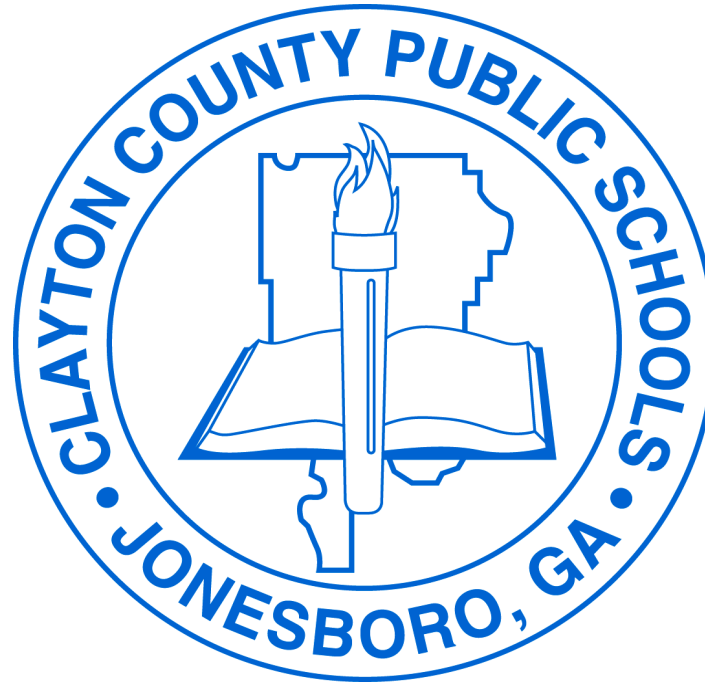


Comprehensive School Improvement Plan



J. W. Arnold Elementary School

Cambridge Primary Global Perspectives

2019-2020

Vision Statement

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

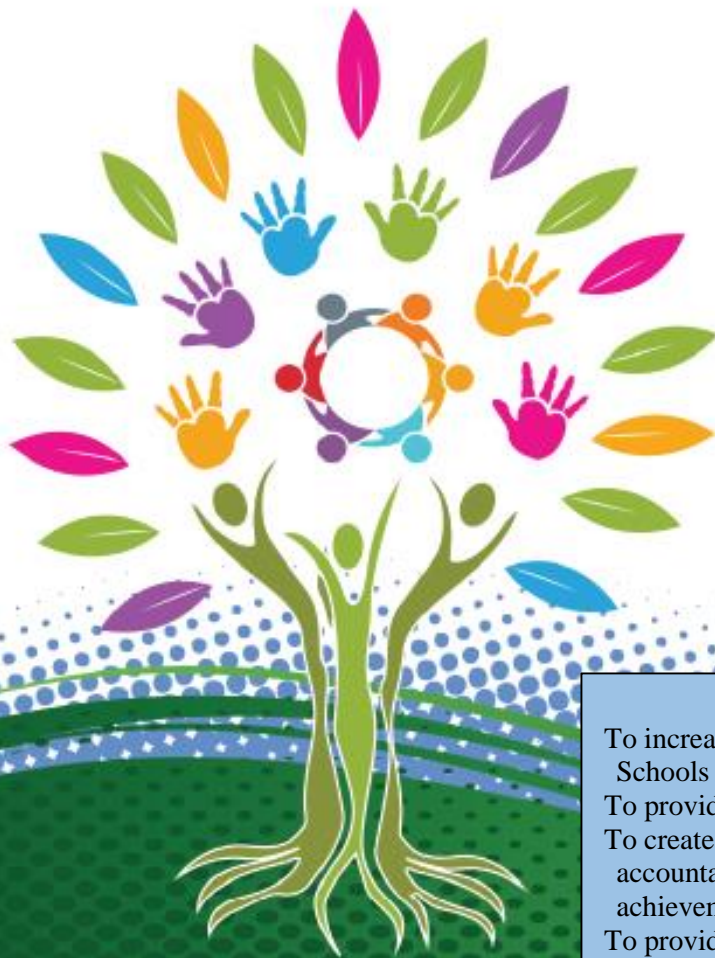
Mission Statement

The mission of Clayton County Public Schools is to empower students to achieve academic and personal goals.

