Title I Schoolwide/School Improvement Plan
Clayton County Public Schools

TITLE I SCHOOLWIDE PLAN		
School Name: M. D. Roberts School of the Arts		**District Name:** Clayton County Public Schools
Principal Name: Sara C. Stephens		**School Year:** 2021-2022
School Mailing Address: 1905 Walt Stephens Road, Jonesboro, GA 30236		
Telephone: 678-479-0100		
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		
Comprehensive Support ☐	**Targeted Support** ☐	**Promise School** ☐
BUDGET MODEL		
Title I, Part A Budget ☐	**Title I School Improvement Grant (SIG)** ☐	
L4GA Budget ☐		
SIGNATURES AND REVISION DATE		
Principal's Signature: *Sara C. Stephens*		**Date:** 9/27/2021
Title I Director's Signature:		**Date:**
Revision Date:	**Revision Date:**	**Revision Date:**

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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) x 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) x 0.03 = 0.70, 2022 performance target is 76.6 + 0.70 = 77.3%

2021-2022 Clayton County Public School District Improvement Performance Targets

2018-2019 Georgia Milestones End of Grade						Expected 2021-2022 EOG Performance Target			
Subject	**Grade**	**BL**	**DL**	**PL**	**DSL**	**P + DSL Baseline (2019)**	**Maximum Score**	**3% Growth from Baseline**	**Expected (% P+DSL)**
English Language Arts	3 to 8	38.5%	33.5%	22.7%	5.4%	28.0	100	2.16	**30.2**
Mathematics	3 to 8	37.0%	38.3%	19.8%	4.9%	24.7	100	2.26	**26.9**
Science	5 and 8	49.9%	28.0%	18.4%	3.6%	22.0	100	2.34	**24.4**
Social Studies	8	34.5%	45.0%	15.0%	5.4%	20.5	100	2.39	**22.8**

2018-2019 Georgia Milestones End of Course						Expected 2021-2022 EOC Performance Target			
Subject	**Grade**	**BL**	**DL**	**PL**	**DSL**	**P + DSL Baseline (2019)**	**Maximum Score**	**3% Growth from Baseline**	**Expected (% P+DSL)**
Algebra I	High	50.5%	31.7%	15.2%	2.6%	17.8	100	2.47	**20.3**
American Lit and Comp	High	32.0%	39.3%	26.3%	2.4%	28.6	100	2.14	**30.8**
Biology	High	48.0%	23.8%	23.3%	4.9%	28.2	100	2.15	**30.4**
US History	High	32.9%	35.6%	25.9%	5.6%	31.5	100	2.06	**33.6**

2020 4-Year Cohort Graduation Rate			Expected 2021-2022 4-Year Cohort Graduation Rate			
Graduation Rate	**2020**		**2020 Grad Rate Baseline**	**Maximum Rate**	**3% Growth from Baseline**	**Expected (Grad Rate)**
All Students	76.6%		76.6	100	0.70	**77.3**

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District Strategic Plan Outcomes

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
Sara Stephens	Principal
Stacy Black	Assistant Principal.
Christopher Robinson	Assistant Principal
Shannon Walker	Assistant Principal
Jacquelyn Cook	Counselor
Heather Chambers	Technology Liaison
Lakevia Loyell	6th Grade Chair
Stephanie Floyd	7th Grade Chair
Karen Lee	8th Grade Chair
Matthew Edwards	Connections Chair
Morvette Pritchard	Social Studies Chair
Jennifer Melendez	Science Chair
Catherine Lawrence	Math Chair
Chelsea Green	ELA Chair
Michelle Harden-Brown	Instructional Lead Teacher
Yolanda White	Parent
Demetra Williams	DES Chair

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).

School Demographic Data			
	2019-2020	2020 – 2021	2021-2022
Total Enrollment	997	978	901
Asian	25	24	27
Black	764	754	676
Hispanic	147	144	148
Multiracial	35	33	32
White	24	21	18
English Language Learners	103	101	42
Gifted	103	107	87
Students with Disabilities	116	115	101

All categories under the school enrollment have decreased except the hispanic subgroup which demonstrates a slight increase. The school has also shown a slight increase with the Asian subgroup. The school must focus on addressing the increasingly diverse student population within the student body.

Teacher Experience			
	2019-2020	2020-2021	2021-2022
Inexperienced Teachers	2 (3%)	1 (1%)	2 (3%)
Teachers with provisional certificates	8 (8%)	8 (8%)	2 (3%)
Teachers out of field	0	0	0

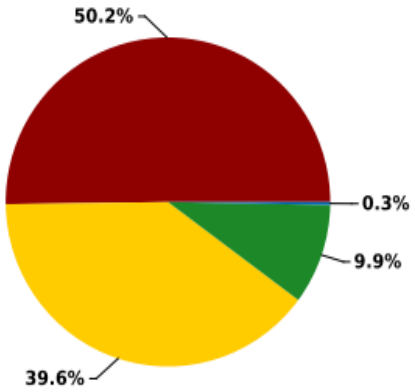
This data shows that overall the school has increased retention rates and has an overall staff with prior teaching experience.

MAP Projections for Proficiency on Spring Math Assessment Algebra 1

Projected to: **Georgia Milestones Algebra 1** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/georgia-linking-study-eoc/

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	226	133	58.8%	90	39.8%	3	1.3%	0	0.0%
7	255	137	53.7%	93	36.5%	24	9.4%	1	0.4%
8	218	81	37.2%	94	43.1%	42	19.3%	1	0.5%
Total	699	351	50.2%	277	39.6%	69	9.9%	2	0.3%



The MAP projections for Algebra 1 demonstrate that at the beginning of the year, 89.6% of all students are projected to score at the developing and beginning level on the GMAS. 10.2 % percent of students were projected to perform at the proficient and distinguished level.

Projections for Proficiency on Spring Math Assessment grades 6-8

Summary	
Total Number of Students With Valid Growth Scores	225
Mean RIT Score	208.6
Standard Deviation	12.4
District Grade-Level Mean RIT	202.1
Students At or Above District Grade-Level Mean RIT	157
Grade-Level Mean RIT	214.7
Students At or Above Grade-Level Mean RIT	85

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Math: Math K-12	64	28%	55	24%	62	28%	38	17%	6	3%	208-209-209	12.4

Overall, 62.9% of students are projected to perform at the developing and beginning level on the GMAS for math. Students will need to provide support and supplemental resources to students to ensure mastery.

