



# District Improvement Plan 2021 - 2022



## Clayton County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Clayton County
Team Lead	Katrina Thompson

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Transfer Title IV, Part A to:	NO FUNDS TRANSFERRED
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	NA

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

### 3. DISTRICT IMPROVEMENT GOALS

#### 3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase teacher effectiveness and efficacy to improve student performance in the core content areas (Math, English Language Arts, Science, and Social Studies)
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Emerging levels of implementation of technology integration that impact classroom practices and student learning
Root Cause # 2	Inconsistencies in implementing evidence-based instructional practices and resources to increase student achievement and/or staff practices
Root Cause # 3	Lack of challenging learning environment and support for well-rounded students that promote higher levels of student engagement in their learning
Root Cause # 4	Significant variance in teachers' content and pedagogical knowledge
Root Cause # 5	Social-emotionally and academically under-prepared students who struggle in school
Goal	By 2023, Clayton County Public Schools will increase by 3% percentage points growth each school year, for students scoring at the proficiency levels as evidenced by the state assessments.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12

Equity Gap

Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Utilize instructional planning to implement and monitor a rigorous curriculum to ensure alignment to state standards by using the evidenced-based strategies of close reading/evidenced-based writing, higher-order questioning, integration of technology, and academic discourse to meet the needs of students in all subgroups (i.e. SWD, ED, EL, Gender, All Ethnicities, Foster, Homeless, and Migrant).
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation	Relevant curriculum and pacing guides, common assessments, instructional technology integration plan, and classroom observations, PD logs
Method for Monitoring Effectiveness	Teacher surveys/feedback: review of curricular/instructional/technological resources, PD completion records, invoices (purchased resources)
Position/Role Responsible	Assistant Superintendent of Curriculum, Instruction, & Assessment, Content Coordinators; Chief Technology Officer
Evidence Based Indicator	Strong

Action Step # 1

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The district has established a Title IV Advisory Committee that meets quarterly to review the district's progress on the identified action steps. These members make recommendations and provide key information, innovative advice, dynamic perspectives, and resources to support the district's programs. The district's advisory board members are accomplished experts in the areas supported with Title IV funds. The district partners with local colleges such as Clayton State University, Atlanta Metropolitan State College, Morehouse College, and Georgia State University and a few private and non-profit agencies (United Way, Kaiser, and Clayton County Board of Health). Additionally, the district collaborates with Georgia Tech, Georgia Power and Arts Clayton to support its STEM/STEAM initiative.
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Action Step # 2

Action Step	Provide opportunities for immigrant and English learner families to acquire the English language and computer literacy skills needed to support student academic achievement
Funding Sources	Title I, Part A Title III, Part A
Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority
Systems	Family and Community Engagement
Method for Monitoring Implementation	Parent attendance, course offerings for parents, training materials
Method for Monitoring Effectiveness	Trend data for parent workshops offered and parent participation, surveys
Position/Role Responsible	Director of Second Language Learning, Director of Federal Programs
Evidence Based Indicator	Moderate

Action Step # 2

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	No
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Identify opportunities and invite stakeholder groups to engage in activities that promote active engagement, accountability, and collaboration (i.e. community and school forums, parent academies and conferences, and advisory groups).
Funding Sources	Title I, Part A Title I, Part A SIG Title III, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Meeting minutes, sign-in sheets, press releases, training materials
Method for Monitoring Effectiveness	School Climate Surveys, Georgia Health Survey, evaluations, trend data for number of participants

Action Step # 3

Position/Role Responsible	Chief of Communications, Director of Professional Learning, Director of Federal Programs, Director of Exceptional Students, Director of Second Language Learning
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Conduct on-going, needs-based, job-embedded professional learning activities for all staff (teachers, leaders, and instructional support staff) focusing on content knowledge, pedagogy, efficacy, how to teach students with varying academic, mental, emotional, physical and social needs as well as data driven instructional needs; and how to use instructional technology and implement programs (i.e. Mimio Certification) that support a healthy, active lifestyle for our at-risk students
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title III, Part A Title IV, Part A IDEA