CCRPI								
School Year	CCRPI Score	Content Mastery	School Progress	Closing the Gaps	Readiness	Climate Rating	Star Rating	PPE Percentile
2017-2018	83.7	69.8	90.5	97.5	82.5	95.8	4	
2018-2019	67.9	65.6	82	35	81.4	96.4	5	



"COMMITTED TO HIGH PERFORMANCE" Growing Our Future



Strategic Goals

- To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results
- To provide and maintain a safe and orderly learning environment
- To create an environment that promotes active engagement, communication, accountability, and collaboration of all stakeholders to maximize student achievement
- To provide high quality support services delivered on time and within budget to promote high performance in the Clayton County Public Schools
- To recruit, develop, and retain highly qualified and effective staff

Action Plan

Priority Goals

Performance Objective 1: By 2023, Clayton County Public Schools will increase the percentage of students scoring at the Proficient and/or Distinguished levels on the Georgia Milestones to at least 80% in each content area.

GADOE School Improvement Systems: Coherent Instruction, Effective Leadership, Family and Community Engagement, Professional Capacity

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Closing CCRPI Gap – Increase from 35% to 85%	Sept 30- May 2020	Administration & Teachers	No Funding Source	<ul style="list-style-type: none"> • Define Rigor- What that means @Arnold • Define What is Rigor- How does that look/sound in your classroom. What should we see and hear? (Create a list) • What IS Rigor and What is NOT Rigor? (list of examples/non-examples) • Collaborative Planning- Drilling down data results • <u>Teacher/Parent Content Presentations</u> • Tiffany Nealy – teaching professional development/workshops - Math conceptually • Tiffany Sterling & Dayin Brinson- Teaching Math conceptually • Wendy Petty - teaching professional development/workshops – Writing • Dr. Deborah DeLoach - - teaching professional development/workshops – Reading • Heather Kent- Understanding iReady data • Artavia Spriggs- Monitoring Attendance (incentives) • 	
“Teaching Methods for Inspiring the Student of the Future” – Incorporation of the six Cs into daily instructional practices. Cs – Provide Choices, Promote Creativity, Encourage Collaboration, Encourage Communication, Enhance Critical Thinking, and Caring	August 5– May 22	Teacher/Staff	No Funding Source	Informal/Formal Walkthroughs/Evidence presented at faculty meetings	Professional Development - Presentations during Faculty Meetings Teachers/Administration

Cambridge University- Implementation of Cambridge University's Global Perspective- The implementation in Kindergarten will help to develop outstanding transferable skills, including critical thinking, research and collaboration.	Sept. 2019 – May 2020	Kindergarten teachers, Administration	Funding via Clayton County Admin.	Student activities, projects, notes, Cambridge Sign-In sheets	PD – via Cambridge Representative July 15 & July 16, 2019
Grade Level Collaborative Planning – Teachers will meet with their grade levels once a week for 80 minutes to collaborate on strengthening instructional practices, prioritizing content standards, writing lesson plans, planning integrated cross-curricular content, and creating common assessments.	Sept 5 – May 22	Arnold's teachers/staff, administration, Deborah DeLoach	No Funding Source	Collaborative Planning Sheets, Lesson Plans, Sign-In sheets	Deborah DeLoach (IST)
Vertical Articulation Collaborative Planning- Teachers in grades K-2 will meet monthly to collaborate with Pace Elem., Suder, & Lee Street to strengthen instructional pedagogy and review samples of data to improve instruction.	Sept.5- May 22	Teachers K-2, administration	No Funding Source	Collaborative Planning Sheets, Sign-In Sheets	Deborah DeLoach (IST)
Response to Intervention Pyramid (RTI/SST) Data Meetings- will be held with the SST Lead-chairs monthly to monitor the SST progress and student data achievement	August 5- May 22 (Last Monday of each month)	Administration EIP teachers Counselor	No Funding	RTI/SST Data monitoring/ graphs/Sign-In sheets SST Leads training sessions/meeting dates/Sign-In sheets	
Family Read-In Nights – will be held at least six times per year to promote student reading and increase parents' knowledge of the Accelerated Reader program along with building engagement between home and school. This activity gives families a 'special' time to read with each other. Students are allowed to take AR tests (leveled text) in their Zone of Proximate Development (ZPD)). This will enable student to increase their reading vocabulary and comprehension skills.	Sept. 5, Oct. 3, Nov. 7, Jan. 9, Feb. 6, Mar 5, April 2	/Media Specialist	No Funding Source	Sign-In Sheets, Pictures, Connect Ed Messages/Check Points – Recorded Dates, Flyers, website advertisement	Accelerated Reading /Presentations/Lexile Measurements – Media Specialist