MAP projection Proficiency for Language Arts/ Reading

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	216
Mean RIT Score	207
Standard Deviation	15.5
District Grade-Level Mean RIT	199.8
Students At or Above District Grade-Level Mean RIT	156
Grade-Level Mean RIT	210.2
Students At or Above Grade-Level Mean RIT	96

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Language Arts: Reading	49	23%	44	20%	46	21%	53	25%	24	11%	206-207-208	15.5

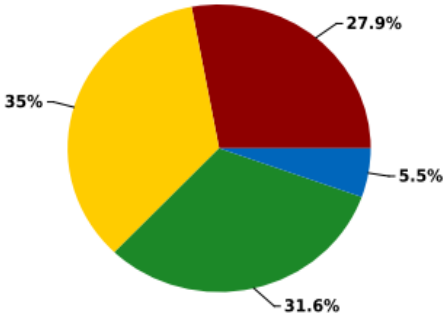
After the BOY Assessment for MAP. 43% of students are projected to perform at the low/low average range for the GMAS Assessment for reading.

57% of students are projected to perform at the proficient or distinguished level.

Projected to: **Georgia Milestones** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/georgia-linking-study/

Grade	Student Count	Beginning		Developing		Proficient		Distinguished	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	216	66	30.6%	63	29.2%	72	33.3%	15	6.9%
7	264	65	24.6%	99	37.5%	92	34.8%	8	3.0%
8	301	87	28.9%	111	36.9%	83	27.6%	20	6.6%
Total	781	218	27.9%	273	35.0%	247	31.6%	43	5.5%



27.9% of students are projected to perform at the developing level. 35% at the developing level and 37.1 % at the proficient and distinguished level.

Overall, MDRSOTA performed above the district mean by 12.6 points on the BOY MAP Assessment. However, 28% percent of students performed at the low level, 24% performed at low average level for math.

6th grade Reading R.I.T. score

Language Arts: Reading

Growth: Reading 6+ GA 2015 / GA Standards of Excellence English Language Arts: 2015

Summary	
Total Number of Students With Valid Growth Scores	218
Mean RIT Score	206.9
Standard Deviation	15.6
District Grade-Level Mean RIT	199.9
Students At or Above District Grade-Level Mean RIT	157
Grade-Level Mean RIT	210.2
Students At or Above Grade-Level Mean RIT	98

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Reading 6+ GA 2015 / GA Standards of Excellence English Language Arts: 2015	50	23%	44	20%	46	21%	54	25%	24	11%	206-207-208	15.6
Instructional Area RIT Range												
Informational Text	54	25%	54	25%	32	15%	50	23%	28	13%	205-206-207	16.3
Literature	52	24%	49	22%	37	17%	58	27%	22	10%	205-206-207	16.9
Vocabulary Acquisition and Use	45	21%	43	20%	48	22%	51	23%	31	14%	208-209-210	16.2

Overall, the school score was 11.2 points above the district mean. 25% of students scored at the low ranger for informational text and literature. 21% performed at the low range for vocabulary acquisition and use.

6th grade Language Usage R.I.T. Score

Language Arts: Language Usage

Growth: Language 2-12 GA 2015 / GA Standards of Excellence English Language Arts: 2015

Summary	
Total Number of Students With Valid Growth Scores	231
Mean RIT Score	205.8
Standard Deviation	13.9
District Grade-Level Mean RIT	198.9
Students At or Above District Grade-Level Mean RIT	175
Grade-Level Mean RIT	209.4
Students At or Above Grade-Level Mean RIT	98

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Language 2-12 GA 2015 / GA Standards of Excellence English Language Arts: 2015	50	22%	47	20%	67	29%	42	18%	25	11%	205-206-207	13.9
Instructional Area RIT Range												
Language: Understand, Edit Mechanics	51	22%	40	17%	62	27%	45	19%	33	14%	206-207-208	14.6
Writing: Write, Revise Texts for Purpose and Audience	63	27%	42	18%	60	26%	44	19%	22	10%	204-205-206	15.2
Language: Understand, Edit for Grammar, Usage	54	23%	44	19%	59	26%	53	23%	21	9%	205-206-207	14.5

7th grade Reading R.I.T. Score

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	264
Mean RIT Score	213.6
Standard Deviation	14.7
District Grade-Level Mean RIT	204.4
Students At or Above District Grade-Level Mean RIT	201
Grade-Level Mean RIT	214.2
Students At or Above Grade-Level Mean RIT	150

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Language Arts: Reading	52	20%	36	14%	67	25%	70	27%	39	15%	213-214-214	14.7

7th grade Language Usage R.I.T. Score

Small Group Display: No

Language Arts: Language Usage

Summary	
Total Number of Students With Valid Growth Scores	241
Mean RIT Score	209.9
Standard Deviation	14.8
District Grade-Level Mean RIT	203.1
Students At or Above District Grade-Level Mean RIT	168
Grade-Level Mean RIT	212.6
Students At or Above Grade-Level Mean RIT	115

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Language Arts: Language Usage	48	20%	61	25%	50	21%	49	20%	33	14%	209-210-211	14.8

20% of 7th grade students scored at the low range. 26% of students scored at the low average range. 34% of the students scored at the hi average/ high range.

8th grade Language Usage R.I.T. score

Language Arts: Language Usage

Growth: Language 2-12 GA 2015 / GA Standards of Excellence English Language Arts: 2015

Summary	
Total Number of Students With Valid Growth Scores	298
Mean RIT Score	211.2
Standard Deviation	16
District Grade-Level Mean RIT	206.9
Students At or Above District Grade-Level Mean RIT	203
Grade-Level Mean RIT	215.5
Students At or Above Grade-Level Mean RIT	133

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Language 2-12 GA 2015 / GA Standards of Excellence English Language Arts: 2015	82	28%	56	19%	68	23%	55	18%	37	12%	210-211-212	16
Instructional Area RIT Range												
Language: Understand, Edit Mechanics	72	24%	48	16%	65	22%	68	23%	45	15%	212-213-214	16.5
Writing: Write, Revise Texts for Purpose and Audience	94	32%	60	20%	54	18%	53	18%	37	12%	208-209-210	17.9
Language: Understand, Edit for Grammar, Usage	75	25%	70	23%	63	21%	52	17%	38	13%	210-211-212	15.9

Overall, the school mean R.I.T. score was 5 points higher than the district mean score. 133 students scored at or above grade level mean R.I.T. score. 47% of students performed at the low/low average R.I.T. range.