Action Step # 4

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Collaborative planning, data walks, focus walks, lesson plan review, referrals for wrap around services
Method for Monitoring Effectiveness	Number of teachers receiving academic endorsements, surveys, performance evaluation, Star Rating, Ga Health Survey, Climate Survey, Circle of Support Data
Position/Role Responsible	Deputy Superintendent of Student Support Services, Deputy Superintendent of School Leadership and Improvement, Assistant Superintendent of Curriculum, Instruction, and Assessment
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Conduct school and classroom observation walk-throughs to collect data that will be used to gauge and improve the implementation of district's curriculum, instructional practices and interventions for both core and non-core subjects
Funding Sources	Title I, Part A Title II, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Lesson plan review, collaborative planning logs, district cumulative benchmark assessments
Method for Monitoring Effectiveness	Focus walk data, performance evaluations, GMAS data, TKES evaluations
Position/Role Responsible	Deputy of School Leadership and Improvement, Assistant Superintendents, Assistant Superintendent of Curriculum, Instruction, and Assessment, Content Coordinators
Evidence Based Indicator	Strong

Timeline for Implementation      Quarterly

Does this action step support the selected equity intervention?      Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Expand the use of various health, safety, and behavioral management supports that include Multi-tiered System of Supports (MTSS), Positive Behavior Intervention Support (PBIS) models at elementary, middle, and high schools to improve student discipline and attendance.
Funding Sources	Title I, Part A Title I, Part A SIG Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	PBIS Big 7 Report, Monthly discipline data meetings, training materials, focus walks, student referral data for services
Method for Monitoring Effectiveness	Climate surveys, Georgia Health Surveys, discipline and attendance data, PBIS Big 7 report, district climate rating, Circle of Support Data
Position/Role Responsible	Deputy of Student Support Services and Deputy of School Leadership and Improvement
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Increase early literacy by developing opportunities for students and parents to engage in activities prior to enrolling in CCPS, i.e. 100 Wonderful Words that Work and early literacy workshops.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Kindergarten registration, focus walks, lesson planning, training materials, collaborative planning
Method for Monitoring Effectiveness	Program evaluation, GKids assessment data
Position/Role Responsible	Assistant Superintendent of Curriculum, Instruction, and Assessment
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	The district has established a Title IV Advisory Committee that meets quarterly to review the district's progress on the identified action steps. These members make recommendations and provide key information, innovative advice, dynamic perspectives, and resources to support the district's programs. The district's advisory board members are accomplished experts in the areas supported with Title IV funds. The district partners with local colleges such as Clayton State University, Atlanta Metropolitan State College, Morehouse College, and Georgia State University and a few private and non-profit agencies (United Way, Kaiser, and Clayton County Board of Health). Additionally, the district collaborates with Georgia Tech, Georgia Power and Arts Clayton to support its STEM/STEAM initiative.
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### 3. DISTRICT IMPROVEMENT GOALS

#### 3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve leaders' professional capacity to improve the efficiency and efficacy of teaching and learning at their school
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Varying leadership capacity to manage increased autonomy and flexibility
Root Cause # 2	Leaders' gaps in planning, organizing, monitoring, and supporting school practices, processes, and procedures
Root Cause # 3	Increase leaders efficacy to build positive climate and culture, hire effective staff, implement programs and practices efficaciously and meet accountability standards
Root Cause # 4	Insufficient implementation of evidence-based and effective leadership coaching for all school administrators
Goal	By 2023, Clayton County Public Schools will increase the graduation rate from 69.6% to 90% or higher.