Weekly Probes – Weekly AIMS assessments are given to our targeted students to gauge how well they are progressing in reading. Students will have access to their data, which allows them to take ownership of their academics, which heightens the accountability piece for each student.	August 5 – May 22 (Weekly)	SPED Teachers and Support Staff	No Funding Source	Documented Weekly Probes/Recorded Data/Check Points – Informal conversations with Sped Teacher	
Explicit Instruction – Teachers will utilize the explicit instructional model to deliver quality instruction with accuracy while providing differentiated instructional practices that meet all students’ learning needs.	August 5– May 22	Teachers/Staff/ Dr. DeLoach/EIP	No Funding Source	Posted Lesson Plans, Informal Observations/Instructional Support Teacher/Principal and Assistant Principal	Scheduled Professional Development for ELA and Math (Instructional Support Teacher) November, 2019 and January 2020
Monthly Content Math Meetings - Arnold’s Math Teachers will participated in vertical planning session to enhance their knowledge of utilizing math data to drive instructional practices based on the needs of the students.	Oct.24, Nov. 14 Dec.12 Jan. 23 Feb. 21 Mar 19 Apr 23	IST/Math Teachers/Admi nistration	No Funding Source	Sign-In Sheets, Observation Sheets, PowerPoint, Presentations Check Points – Daily interaction with Math Instruction	Number Talk Presentations – IST/EIP/Administration, Monthly Math PDs, Research-based intervention/strategy article studies
Math Endorsement- Several teachers will participate in the endorsement to strengthen their knowledge and skills for teaching mathematics and improving student achievement. Teachers will focus on a series of courses. The series of courses includes: 1) Number and Operations: Content and Pedagogy; 2) Geometry and Measurement: Content and Pedagogy; and 3) Algebra and Patterns with Data Analysis: Content and Pedagogy	August 15,29 Sept 12 Oct 10, 24 Nov 7, 21 Dec 12 Jan 16, 30 Feb 13, 20 March 5, 19 April 16	Teachers, Administration	No Funding Source	Sign-In Sheets, Work samples, pictures	
Scheduled Data Meetings - Providing substitutes for half day sessions, teachers will meet and analyze student data, plan instruction, and collaboratively assess student work samples. Information will be recorded on the Student’s Data Sheet and instruction will be	Dec 10,11,12 March 24, 30, 31. 2020	All Grade Levels, DES, EIP, ESOL, Gifted, IST, Admin.	School Funds - \$1000.00	Sign-In Sheets, PowerPoint Presentations, Action Plans, Data Check Points	Data Presentations led by Administration/IST

adjusted to meet the need of the student (October, Jan. and March).					
Math Expo Night – This activity will enhance identified math deficits through hand-on exploration. Teachers will create tailored-made centers that focuses on strengthening the identified deficit.	Nov.12 (k-2) Nov 20 (3-5) Feb. 2020	Arnold's Community & Staff	No Funding Source	Pictures, Sign-In Sheets, Connect Ed Message/Flyers, Activity Sheets	
ESOL- The ESOL teacher will provide support to those students who speak English as a Second Language. Parent Informational Session- ESOL teacher and Parent Liaison collaborate to provide parental supports regarding student academic achievements/expectations. Parents are invited to the Parent Resource Room for additional resources/information	August 5 – May 22 Sept 19, 2019 & January 2019	LaVern Hinds, ESOL teacher	No Funding Source	Daily Schedule/Orange Data Notebook/Lesson Plans Sign-In Sheets, pictures	
(STEAM) Integrating Technology – This program will expose students to content in an unconventional manner. Students will have the opportunity to utilize technical devices to extend their daily instructional learning through Science, Math, and Art.	Nov. 2019– May 2020	Arnold's teachers/staff	No Funding Source	Pictures,/Guest Speakers, Flyers, Connect Ed.	Professional Development – Virtual Devices PD – Media Specialist
Implement district Priority Goals (Lit. Across the Curriculum, Building Critical Thinking, Integration of Technology, and Numeracy	August 5 – May 22	Teachers/Staff	No Funding Source	PTO, Lesson Plans, Quality Writing Samples – Critical Thinking	Deborah DeLoach (IST) Provide PDs in ELA and Math
Utilization of S.T.A.R.T.S Model to strengthen instructional delivery of content and to increase depth of knowledge.	August 5 – May 22	Teachers/Staff	No Funding Source	Documented Assessments/Recorded Assessments	Deborah DeLoach (IST) Provide PDs in ELA and Math
Utilization Formative/Summative Assessments to guide instruction based on the individual needs of students.	August 5– May 22	Grade Level teachers	No Funding Source	Data Collection, Small group, Sample Common Assessments	Deborah DeLoach (IST) Provide PDs in ELA and Math