8th grade Reading R.I.T. score

Language Arts: Reading

Growth: Reading 6+ GA 2015 / GA Standards of Excellence English Language Arts: 2015

Summary	
Total Number of Students With Valid Growth Scores	307
Mean RIT Score	213.2
Standard Deviation	17.5
District Grade-Level Mean RIT	208
Students At or Above District Grade-Level Mean RIT	212
Grade-Level Mean RIT	218
Students At or Above Grade-Level Mean RIT	128

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Reading 6+ GA 2015 / GA Standards of Excellence English Language Arts: 2015	79	26%	58	19%	74	24%	57	19%	39	13%	212-213-214	17.5
Instructional Area RIT Range												
Informational Text	87	28%	62	20%	65	21%	61	20%	32	10%	211-212-213	18.4
Literature	91	30%	50	16%	75	24%	65	21%	26	8%	211-212-213	18.8
Vocabulary Acquisition and Use	69	22%	56	18%	68	22%	71	23%	43	14%	215-216-217	17.6

6th - 8th Grade Overall performance (Science R.I.T. score)

Science: Science K-12

Summary	
Total Number of Students With Valid Growth Scores	236
Mean RIT Score	202.4
Standard Deviation	10.3
District Grade-Level Mean RIT	196.6
Students At or Above District Grade-Level Mean RIT	175
Grade-Level Mean RIT	203.9
Students At or Above Grade-Level Mean RIT	112

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Science: Science K-12	44	19%	54	23%	61	26%	50	21%	27	11%	202-202-203	10.3

Overall, the students scored 8.9 points above the district grade level mean. 175 students scored at or above the district grade level en R.I.T. The grade level mean score was 203.9, 112 students performed at or above grade -level mean R.I.T.

Social Studies EOY Benchmark

	High Growth	Typical Growth	Moderate Growth	Low Growth	Negative Growth
2019-2020	(9) 5%	(25) 14%	(10) 6%	(43) 24%	(93) 52%

52% percent of test takers showed negative growth at the end of the 2019- 2020 school year. This demonstrates a lack of engagement during the end of the year from the testing population. In addition to support, the school should implement strategies that promote student engagement.

Social Studies BOY Benchmark

	Advanced Understanding	Proficient Understanding	Basic Understanding	Below Basic Understanding
2021-2022	(27) 10%	(22) 8%	(27) 10%	(204) 73%

73% percent of the 8th grade students performed below basic at the beginning of the year benchmark assessments. Students will need scaffolds, differentiation and high impact strategies to promote increased academic achievement.

ESOL- Percent of Students Increasing to a Higher Performance Band on ACCESS			
	2018-2019	2019-2020	2020-2021
Sixth Grade	.09 %	30%	0%
Seventh Grade	50 %	25 %	0%
Eighth Grade	55 %	0 %	12%

None of the 6th and 7th grade students who took the Access test in the spring of 2021 showed an increase from one grade band to another. The school will look to provide additional resources, modify scheduling and adapt supports and services to meet the needs of these learners.

Title I Schoolwide/School Improvement Plan
Clayton County Public Schools

Student and Staff Attendance											
Student Attendance Rate			Percent of Students with 3-5 absences (5+ days 2020)			Percent of Students with 6+ absences (10+days 2020)			Faculty and Staff Attendance Rate		
2018 2019	2019-2020	2020-2021	2018 - 2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021	2018-2019	2019-2020	2020-2021
95.17	97.23	+++	54%	53%	41%	8%	17%	20%	Personnel 94.2 Admin 96.2 Staff 96.4	Personnel ** Admin ** Staff **	Personnel ** Admin ** Staff **

2018-2019 Georgia Milestone Assessment Data											
ELA											
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2019 State Performance Target
	#	%	#	%	#	%	#	%	#	%	%
ALL Students	190	21	307	34	325	36	81	9	407	45	72.8
Black	165	24	220	32	262	38	41	6	303	44	71.8
Hispanic	31	24	43	33	46	35	10	8	56	43	68.4
Asian/Pacific Islander	4	15	8	31	10	38	4	15	14	54	106.8
English Learners	18	72	7	28	0	0	0	0	0	0	37.5
Students with Disabilities	54	66	23	28	5	6	0	0	0	6	33.6

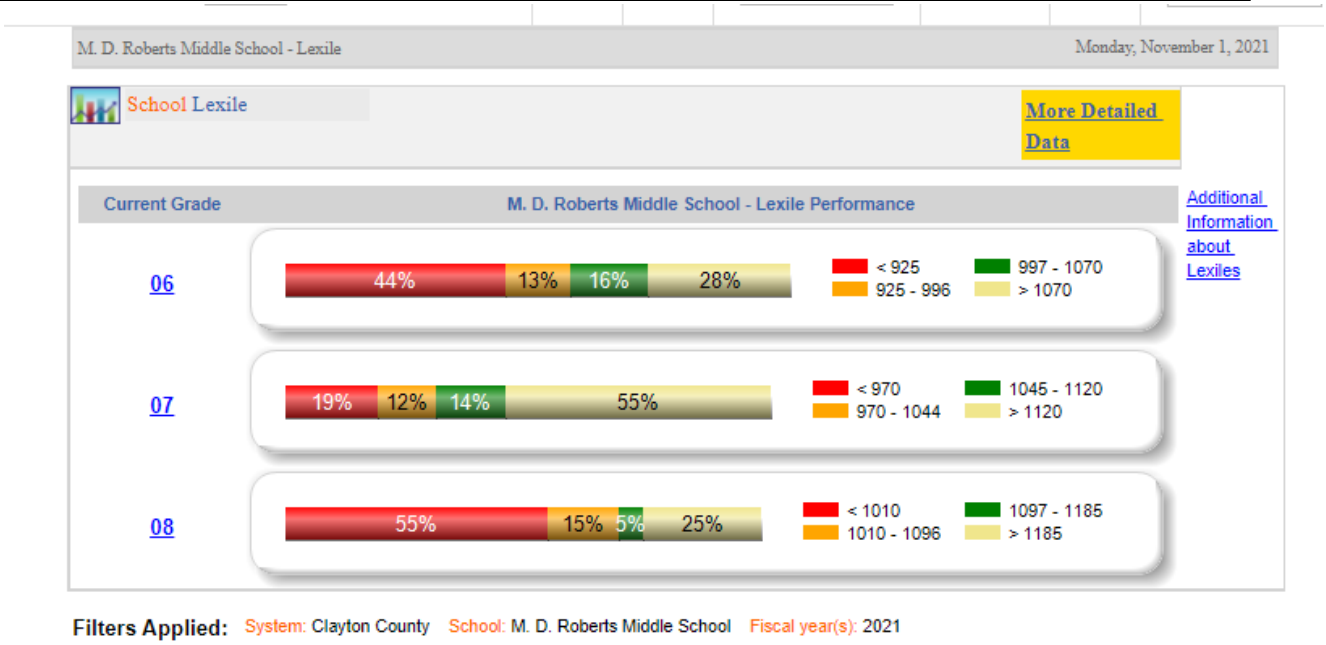
2018-2019 GMAS Math											
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2019 State Performance Target
	#	%	#	%	#	%	#	%	#	%	%
ALL Students	203	21	328	34	348	36	87	9	435	45	72.8
Black	186	27	303	44	151	22	48	7	199	29	59.7
Hispanic	39	29	52	39	33	25	11	8	43	32	67.5
Asian/Pacific Islander	3	12	8	31	11	42	4	15	15	58	100
English Learners	17	68	6	24	2	8	0	0	2	8	
Students with Disabilities	52	63	27	33	3	4	0	0	3	4	52.8

