIS Lead- P. Prather Assistant Principal All Homeroom Teachers Student Engagement Specialist- V. Starr PBIS Committee BIS Representative: T. McCreary School Psychologist: S. Henry LTSE: Ms. Kirby/Ms. Roby Counselor
Action Step #2	Implementation of SEL interventions using the CASEL Model.	September to May	As we continue to focus on SEL at Suder, by the end of the 2022-2023 school year, we will decrease the amount of office discipline referrals from <b>43 incidents (in SY 21-22)</b> by 5% as measured by the IC discipline reports by implementing the ReThink Ed curriculum.	*ReThink Ed *SEL Meetings with the BIS and the SEL Coach Paced PD on Competencies *Self	Checkpoints: #1 9/1/22 - 10/24/22 (Teams meet 10/27/22) #2 10/31/22 - 12/12/22 (Teams meet on 1/3/23) #3 1/4/23 - 2/15/23 (Teams meet 2/17/22) #4 2/21/23 - 4/11/23 (Teams meet 4/13/23) *Weekly breathing techniques presented on LESTV *Morning SEL Moment *ReThink Ed daily lessons *ReThink Ed Online Class for Teachers and Quizzes	Principal SEL Coach/Student Engagement Specialist- V. Starr Assistant Principal All Homeroom Teachers BIS Representative: T. McCreary
Action Step #3						
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?						
Economically Disadvantaged				Foster and Homeless		
Host community outreach event(s) for parents who are unable to visit the school. Hold telephone/video conferences with parents to celebrate/address any behavioral concerns.				Host community outreach event(s) for parents who are unable to visit the school. Hold telephone/video conferences with parents to celebrate/address any behavioral concerns.		
English Learners				Migrant		
Provide parents with translated materials regarding the discipline plan.				NA		

Race/Ethnicity/Minority	Students with Disabilities
Provide parents with correspondence regarding the discipline plan in various ways.	Students will be educated and informed of discipline plan. Students will use school wide disciplien and/or behavior
Gifted	
Provide parents with correspondence regarding the discipline plan. As well, consult with Gifted Teacher.	



Comprehensive School Improvement Plan						
Lillie E. Suder Elementary School						
2022-2023						
Performance Objective 4.7: From 2021-2026, Clayton County Public Schools will increase the number and/or percent of students absent less than 5 days. GA DOE School Improvement Systems: Effective Leadership, Supportive Learning Environment, Family and Community Engagement, Professional Capacity						
School Action Steps		Timeline	SMART Goal	Resources/Funding	Checkpoints Artifacts and Evidence	Person(s) Responsible
What action step will the school team implement to direct the course of change?		What is the timeline?	What are the SMART Goals for improving attendance?	What resources are or could reasonably be available to implement the action step?	What specific artifacts and evidence support the execution of the action step?	Who will be responsible for monitoring the action step?
Action Step #1	ATTENDANCE COUNTS! (Initiative): For Individual Student Perfect Attendance-Implement the NBA (Never Been Absent) League in which the principal rewards those scholars who have perfect attendance for each semester. Scholars and their parents will have breakfast with the Principal.	September-May	By the end of the 2022-2023 school year, Suder Elementary School will decrease the number of students who have 5 or more absences from 118 (in SY 21-22) by 10% by implementing the NBA League.	*General Funds *Student Allocation Funds *Contributions	Checkpoints: #1 9/1/22 - 10/24/22 (Teams meet 10/27/22) #2 10/31/22 - 12/12/22 (Teams meet on 1/3/23) #3 1/4/23 - 2/15/23 (Teams meet 2/17/22) #4 2/21/23 - 4/11/23 (Teams meet 4/13/23) *Weekly Attendance Meetings *Attendance Committee Meetings *Daily Attendance Reports/IC Letters Sent to parents *SAC Meetings *School Level Weekly Attendance Report	Principal Counselor Assistant Principal School Social Worker - T. Carrenard School Secretary - T. Wucher All Homeroom Teachers *Student Engagement Specialist- V. Starr *Parent Liaison - C. Smith
Action Step #2	ATTENDANCE COUNTS! (Initiative): For Best Grade Level Classroom Attendance-Grade levels with the most students present for the 4.5 week period will be presented with the PAT (4.5 Perfect Attendance Trophy) to display inside the grade level chair's classroom and the PAWs (Perfect Attendance WinnerS) Banner to display on that grade level's hallway.	September-May	By the end of the 2022-2023 school year, Suder Elementary School will decrease the number of students who have 5 or more absences from 118 (in SY 21-22) by 10% by implementing PAWS.	*Title I School Funds *Student Allocation Funds *T. Wucher attended training for Attendance Secretaries-August 2022	Checkpoints: #1 9/1/22 - 10/24/22 (Teams meet 10/27/22) #2 10/31/22 - 12/12/22 (Teams meet on 1/3/23) #3 1/4/23 - 2/15/23 (Teams meet 2/17/22) #4 2/21/23 - 4/11/23 (Teams meet 4/13/23) *Weekly Attendance Meetings *Attendance Committee Meetings *Daily Attendance Reports/IC Letters Sent to parents *SAC Meetings *School Level Weekly Attendance Report *PAWS Banner *Trophy	Principal Counselor Assistant Principal School Social Worker - T. Carrenard School Secretary - T. Wucher All Homeroom Teachers *Student Engagement Specialist- V. Starr *Parent Liaison - C. Smith
Action Step #3						
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?						
Economically Disadvantaged				Foster and Homeless		
Counselor and School Social Worker (when needed) will make home visits to address attendance concerns. Homeroom teachers will call the parent after three consecutive absences. Community/School Partnership: Through the Backpack Buddy program, students will be provided a variety of food every Friday. The Principal clearly communicates the school's attendance goals and policies with parents via Connect-Ed Weekly Calling Post, correspondence, and TownHall Meetings).				Counselor and School Social Worker (when needed) will make home visits to address attendance concerns. Homeroom teachers will call the parent after three consecutive absences. Community/School Partnership: Through the Backpack Buddy program, students will be provided a variety of food every Friday. The Principal clearly communicates the school's attendance goals and policies with parents via Connect-Ed Weekly Calling Post, correspondence, and TownHall Meetings).		
English Learners				Migrant		
The ESOL Teacher and the Counselor and Parent Liaison will address the importance and benefits of attendance during the ESOL Parent Informational Meeting. Parents will receive multilingual attendance correspondence. The school will provide programs that promote diversity.				N/A		
Race/Ethnicity/Minority				Students with Disabilities		
The Parent Liaison will address the importance and benefits of attendance during Parent Informational Meetings. The school will provide programs that promote diversity.				The DES Teachers will address the importance and benefits of attendance during IEP meetings.		
Gifted						
The Gifted Teacher will address the importance and benefits of attendance during Parent Informational Meetings.						