Classroom Guidance Lessons - will be used to promote Character Education, to make positive choices in behavior and learning, and to motivate students to succeed as school citizens.	August 5– May 22 (Weekly)	Counselor – Mrs. Spriggs	No Funding Source	Scheduled, Guidance Lessons with each Classroom, Google Drive Calendar	
Volunteers- Encourage participation in Eagle’s Nest (parent involvement program) through staff hosted volunteer breakfasts held during the fall and spring. Volunteer Breakfast (2) will be used to recognize and appreciate individuals who have volunteered.	August 5 - May 22 Sept. 17, 2019 and April 30 2020	Counselor – Mrs. Spriggs, Parent Liaison – Lorei Smith Parent Liaison Lorei Smith	No Funding Source No Funding Source – Teachers provide refreshments	Volunteer Breakfast Sign-In Sheets, Pictures, Arnold’s Resource Room Sign-In Sheets Volunteer Breakfast Sign-In Sheets, Pictures, Arnold’s Resource Room Sign-In Sheets	
New Student Orientation – New Arnold parents and students will participate in the New Student Orientation that is held during the second month of school to acquaint the families with academic and behavioral expectations and the various activities at school. New Parent Orientation – Meet and Greet to introduce/review Arnold’s expectations, leadership, and tour of the building	Sept.20, 2019 Sept. 9	Guidance Counselor/ Media Specialist/ Admin	No Funding Source	Brochures, Connect Ed. Message, Pictures, Sign-In Sheets	
September Conferences - Classroom teachers will hold parent conferences during the month of September to discuss specific goals, expectations, concerns, test data, etc. for each student in their class.	Sept/Oct. 2019	Classroom Teachers	No Funding Source	Sign-In Sheets/Conference Notes	
Arnold will utilize its Parent Liaison to assist with analysis of data to improve instruction and collaboration among internal and external stakeholders: <ul style="list-style-type: none"> - Continue to utilize ConnectEd, Newsletter, Marquee, Arnold’s Website and Scheduled Parent Conferences - Utilize School Improvement Plan (Website) to communicate goals and initiatives to all stakeholders 	August 5 – May 22	Parent Liaison, Admin, Teachers/Staff	No Funding Source	Copies of Newsletters, Connect Ed Reports, Flyers Pictures on Motivation Wall	

Arnold will improve school climate through staff and student input: <ul style="list-style-type: none"> - Utilize student and staff surveys - Recognize student and staff for increased performance 					
Communication- Arnold improve two-way communication between internal and external stakeholders: <ul style="list-style-type: none"> - Continue weekly red folders to enhance communication - Continue to update website with current events/information - Continue to utilize marquee, newsletters, and ConnectEd with current information - Infinite Campus 	August 5 – May 22	Arnold's teachers/Staff	No Funding Source	Pictures, Flyers, Connect Ed Records	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Analyze students' reading lexile data to determine growth and provide teachers with strategies to help build students' academic vocabulary needed to be successful. Provide ED students with additional academic support through differentiated instruction, electronic resources (iReady).	Analyze students' reading lexile data to determine growth and provide teachers with strategies to help build students' academic vocabulary needed to be successful. Provide weekend backpacks (weekly) filled with food. Work closely with both the counselor and parent liaison and local church community. Continue collaboration with both Arnold's counselor and parent liaison for support.
English Learners	Migrant
All academic strategies are inclusive. In addition, ESOL students will receive additional support through the ESOL Program in order to enrich their language skills	Analyze students' reading lexile data to determine growth and provide teachers with strategies to help build students' academic vocabulary needed to be