SCIENCE											
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2019 State Performance Target
	#	%	#	%	#	%	#	%	#	%	%
ALL Students	95	44	76	35	43	20	2	1	46	21	68.2

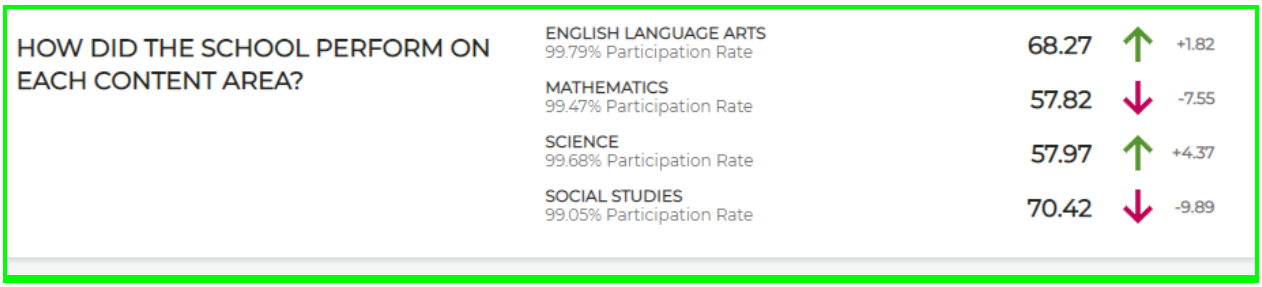
Black	70	44	58	36	31	19	1	1	32	20	**54.1**
Hispanic	18	50	11	31	5	14	22	6	7	20	**61.2**
Multiracial		**6-8 too few**		**6-8 too few**		**6-8 too few**		**6-8 too few**		**6-8 too few**	**72.7**
White		**6-8 too few**		**6-8 too few**		**6-8 too few**		**6-8 too few**		**6-8 too few**	**79.8**
Asian/Pacific Islander		**6-8 too few**		**6-8 too few**		**6-8 too few**		**6-8 too few**		**6-8 too few**	**91.9**
English Learners		**6-8 too few**		**6-8 too few**		**6-8 too few**		**6-8 too few**		**6-8 too few**	**52.3**
Students with Disabilities	22	76	4	14	3	10	0	0	3	10	**52.1**

SOCIAL STUDIES											
	Percent of Beginning		**Percent of Developing**		**Percent of Proficient**		**Percent of Distinguished**		**Percent of Proficient and/Distinguished**		**2019 State Performance Target**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**%**
ALL Students		**19**		**39**		**28**		**14**		**42**	**69.9**
Black		**20**		**38**		**28**		**14**		**42**	**57.6**
Hispanic		**21**		**48**		**21**		**10**		**31**	**63.4**
Multiracial	**6-8 too few**		**6-8 too few**		**6-8 too few**		**6-8 too few**		**6-8 too few**	**6-8 too few**	**73.2**
White	**6-8 too few**		**6-8 too few**		**6-8 too few**		**6-8 too few**		**6-8 too few**	**6-8 too few**	**79.9**
Asian/Pacific Islander		**6**		**31**		**50**		**13**		**63**	**95.2**

English Learners	6-8 too few		6-8 too few		6-8 too few		6-8 too few		6-8 too few	6-8 too few	53.3
Students with Disabilities		55		38		7		0		7	52.7



The data above shows that lexiles range for each grade level in the spring 2021. 44% of 6th grade students were reading at the below level as well as 19% of 7th grade students and 55% of 8th grade students. The school will focus on increased reading initiatives and provide additional support to promote reading to increase student lexile levels.



Above is the mastery level for each content on the GMAS. The school will work to show at least a 5% growth in each area in the 2021- 2022 school year. ELA performed at the 68.27%, mathematics performed at the 57.82%, science performed at the 57.97% and social studies performed at 70.42%.

Student Discipline Data			
	2017-2018	2018-2019	2019-2020
Total OSS Days	151	126	19
Total OSS Incidents	59	59	10
Total ISS Days	323	488	129
Total ISS Incidents	194	200	94

Student Discipline Data					
2017-2018		2018-2019		2019-2020	
Top 5 Referrals by Behavior	Percentage	Top 5 Referrals by Behavior	Percentage	Top 5 Referrals by Behavior	Percentage
1. Fighting with mutual participation – no injury	17%	1. Physical Offense - fighting (mutual participation)	23%	1. Fighting- mutual participation	45%
2. Disrespect of School Personnel	10%	2. Disrespect of School Personnel	11%	2. Horseplay (physical offense)	14%
3. Horseplay/ Wrestling/ Scuffling	8%	3. Class disruption	11%	3. Disrespect of school personnel	14%
4. Physical Offense (battery	7%	4. Physical Offense/ Horseplay	7%	4. Disrespect of another student	8%

of student) no injury					
5. Physical Offense (battery of student) injury	**6%**	**5. Failure to follow school procedures**	**5%**	**5. Battery of another student**	**7%**

The discipline data provides the number of referrals that were earned by our students during the 2017-2018, 2018-2019 and 2019- 2020 school year. Based on the data provided, it is evident that the number of discipline referrals earned during the 2019-2020 decreased from the previous school year. The data also shows that the two highest number of referrals were received in the area of physical offenses (fighting) and horseplay. The school remained in the virtual learning model for the 2021-2022 school year. Therefore, updated discipline data from that year is not currently available.

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.
We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Several stakeholders were involved in the process of compiling data for the school's profile. The stakeholders that were involved in completing the needs assessment were the grade level chairpersons, the department chairs, all administrators, parents, and students. In an effort to ensure that we addressed the total school program, we selected staff members who guide their teams in collaborative planning sessions, assist in analyzing data, work with their teams to establish department level goals, lead professional development sessions with their teams, and serve as the instructional leaders in the school. The committee members worked in small groups with colleagues and addressed their assigned sections in the Title I School-wide Improvement Plan. They worked with their respective departments to establish the goals for the year based on the trend data and the performance targets established by the Georgia Department of Education.
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)

We currently do not have any migrant students enrolled at M.D. Roberts; however, in the event that the school were to gain a migrant population, we would follow district, state and federal guidelines to ensure that migrant students are afforded the same opportunities as all other students. More specifically, we would make sure that all migrant students are identified by name. All teachers responsible for educating the students would be required to contact their parents at least once a month in an effort to ensure that the parents remain informed of their child's progress. We would also ensure that the students have access to all of their day-to-day instructional materials and supplies. The students would also be encouraged to participate in our Afterschool/Saturday & School Day Enrichment sessions throughout the year. The progress of our migrant students would be monitored and adjustments in their instruction would be made as needed.