Equity Gap

Equity Gap	Graduation Rate (4-year cohort)
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Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12

Equity Gap

Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-2 Provide targeted school leader development

Action Step # 1

Action Step	Identify and conduct on-going, needs-based, job-embedded, professional learning for leaders. Professional learning includes but not limited to a strong focus on improving instruction (pedagogy), improving leadership competencies, evaluating staff, efficacy, how to teach and support students with varying academic, mental, emotional, physical and social needs as well as data driven instructional needs.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PD logs and completion records, school improvement plans and monitoring documentations, communiques, staff evaluation and feedback, meeting agendas
Method for Monitoring Effectiveness	LKES evaluations, evaluation of school improvement efforts and processes, collection and analysis of process, achievement, perception, and demographic data, PD program evaluation of effectiveness
Position/Role Responsible	Deputy of Student Support Services, Deputy of School Leadership and Improvement, Assistant Superintendent of Curriculum, Instruction, and Assessment
Evidence Based Indicator	Moderate

Action Step # 1

Timeline for Implementation	Quarterly
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Does this action step support the selected equity intervention?	Yes
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Implement an evidence-based coaching model for novice and struggling school leaders and teachers that trains participants to better support, evaluate, and develop teacher quality.
Funding Sources	Title I, Part A Title II, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation	Monthly coaching logs from Principal Leadership Coaches, Teacher Development Specialists, PD agendas (principals and assistant principals), Focus Walks, and Collaborative Planning logs
Method for Monitoring Effectiveness	LKES and TKES evaluation rating, retention rates, exit surveys

Action Step # 2

Position/Role Responsible	Director of Professional Learning and Deputy of School Leadership and Improvement
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Conduct evidence-based instructional support practices, such as: ongoing professional development, extended learning opportunities (i.e. online language development programs, summer bridge), and provide supplemental instructional resources to enhance teaching and learning for the culturally and linguistically diverse population of English Learners.
Funding Sources	Title I, Part A Title III, Part A
Subgroups	English Learners
Systems	Coherent Instruction
Method for Monitoring Implementation	Professional development documents, district benchmarks
Method for Monitoring Effectiveness	GMAS, and ACCESS for ELLS data



Action Step # 3

Position/Role Responsible	Director of Second Language Learning
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Train school leadership teams on how to establish and maintain norms and organizational structures that create and sustain: a positive school climate that fosters increased student learning and school safety.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 4

Method for Monitoring Implementation	PD (logs and completion reports), meeting agendas, implementation of surveys (climate, Georgia Health), staff and school and classroom observations
Method for Monitoring Effectiveness	Survey results, school and classroom observations outcomes, student data (discipline, attendance, grades, graduation, promotion), staff data (retention, attendance), PD documents, Climate Star Ratings
Position/Role Responsible	Deputy of School Improvement and Leadership
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Develop a staff recruitment and retention task force to design a framework aimed at reducing and eliminating barriers to retaining effective staff who meet district professional qualifications.
Funding Sources	Title II, Part A IDEA
Subgroups	N/A
Systems	Professional Capacity
Method for Monitoring Implementation	Recruitment fair data, New Employee Orientation, Professional qualification data

Action Step # 5

Method for Monitoring Effectiveness	Retention data, number of vacancies in high need areas, recruitment numbers
Position/Role Responsible	Chief of Human Resources
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Train school leadership teams on how to analyze data and implement efforts that increase students’ participation in world language, fine arts, STEM/STEAM, advanced learning opportunities including advanced placement, dual enrollment, language immersion, career pathways, International Baccalaureate, Cambridge Assessment International, credit recovery, remediation and enrichment courses, as well as provide school staff with technical assistance and professional development to implement courses and programs to promote grades K to 12 completion.
Funding Sources	Title I, Part A Title II, Part A Title IV, Part A IDEA McKinney-Vento

Action Step # 6

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Data (demographic, process, achievement, perception) analysis, course offerings, master schedules, staffing, learning resources, student enrollment in courses, implementation partnerships, school matriculation records
Method for Monitoring Effectiveness	Course enrollment (trends and patterns), performance on standardized tests, course completers (pathways, dual enrollment, virtual, remediation, enrichment), PD (logs and completion records)
Position/Role Responsible	Deputy of School Leadership and Improvement, Assistant Superintendent of Curriculum, Instruction, and Assessment, CTAE Director, Director of Second Language Learning, Director of Fine Arts/School Choice
Evidence Based Indicator	Moderate

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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