<p>and promote student achievement.</p> <p>Analyze students EL lexile data and conduct local training using WIDA trainings (LaVern Hinds) for all ESOL mainstream teachers in areas of reading and math.</p> <p>ESOL staff will analyze ACCESS data to support student growth (Individualized Action Plan)</p>	<p>successful.</p> <p>Continue to provide assistance to families who are transient and need supplement support (district and local level)</p>
Race/Ethnicity/Minority	Students with Disabilities
<p>Analyze students' reading lexile data to determine growth and provide teachers, during Collaborative Planning, with strategies to help build students' academic vocabulary needed to be successful.</p> <p>Continue to monitor the pulse of Arnolds' diversity through the utilization of the school's Parent Liaison and scheduled survey (recorded feedback). In addition, the continuing utilization of both the districts' and schools' resources to close both the communication and academic gap.</p>	<p>Analyze SWD students' reading lexile data to determine growth and provide teachers with strategies to better support students with IEPs.</p> <p>Teachers will receive training on understanding students with disabilities (mental concerns), instructional frameworks, data collection tools and progress monitoring.</p> <p>Teachers will follow each student's Individualized Educational Plan (IEP) to support their learning needs. In addition, the implementation of collaborative and small group instructional settings to maximize academic growth.</p> <p>Both the regular education teacher and special education teacher will plan together to stay abreast of students' weekly, academic progress. The plan lessons will be structured to meet the varying needs of the students.</p>

Performance Objective 2: Over the next five years, Clayton County Public Schools will increase the graduation rate from 69.6% to 90% or higher.

GADOE School Improvement Systems: Coherent Instruction, Effective Leadership, Family and Community Engagement, Professional Capacity

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Weekly SAC Meetings (Review Attendance Data)	August 5 – May 22	Artavia Spriggs (Counselor) and Erica (Social Worker)	No Funding Source	Documentation of Weekly SAC Meetings/Copies of 10 Day Letter	
Attendance Awards (Held during Arnold's Honor Assemblies)	Oct. 2019, Dec. 2019, Feb. 2020, & May 2020	Arnold Teachers and Staff	No Funding Source	Documentation of Programs/Sign-In Sheets	
Weekly Attendance Monitoring- Visual Thermometers are displayed in the hallway for all students to track how well their grade level is attending school on time. The weekly winners will be announced on the Arnold AETV News each Monday morning. Monthly Grade Level Attendance Competition – The grade level with the highest attendance percentage for the month will be recognized. They will receive an ice-cream party. The class with the highest perfect attendance will receive a pizza party.	Sept. 2019 – May 2020	Arnold's teachers and staff/ Attendance Clerk	No Funding Source	Pictures, Giant Thermometer, AETV News PowerPoints	
The Importance of Attendance w/Grade Level Teachers	Sept. 2019	Social Worker – Erica Evans	No Funding Source	PowerPoint Presentation, Teacher Sign-In Sheets	Presentation- September 2019