Our team utilized the trend data for M.D. Roberts for the 2018-2021 school years to determine strengths and challenges of each subgroup. After analyzing the data, they worked with their individual content areas to brainstorm strategies for ensuring the success of all students for the 2021-2022 school year. This brainstorming process also allowed the teachers to develop a plan of action for their respective content areas. We also used the parent and student surveys from the Spring of 2021 to identify the perceptions of students, parents, and teachers regarding the total school program at M. D. Roberts School of the Arts.

We have based our Title I Plan on information about all students in the school and identified students and groups of students who are not yet achieving the State Academic content standards and the State student academic achievement standards. We have included the following subgroups in this analysis:

Economically disadvantaged students
Students from various racial and ethnic groups
Students with disabilities
English Language Learners

The <u>needs we will address</u> include the following:
Analyzing Data using the Illuminate platform, formative assessment data, and bi-weekly common assessment data

- Instructional best practices
- Incorporating Technology & effective virtual instruction
- Differentiated Instruction
- Explicit Lesson Planning
- Content Mastery for all subgroups
- Reading & Writing Across the Curriculum
- Numeracy Across the Curriculum
- Scientific Problem Solving
- High Impact Instructional Strategies

- Arts Integrated Lessons

The specific academic needs of those students that are to be addressed in the school-wide program plan will include the following:

- Literacy Across the Curriculum
- Science and Social Studies content development for all grade levels
- Vocabulary Development across the curriculum
- Math Support in grades 6-8
- Writing with an emphasis on constructed responses
- Stemscopes
- Gizmos
- MyOn
- Targeted supports for students based on data
- Rewards Program 6th grade only
- Identifying those students who have Lexile scores below 1050 and incorporating the teaching of reading strategies throughout the curriculum.
- Identifying students who score below 85% on the bi-weekly common assessments and re-teaching and reassessing non-mastered concepts on Fridays during virtual learning and each instructional period.
- Ensuring that students are reading by setting reading goals each week and conferring with students periodically to hold them accountable for reading nightly. Students will have a RAM Head to note the books that they are checking out each week. Students will be required to read 100 minutes per week and parents will sign the reading log each night. Each teacher will have a classroom library for their classrooms. In addition, targeting those students who are in our Read 180 and Language Live Programs and ensuring that they are completing the required practice time on the computer and are completing all required assignments.
- Ensuring that students who have a Lexile score below 500 are placed in the appropriate Intensive Reading Intervention Program (Language Live or Rewards).
- Creating strategies to encourage the teaching of Tier 2 and 3 vocabulary words and providing students with a Big Ram Word of the Day by using the K.I.M.S Strategy to dissect and analyze the meaning of power words on the morning news show.
- Identify students who are not mastering weekly math standards and invite them to attend ASR and Saturday Academy & Study Group. These sessions will be held virtually, if necessary and in person.
- Ensure that students who need intensive math instruction are assigned to Math 180.
- Identify students who have scored below 70% on the district-wide Benchmark assessment and consistently scored below 70% on the bi-weekly common assessments for each content area and invite those students to participate in our after school remediation program.
- Students will be provided with the software from I-Ready to practice Math and ELA Concepts to practice concepts learned in the curriculum and to prepare for the GMAS.
- We will provide our teachers with various tools to enhance instruction in the classroom.

- All students will be issued a laptop at one to one ratio.
- Our teachers will also attend various conferences and workshops to acquire additional content knowledge in their respective content areas.
- Teachers will be provided with additional resources in Science to provide models and real-world examples and problem solving techniques for our students.
- Science teachers will utilize 3 dimensional learning to promote higher level instruction
- Science teachers will utilize lab kits for interactive learning. hands learning experiences for students.

The ROOTCAUSE/s that we discovered for each of the needs were the following:

- More focus is needed to address our SWD students' progress in Math, Social Studies and Science.
- Students are not reading books that are commensurate with their Lexile Reading Level, which stifles their reading growth.
- Students do not practice math problem-solving at home.
- Increase consistency with AR/ MYON testing.
- We need to incorporate writing across the curriculum in all of our academic classes, which will assist in improving critical thinking skills.
- More focus is needed on vocabulary development for our students who are not mastering the standards.
- Professional Development is needed for teachers in an effort to increase the level of rigor, critical thinking skill activities, and differentiation within the traditional classroom setting as well as the virtual classroom.
- DES Teachers need assistance with content development to enhance the instruction provided in the collaborative and co-teaching classes
- All teachers need support with improved engagement during virtual class sessions.
- Additional opportunities need to be provided to allow our students to practice the content, whether through technological programs or through small group sessions.
- All teachers will implement the priority high impact strategies with fidelity I.e. Academic discourse, higher order questioning and evidenced based writing

We have used the following instruments, procedures, or processes to obtain this information:
Beginning of the Year Benchmark Data (writing & social studies)
MAP BOY Data
IReady BOY Data
Formative and bi-weekly common assessment data
Discipline Data
ACCESS Data
Brainstorming Sessions to determine student strengths and weaknesses
Collaborative Planning Sessions

Leadership Summer Session Parent Survey Data Student Attendance Data Parent, Teacher, and Student Surveys Read 180 and Language Live Data SLDS Historical data

Goals and Strategies:

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

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

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

Goal 1: By June 2022, All student subgroups grades 6-8 will show a 5% increase on GMAS Content Mastery for English Language Arts from 68% to 71%.

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Estimated Cost and Budget	Person/Position Responsible
Use MYON Star Reading Program to support students growth in reading and writing	Level 1 & 2	October 2021 - May 2022	$2600.00	Sara Stephens Michelle Harden-Brown
USA Test Prep for all 8th grade content	Level 1 & 2	October 2021- May 2022	$1700.00	8th grade content teachers
Writing with Mentor text to support writing and reading text structure.	Level 1& 2	October 2021 - May 2022	$3,000.00	ELA Teachers Michelle Harden-Brown
Scope Scholastic will be utilized to support reading & writing across the curriculum	Level 1&2	November 2021- May 2022	$2700.00	ELA Teachers Michelle Harden-Brown
Use of extended learning tools before, during and after school for remediation, academic, support, and acceleration. Students and staff may use technology, programs and/or instructional resources to extend learning opportunities.	Levels 1, 2, & 3	October 2021 - May 2022	$15,000.00	Sara Stephens Michelle Harden-Brown ELA Teachers