Arnold's Career Day – This programs focuses on inviting individuals that represent multiple careers to speak with students about the importance of staying in school and finding their career paths.	May 18, 2020	Counselor/ Arnold's Community	No Funding Source	Pictures, Flyers, Sign-In Sheets	
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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Arnold's SAC members will monitor student attendance data weekly. Immediate communication with parents will be taken on those students who have missed more than 3-days. After a 10-day absence, letters will be sent home to those parents asking for a meeting to discuss those recorded absences and establish a plan for getting students to school in order to be successful. This process will be in collaboration with the counselor, social worker, administration, and teachers.	Arnold's SAC members will monitor student attendance data weekly. Immediate communication with parents will be taken on those students who have missed more than 3-days. After a 10-day absence, letters will be sent home to those parents asking for a meeting to discuss those recorded absences and establish a plan for getting students to school in order to be successful. This process will be in collaboration with the counselor, social worker, administration, and teachers.
English Learners	Migrant
Arnold's SAC members will monitor student attendance data weekly. Immediate communication with parents will be taken on those students who have missed more than 3-days. After a 10-day absence, letters will be sent home to those parents asking for a meeting to discuss those recorded absences and establish a plan for getting students to school in order to be successful. This process will be in collaboration with the counselor, social worker, administration, and teachers.	Arnold's SAC members will monitor student attendance data weekly. Immediate communication with parents will be taken on those students who have missed more than 3-days. After a 10-day absence, letters will be sent home to those parents asking for a meeting to discuss those recorded absences and establish a plan for getting students to school in order to be successful. This process will be in collaboration with the counselor, social worker, administration, and teachers.
Race/Ethnicity/Minority	Students with Disabilities
Arnold's SAC members will monitor student attendance data weekly. Immediate communication with parents will be taken on those students who have missed more than 3-days. After a 10-day absence, letters will be sent home to those parents asking for a meeting to discuss those recorded absences and establish a plan for getting students to school in order to be successful. This process will be in collaboration with the counselor, social worker, administration, and teachers.	Arnold's SAC members will monitor student attendance data weekly. Immediate communication with parents will be taken on those students who have missed more than 3-days. After a 10-day absence, letters will be sent home to those parents asking for a meeting to discuss those recorded absences and establish a plan for getting students to school in order to be successful. This process will be in collaboration with the counselor, social worker, administration, and teachers.

Performance Objective 3: By 2023, Clayton County Public Schools will increase the number of students absent less than 10% of their enrolled academic year.

GADOE School Improvement Systems: Effective Leadership, Supportive Learning Environment, Family and Community Engagement, Professional Capacity

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Weekly SAC Meetings.	August 5 – May 22	Artavia Spriggs (Counselor) and Erica Evans (Social Worker)	No Funding Source	Documentation of Weekly SAC Meetings/Copies of 10 Day Letter, Contact Phone Logs	
Attendance Awards (Held during Arnold's Honor Assembly)	Oct. 2019, Dec. 2019, Feb. 2020, & May 2020	Arnold Teachers and Staff	No Funding Source	Documentation of Programs/Sign-In Sheets	
Monthly Grade Level Attendance Competition – The grade level with the highest attendance percentage for the month will be recognized with an ice-cream party. The class with the highest perfect attendance will receive a pizza party.	Aug. 2019 – May 2020	Arnold's teachers and staff/ Attendance Clerk	No Funding Source	Pictures	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Arnold's SAC members will monitor student attendance data weekly. Immediate	Arnold's SAC members will monitor student attendance data weekly. Immediate

action will be taken on those students who have missed more than 3-days. After a 10-day absence, letters will be sent home to those parents asking for a meeting to discuss those recorded absences and establish a plan for getting students to school in order to be successful. This process will be collaboration with the counselor, social worker, administration, and teachers.	action will be taken on those students who have missed more than 3-days. After a 10-day absence, letters will be sent home to those parents asking for a meeting to discuss those recorded absences and establish a plan for getting students to school in order to be successful. This process will be collaboration with the counselor, social worker, administration, and teachers.
English Learners	Migrant
Arnold's SAC members will monitor student attendance data weekly. Immediate action will be taken on those students who have missed more than 3-days. After a 10-day absence, letters will be sent home to those parents asking for a meeting to discuss those recorded absences and establish a plan for getting students to school in order to be successful. This process will be collaboration with the counselor, social worker, administration, and teachers.	Arnold's SAC members will monitor student attendance data weekly. Immediate action will be taken on those students who have missed more than 3-days. After a 10-day absence, letters will be sent home to those parents asking for a meeting to discuss those recorded absences and establish a plan for getting students to school in order to be successful. This process will be collaboration with the counselor, social worker, administration, and teachers.
Race/Ethnicity/Minority	Students with Disabilities
Arnold's SAC members will monitor student attendance data weekly. Immediate action will be taken on those students who have missed more than 3-days. After a 10-day absence, letters will be sent home to those parents asking for a meeting to discuss those recorded absences and establish a plan for getting students to school in order to be successful. This process will be collaboration with the counselor, social worker, administration, and teachers.	Arnold's SAC members will monitor student attendance data weekly. Immediate action will be taken on those students who have missed more than 3-days. After a 10-day absence, letters will be sent home to those parents asking for a meeting to discuss those recorded absences and establish a plan for getting students to school in order to be successful. This process will be collaboration with the counselor, social worker, administration, and teachers.

Performance Objective 4: By 2023, Clayton County Public Schools will decrease the number of discipline infractions while increasing employee morale and community support. GADOE School Improvement Systems: Effective Leadership, Supportive Learning Environment, Family and Community Engagement, Professional Capacity

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Guidance Lessons (Reinforcing Character Words/Traits list by Clayton County)	August 5– May 22 (Quarterly)	Counselor (Artavia Spriggs) Arnold Staff	No Funding Source	Copies of counseling lessons, Pictures	
Quarterly Town Hall Meetings – The purpose of the meetings will be to discuss continuous student academic expectations, behaviors, and their contributions to Arnold’s success. (3 rd – 5 th)	August 5 - May 22	Arnold’s Admin/All Grade Level Students	No Funding Source	Pictures, Recorded Connect Ed Messages to Parents	
Administration- Daily Visibility of Administration/Open Communication	August 5 - May 22 (Daily)	Principal and Assistant Principal	No Funding Source	Pictures/Discipline Meeting Notes	
Classroom Management Plan – Teachers implement a classroom management program that meets the varying needs of their students	Aug. 5 – May 22 (Daily)	Classroom Teachers	No Funding Source	Classroom Dojo Reports, Behavior Contracts	
The Continuation of Arnold’s School - wide Discipline Plan (focusing on the 3 Bs – Be Respectful, Be Responsible, and Be Persistent)	August 5 - May 22 (Daily)	Decreased Referrals	No Funding Source	Copy of Arnold’s School-wide Plan	
The daily reciting of Arnold’s Creed. This creed reminds students of their self-worth and the importance they bring to the world while reinforcing that failure is never an option.	August 5 - May 22(Daily)	Decreased Office Referrals	No Funding Source	Copy of Arnold’s Daily Creed	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
<p>The continuation of implementing Arnold's School-wide Discipline Plan and the daily reciting of Arnold's Creed. The administration will continue to be visible daily (throughout the halls and classrooms) to waiver any disruptions that may arise.</p> <p>Behavior Contracts will be utilized to allow students to reflect upon their actions and how they could have handled a situation in a more positive manner.</p>	<p>The continuation of implementing Arnold's School-wide Discipline Plan and the daily reciting of Arnold's Creed. The administration will continue to be visible daily (throughout the halls and classrooms) to waiver any disruptions that may arise.</p> <p>Behavior Contracts will be utilized to allow students to reflect upon their actions and how they could have handled a situation in a more positive manner.</p>
English Learners	Migrant
<p>The continuation of implementing Arnold's School-wide Discipline Plan and the daily reciting of Arnold's Creed. The administration will continue to be visible daily (throughout the halls and classrooms) to waiver any disruptions that may arise.</p> <p>Behavior Contracts will be utilized to allow students to reflect upon their actions and how they could have handled a situation in a more positive manner.</p>	<p>The continuation of implementing Arnold's School-wide Discipline Plan and the daily reciting of Arnold's Creed. The administration will continue to be visible daily (throughout the halls and classrooms) to waiver any disruptions that may arise.</p> <p>Behavior Contracts will be utilized to allow students to reflect upon their actions and how they could have handled a situation in a more positive manner.</p>
Race/Ethnicity/Minority	Students with Disabilities
<p>The continuation of implementing Arnold's School-wide Discipline Plan and the daily reciting of Arnold's Creed. The administration will continue to be visible daily (throughout the halls and classrooms) to waiver any disruptions that may arise.</p> <p>Behavior Contracts will be utilized to allow students to reflect upon their actions and how they could have handled a situation in a more positive manner.</p>	<p>The continuation of implementing Arnold's School-wide Discipline Plan and the daily reciting of Arnold's Creed. The administration will continue to be visible daily (throughout the halls and classrooms) to waiver any disruptions that may arise.</p> <p>Behavior Contracts will be utilized to allow students to reflect upon their actions and how they could have handled a situation in a more positive manner.</p> <p>In addition, SWD students' Behavior Intervention Plan (BIP) will be followed and adjusted as needed.</p>