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
Instructional programs/ software will be used to supplement remedial instruction - differentiated practices Virtual/ Face to face remediation and tutorial Writers workshop for all grades Instructional resources are available for each student at school	Instructional programs/ software will be used to supplement remedial instruction - differentiated practices Virtual/ Face to face remediation and tutorial Writers workshop for all grades Instructional resources are available for each student at school.
English Learners	**Students with Disability**
ELL/ESOL will be offered as a Connections class during the 2021- 2022 school year. The ELL Instructor will push into core classes duringher planning to provide support to students receiving services.	Instructional programs/ software will be used to supplement remedial instruction - differentiated practices Virtual/ Face to face remediation and tutorial Writers workshop for all grades Instructional resources are available for each student at school

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: By June 2022, All students and subgroups will increase 5% from 72 % 75.5% on Content Mastery in Social Studies.					
Evidenced Based Strategies and Interventions	**Level of Evidence (if level 4 – a logic model is required)**	**Timeline for Implementation**	**Estimated Cost and Budget**	**Person/Position Responsible**	
USA Test Prep for all 8th grade content	Level 1 & 2	October 2021- May 2022 $1700.00		8th grade social studies	
Scope Scholastic will be utilized to support reading & writing across the curriculum	Level 1&2	November 2021- May 2022	$2700.00	8th grade social studies teachers	
Use of extended learning tools before, during and after school for remediation, academic, support, and acceleration. Students and staff may use technology, programs and/or instructional resources to extend learning opportunities.	Level 1 & 2	October 2021 - May 2021	$10,000.00	All social studies teachers Michelle Harden-Brown	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
Instructional programs & software will be used to supplement remedial instruction - differentiated practices Virtual/ Face to face remediation and tutorial Writers workshop for all grades Instructional resources are available for each student at school	Instructional programs & software will be used to supplement remedial instruction - differentiated practices Virtual/ Face to face remediation and tutorial Writers workshop for all grades Instructional resources are available for each student at school
English Learners	**Students with Disability**
ELL/ESOL will be offered as a Connections class during the 2021- 2022 school year. The ELL Instructor will push into core classes duringher planning to provide support to students receiving services.	Programs used to supplement remedial instruction - differentiated practices Virtual/ Face to face remediation and tutorial Writers workshop for all grades Instructional resources are available for each student at school

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: By June 2022, All students and subgroups will increase 5% from 58 % / 61% proficient in Content Mastery in mathematics.

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Estimated Cost and Budget	Person/Position Responsible
USA Test Prep for all 8th grade contents	Level 1 & 2	**October 2021 - May 2022**	1700.00	All mathematics teachers Yolanda White or Academic Coach
Use of extended learning tools before, during and after school for remediation, academic, support, and acceleration. Students and staff may use technology, instructional programs and/or instructional resources to extend learning opportunities	Level 1& 2	October 2021 - 2022	10,000.00	Mathematics teachers Principal Yolanda White or Academic Coach
Mountain Math for all students to provide support in the area mathematics	Level 1 & 2	October 2021 - 2022	701.48	Mathematics teachers, Sara Stephens, Principal Yolanda White

				or Academic Coach

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
Instructional programs & software will be used to supplement remedial instruction - differentiated practices Virtual/ Face to face remediation and tutorial Writers workshop for all grades Instructional resources are available for each student at school	Instructional programs & software will be used to supplement remedial instruction - differentiated practices Virtual/ Face to face remediation and tutorial Writers workshop for all grades Instructional resources are available for each student at school
English Learners	**Students with Disability**
ELL/ESOL will be offered as a Connections class during the 2021- 2022 school year. The ELL Instructor will push into core classes duringher planning to provide support to students receiving services.	Instructional programs & software will be used to supplement remedial instruction - differentiated practices Virtual/ Face to face remediation and tutorial Writers workshop for all grades Instructional resources are available for each student at school

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: By June 2022, All students and subgroups will increase 5% from 58 %/ 61% on the GMAS Content Mastery in science.

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Estimated Cost and Budget	Person/Position Responsible
USA Test Prep for all 8th grade content to support student preparation for state assessment by exposing students to practice questions in content for science.	Level 1 &2	**October 2021 - 2022**	1700.00	Science Yolanda White or Academic Coach
Use of extended learning tools before, during and after school for remediation, academic, support, and acceleration. Students and staff may use technology, programs and/or instructional resources to extend learning opportunities	Level 1&2	October 2021 - 2022	10, 000.00	All science teachers Yolanda White or Academic Coach
Hire an Academic Coach to identify research based instructional strategies and provide data driven support	1, 2, & 3	Octobre 2021 - 2022	60,000.00	Sara Stephens or Principal Designee

to science teachers towards achieving improvement goals.				

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
Instructional programs & software will be used to supplement remedial instruction - differentiated practices Virtual/ Face to face remediation and tutorial Writers workshop for all grades Instructional resources are available for each student at school	Instructional programs & software will be used to supplement remedial instruction - differentiated practices Virtual/ Face to face remediation and tutorial Writers workshop for all grades Instructional resources are available for each student at school
English Learners	**Students with Disability**
ELL/ESOL will be offered as a Connections class during the 2021- 2022 school year. The ELL Instructor will push into core classes duringher planning to provide support to students receiving services.	Instructional programs & software will be used to supplement remedial instruction - differentiated practices Virtual/ Face to face remediation and tutorial Writers workshop for all grades Instructional resources are available for each student at school

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

We have selected resources that will allow us to effectively carry out our professional development activities that address the root causes of our academic challenges. For example, our site facilitator serves as an on-site instructional leader. The site facilitators guide our teachers in unpacking the standards each week during their collaborative planning sessions. They guide the teachers in data analysis and instructional planning. Our site facilitators also provide professional learning opportunities based on the needs of our teachers. Title I funds will be used to purchase books that will be used as the basis for our school-wide book studies. Professional development opportunities will be provided to teachers during school hours and possibly on Saturdays to ensure that our teachers are equipped with the necessary skills to meet the learning needs of all students. Finally, teachers will also attend conferences to help address our academic target areas.

We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways:

Teachers participate in weekly collaborative planning sessions facilitated by the Instructional Lead Teacher. During this time, teachers analyze the standard, create a lesson plan for the week, and create common assessments to determine students' understanding of the weekly concepts.
M.D. Roberts will provide instructional staff with training on how to use their data to inform their planning.
Teachers will participate in professional learning on the Rigor & Relevance Framework. Teachers will participate in ongoing PD focused on the Georgia Standards of Excellence implementation, with a particular emphasis on Literacy and Writing Across the Curriculum, Higher order questioning, academic discourse with emphasis on vocabulary development.
Teachers will receive PD in targeted areas particularly in Math, Science, and Social Studies. SWD and ELL teachers will be included in PD to positively impact student achievement within the subgroups which we serve. Teachers will be encouraged to participate in the content specific professional development being offered at the district level, to enhance their skills in teaching the core curriculum. The teachers participating in the cadres will redeliver the information to their content area team and assist them in the planning process.

Professional Development is needed for teachers in an effort to increase the level of rigor, critical thinking skill activities, and differentiation within the classroom.
DES Teachers need assistance with content development to enhance the instruction provided in the collaborative and co-teaching classes.
The Title I Parent Involvement Contact/Title I Parent Liaison will participate in all mandatory Title 1 Trainings.

All stakeholders will have multiple opportunities to engage in learning opportunities throughout the school year. We will provide a variety of evening parent workshops. We will also offer virtual meetings if it becomes necessary. Parents have been given a parental involvement survey which included questions regarding what types of parent workshops they would like for us to offer this school year. Additionally, parents have been able to add value to the School Wide Title I Plan via surveys and parent meetings.

We will employ strategies to address the needs of all students in the school. We will specifically focus on the needs of our students scoring in the beginning level on the BOY MAP and Benchmark Assessment. Those students who are at-risk of not scoring the proficient or distinguished level on the Spring 2021 GMAS. Additionally, we utilize results for student readiness on the MAP assessment to monitor growth throughout the school year. We will employ the following programs to complement our daily instruction:

Afterschool Remediation/ Enrichment program
During the day study groups
Flashback Friday/ Digital Learning Fridays
Saturday Academies with a focus on all content areas
Morning Instructional Focus Time
SEL Time
I Ready Instruction
Language Live
Math 180
Rewards Intervention Program
Rewards Program
USA Test Prep
Mountain Math

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)
M. D. Roberts will offer an accelerated curriculum to students during middle school to prepare them for advanced options during high school. This includes but is not limited to high school Algebra 1, high school Physical Science, and high school CTAE courses. Students who participate in accelerated courses during middle school will be on trac for AP and dual enrollment options early in high school.
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.);
Co-Teaching The co-teachers at M.D. Roberts plan as a team to ensure that the needs of students with disabilities and at-risk students in the regular education classroom are met. Both teachers will plan lessons together, discuss instructional strategies, and discuss accommodations or strategies to ensure the success of their students. The majority of the Title I Funds will be used to purchase the iReady, Rewards, USA Test Prep program(s) which will be used as an instructional tools for Language Arts, Math, Science and Social Studies to use with students who are beginning level learners and who are struggling to master concepts in each content. The Title I Funds will also be used to fund the salaries of teachers who work with students in the After School Remediation program for math, science. ELA and social studies. CCRPI Team/ Executive Team We have also created a Data Team, which will consist of lead teachers from each content area, grade level chairpersons, our instructional facilitator, and our three administrators. We will work as a team to analyze the school-wide data and work with each department to establish an instructional focus each month. We will create a short-term action plan, monitor the progress of our established programs and activities, and monitor the progress of specific students. Additionally, the Data Team will also foster shared leadership including staff input on the use of assessment data and the effectiveness of the overall instructional program based on the indicators provided in our CCRPI data. SST Meetings & Circle of Support Meetings Our Student Support Team will consist of teachers, parents, school psychologists, and administrators, who will collaborate to analyze the individual needs and progress of students who are not meeting their academic goals. The purpose of the team is to discuss and develop strategies that are specific to the needs of the identified students. The team will reconvene periodically to discuss the effectiveness of the strategies and will adjust the plan of action as needed. If the team finds that the established strategies are not working, the team will recommend that a screening be conducted, which may ultimately result in a full psychological evaluation.

SES
The school has hired a Student Engagement Specialist to serve as a mentor to students who have been assigned to their caseloads, using the Check and Connect Model. This intervention is based on personalized interventions for re-engaging students who are disengaged or at risk of dropping out. Sthe SES target's students' attendance, grades and behavior. Provides regular feedback to students, communicates with families and collaborates with teachers and other staff on student progress.

iv) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; *(A list of proposed professional development offerings must be included in the Professional Development (question 2 iv) section.)*

We will include teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. The professional development topics were selected based on the needs of the school, the district initiatives, by surveying the staff and observations made from Teacher Keys Effectiveness System evaluations. Based on the needs assessment, we will provide training on high impact instructional strategies and other research based strategies as listed below;
Rigor & Relevance Framework
Arts Integration (Engaging Minds)
Google Suite
I Ready (data driven intervention)
Math Manipulative Training
Explicit Instruction Training
Canvas Training
GA Milestones Assessment Training
Mimio Board Training
MYON Training
Data Analysis
Co teaching Models implementation and planning
Writer's Workshop for teachers
Science Training on ADI and Three Dimensional Learning
Ready Reading & Ready Math

M. D. Roberts School of the Arts has aligned professional development with the State's academic content and CCPS instructional priorities for the purpose of increasing the level of instructional rigor, increasing student academic achievement for all of our students, and closing the achievement gap between subgroups.

- We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. There will be an intentional focus on retaining highly qualified teachers as they are hired.
- Recruit early from approved Clayton County sources

- Interview multiple applicants for any given position
- Advertise on social media platforms
- Offer multiple opportunities for sustained high quality professional development or staff development as indicated through staff feedback
- Create a supportive and nurturing environment that encourages collaboration and team building by prioritizing planning time, departmental meetings, new teacher mentoring, and immediate feedback from informal class observations
- Utilize the Teacher Recruitment Fair for the Clayton County School District
- Maintain a mentoring Program for all new teachers and ensure that we provide monthly learning opportunities for our new teachers and their mentors.
- Instructional support is provided by Instructional Facilitators, Content Coordinators, and Department Chairs
- Maintain a sense of camaraderie within the faculty through various planned social interaction (i.e. Staff Potlucks, Duty Free Lunch, Spirit Wear, and Spirit Functions)
- Include the grade-level teachers or content chairs in the interview process.

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.

At M.D. Roberts, we will use small group instruction, after school remediation, and Summer enrichment programs to ensure that students are academically ready to transition to the next grade. The school will also collaborate with feeder elementary schools to host a Rising 6th Grade Orientation, wherein academic, social and behavioral expectations will be reviewed. Finally, the teachers, administrators, and counselor will conduct vertical planning with Jonesboro, Mt. Zion, and Stillwell High Schools (feeder high schools), culminating with a collaborative parent/student advisement night hosted at M.D. Roberts. Our 8th grade students will also visit their respective high schools and participate in activities and programs to learn about the 9th grade curriculum, high school programs and classes, and other topics related to their transition. In both the rising 5th grade orientation and the 9th grade guidance, CTAE and Fine Arts Teachers will provide presentations to students in order to promote our performing arts and vocational programs.

We will have an orientation for those students and parents who come from private schools or home schools. They will be provided with information about our various academic and extracurricular programs, our grading policy, standardized assessment procedures, and the various programs that we offer after school. These students will be provided with a student peer buddy in an effort to help them get acclimated to the school environment. We will also offer a three-day Summer Bridge Program as a support for our rising 6th grade students. By participating in the Summer Bridge Program our students will have an opportunity to get acclimated to the expectations of middle school prior to the start of the new school year. We will focus on organizational management, procedural expectations, the 6th grade content standards, and rituals and routines of the classroom and the school.

In the event it becomes necessary, we will host said events virtually due to school closures.

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 by hosting a Title I Parent meeting where parents are provided with a survey and are given an opportunity to prioritize how they would like to see the funds from our Title I Budget spent. During the Title I meetings, parents are also given an opportunity to review other Title I documents and make suggested changes and updates to the documents. Once the changes are made to the various documents (Title I Budget, Parent Involvement Policy, Parent Compact, etc.), the school hosts two annual Title I meetings; one in the fall and the other in the spring. Parents also have an opportunity to provide input and make recommendations regarding the school-wide plan. Our parent liaison will work to increase parental involvement. This individual will organize workshops, attend Title I district meetings, call parents to involve them in school activities including volunteering, parent workshops, and principal's coffee & conversation sessions with parents. The parent liaison will also facilitate our Partners in Education collaborative meetings. The parent liaison will assist parents on a daily basis by meeting with select parents to solicit input toward school improvement, and finding ways to facilitate an increase in parental involvement toward increasing student achievement. This will be done through our School Council Meetings, and our Annual Title I meeting. We will also facilitate parent workshops and the topics may include; bullying, homework, Canvas training, website assistance, and a variety of other topics as identified by surveys and conversations with parents all of which will be held at various hours throughout the school day and evening hours as well. M.D. Roberts will involve parents in an annual review and revision of the School Improvement Plan in the following ways: The parents will be informed via our school's website, our school marquee and through our School Messenger phone calling process. The parents will participate in the Local School Council and provide input in creating the school improvement plan. The School Council meets at least 4 times a year and consists of teachers, parents, and the school principal. Parents will be responsible for updating the School Parent Involvement Policy and the School Compact. Parents will complete a parent survey via the school's website. Flyers will be sent home to encourage parents to participate. Parents will be invited to participate in our October parent conference night and parent/teacher conferences throughout the school year. Parents will be notified of assessment results through parent meetings and parent/teacher conferences. Parents will be invited to attend our quarterly Principal Coffee and Conversation.

Parent Involvement Policy

We have developed a parent involvement policy included in our appendices that includes the following:

Strategies to increase parental involvement and provide more opportunities for parents to volunteer

Create the School- Parent compact that encompasses the commitments of the parents, teacher and students in working together to ensure that our students achieve academic success

A description of how we will create more partnerships with our surrounding community through Partners in Education

Provide access to the comprehensive school-wide program plan to all of our stakeholders: the LEA, parents, and the public.

Our parental involvement policy was jointly created by the school and parents to include strategies that will allow for more parental involvement and volunteer opportunities at our school. We are committed to involving our parents in the decision making process that will help increase our student's academic success. The Parent Liaison is overseeing this task at M.D. Roberts School of the Arts. The Parent Liaison is responsible for communicating with parents on a consistent basis and in a timely manner. The Parent Liaison works closely with our teachers in coordinating and executing workshops and training for parents to support their student's learning, all of which are made available at various times throughout the school day and evening hours as well. The Parent Liaison is responsible for creating volunteer opportunities and acquiring the support of the parents. The parent resource center is operated by the Parent Liaison and is a resource for parents to obtain assistance in helping their students with academic needs. The parent resource center houses several resources that include but is not limited to, computers, books, parenting magazines and other materials.

Our school-wide plan has also been made readily available for our stakeholders. Copies of the plan are available inside the parent resource room and on the school website for review. A version of the school-wide plan is also available for our parents of ESOL students to allow for equal access.

M.D. Roberts will cultivate an all inclusive environment that will include both English Learners and Students with Disabilities. This will be done by providing translation during workshops for English Learners to ensure they are receiving the same information as their counterparts who are native or proficient in speaking the English language. Workshops will also be provided in conjunction with the Department of Exceptional Students to give parents and families of students with disabilities tools that will ultimately enhance the student's educational experience. In providing education that not only provides information engaging to all audiences but to these specific groups specifically, all students and families should have a sense of belonging in M.D. Roberts School of the Arts.

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**

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**

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.**

Professional Development (question 2-iv)

Professional Learning Topic	Professional Learning Timeline	Audience (grade/subject)	Position Responsible

Title I Schoolwide/School Improvement Plan
Clayton County Public Schools

Parent and Family Engagement

Parent Engagement Activities (include title/subject of curriculum workshops)	Scheduled Date(s) of Required Activity/Event	Title I Crate Due Date	Person / Position Responsible	Artifacts/Evidence of Impact on Student Achievement
Sent Home and Posted on School Website: School-Family Compact School Parent and Family Engagement Plan District Parent and Family Engagement Plan		10/20/21		
School-Family Compact Discussion: Parent-Teacher Conference (elementary) Ongoing discussion (middle/high school)		10/20/21		
Annual Title I Parent Meetings: Meetings held (at least two meetings) Documents posted on school website		9/29/21		
Building Parent Capacity Fall: (Face to Face or Zoom) *Required Parent Capacity Events (An event can be a workshop, night event, or a Zoom workshop). Checklists are required with every event, and the event must be aligned with the school's identified goals.* Curriculum Workshop		10/27/21		
Building Parent Capacity Fall: Curriculum Workshop		11/17/21		
Building Parent Capacity Fall: Technology/Copyright Piracy Workshop		12/8/21		
Building Parent Capacity Fall:		12/8/21		

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

Building Parent Capacity Spring: Assessment Workshop		3/16/22		
Building Parent Capacity Spring: Transition Meeting		5/11/22		
Building Parent Capacity Continuous Communications (Spring) Continuous Communication 1-Jan. Continuous Communication 2-Feb. Continuous Communication 3-Mar		4/27/22		
Spring March Data Dig PLC to review Dashboard data		3/30/22		
Building Parent Capacity Spring: EL/SWD Parent Workshop		3/30/22		
Input Meeting (s) FY23: Staff Parents/Families Students		4/20/22		
Spring Title I Parent Survey		4/20/22		

Appendix A

Optional Strategy Profile

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

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

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

Appendix B ~ To be Completed by May 2022

Evaluation Plan

Use this form if you completed a Strategy Profile.

Name of Strategy or Program Being Evaluated:	

	Strategy Description	**Evidence**	**Outcomes**

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

Evaluation Plan ~ To be Completed by May 2022

Use this form if Strategy Profiles were not completed.

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

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