Comprehensive School Improvement Plan



Jewell C. Anderson Elementary School

2018-2019

**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.

Principal: Tonia Poe

Assistant Principal(s): Stephanie Graffree

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| School Leadership/Improvement Team |
| Name | Position |
| Tonia Poe | Principal |
| Stephanie Graffree | Assistant Principal |
| Attillah Brookshire | EIP Teacher |
| Ayanna Claybrooks | Special Education Teacher |
| Celanese Fantroy | Kindergarten Teacher |
| Clae White | First Grade Teacher |
| Rebekah Smith | Second Grade Teacher |
| Alma Robinson | Third Grade Teacher |
| Sara Hodgson | Fourth Grade Teacher |
| Carole Felton | Fifth Grade Teacher |
| Ellen Warren | EIP Teacher |
| Jane Hoelscher | ESOL Teacher |
| Alexis Leonard | Media Specialist |
| Nicole Foley | Parent Liaison |
| Tanzania Grant | Counselor |
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| 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2016-2020 Goals |
| Overall CCRPI Score:70.3 | Overall CCRPI Score:60.5 | Overall CCRPI Score:55.2 | Overall CCRPI Score:63.8 | 2016 Goal: 66.72 2019 Goal: 69.782017 Goal: 67.74 2020 Goal: 70.82018 Goal: 68.76Overall CCRPI Goals based on the following formula:**CCPRI Performance Goals**For each year during the five-year Strategic Waiver School System term, formerly the Investing in Educational Excellence (IE2), with the baseline year **2015-2016**, Anderson Elementary School will increase its College and Career Ready Performance Index (CCRPI) score with *Challenge Points* by 3% of the gap between the baseline year CCRPI score and 100.$$IE2 Annual Growth=\left(100-2016 CCRPI Score \left(without Challenge Points\right)\right)×0.03$$*Example*

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| **Baseline CCRPI Score** | **Expected Annual Growth** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| 65 | (100 – 65)(.03) | 65 + 1(1.05)  | 65 + 2(1.05) | 65 + 3(1.05) | 65 + 4(1.05) | 65 + 5(1.05) |
| 1.05 | 66.05 | 67.1 | 68.15 | 69.2 | 70.25 |

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| Achievement Points Earned: 24.9 /50 | Achievement Points Earned: 24.9/50  | Achievement Points Earned: 23.1/50  | Content Mastery Points Earned:42.4/30 |
| Progress Points Earned: 35.8/40 | Progress Points Earned: 35.8/40  | Progress Points Earned: 31.9/40  | Progress Points Earned:77.9/35 |
| Achievement Gap Points Earned: 5/10  | Achievement Gap Points Earned: 5/10  | Achievement Gap Points Earned: 6/10  | Closing Gaps Points Earned:63.6/15 |
| Challenge Points Earned: 4.6/10  | Challenge Points Earned: 4.6/10  | Challenge Points Earned: 0/10  | Readiness Points Earned 71.2/20 |

Intervention Data

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| DIBELS Percentage |
| School Year |  | BOY |  MOY  | EOY  |
| 2017-18 | Grade Level | Intensive |  Strategic | Benchmark | Above Benchmark | Intensive |  Strategic | Benchmark | Above Benchmark | Intensive |  Strategic | Benchmark | Above Bencmark |
| Kindergarten | 46 | 20 | 15 |  | 39 | 32 | 11 |  | 27 | 26 | 27 |  |
| First | 46 | 19 | 15 |  | 60 | 9 | 9 |  | 51 | 14 | 16 |  |
| Second | 46 | 7 | 29 |  | 46 | 7 | 17 |  | 46 | 16 | 11 |  |
| Third | 52 | 8 | 24 |  | 46 | 20 | 17 |  | 48 | 13 | 26 |  |
| 2018-19 | Grade Level |  |  |  |  |  |  |  |  |  |  |  |  |
| Kindergarten | 35 | 17 | 7 | 18 | 13 | 19 | 23 | 25 |  |  |  |  |
| First | 38 | 14 | 9 | 13 | 40 | 7 | 7 | 28 |  |  |  |  |

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| **i-Ready** |
| **School Year** | **BOY**  |  **MOY Average Scale Score** | **EOY Average Scale Score** |
| **2017-18** |  | **Reading Math****2nd Grade 433 2nd Grade 400****3rd Grade 463 3rd Grade 404****4th Grade 498 4th Grade 439****5th Grade 504 5th Grade 438**  | **Reading Math****2nd Grade 439 2nd 409****3rd Grade 447 3rd 399****4th Grade 494 4th 443****5th Grade 517 5th 455** |
| **2018-19** | **Reading Math****2nd Grade 401 Kinder. 328****3rd Grade 444 1st Grade 360****4th Grade 465 2nd Grade 368****5th Grade 505 3rd Grade 394** **4th Grade 417** **5th Grade 431** |  |  |

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|  | **Reading** | **Math** |
|  | **Typical Growth** | **Stretch Growth** | **Improved Since Placement** | **Typical Growth** | **Stretch Growth** | **Improved Since Placement** |
| **K** | N/A | N/A | N/A | 43% | 23% | 44% |
| **1** | N/A | N/A | N/A | 31% | 16% | 39% |
| **2** | 42% | 18% | 54% | 42% | 14% | 50% |
| **3** | 48% | 15% | 60% | 34% | 9% | 52% |
| **4** | 42% | 15% | 44% | 30% | 5% | 51% |
| **5** | 35% | 9% | 38% | 41% | 7% | 52% |



**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**

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| **Performance Objective 1: By 2023, Clayton County Public Schools will increase the percentage of student 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)** |
| 1. Implement the Rigor and Relevance Framework with an emphasis on: Evidence Based, Writing and Higher Order Thinking in all content areas
 | August-May | Academic Coach and the ICLE Consultants | Rigor and Relevance Toolkit | Increase percentage of students scoring at proficient level and above by 10% on district benchmarks unit assessments, and GMAS  | Strategic Planning with the Leadership Team and the staff: 8-23-18 ,, 9-25-18, 10-2-18, 11-6-18, 1-15-19, and 2-5-19 |
| 1. Implement weekly data meetings focused on common assessments, unit assessment benchmark assessments, DIBELS, i-Ready, and DIBELS Burst.
 | August-May | Ms. PoeMrs. Graffree and the academic coach, Ms. Pole | Data tracking sheets, and Charts | Mid-year DIBELS, End of year DIBELS, Unit, Benchmark, Weekly common and i-Ready assessments and GMAS alignment.  | Every Tuesday of each month August to April |

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| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? |
| **Economically Disadvantaged** | **Foster and Homeless** |
| Small group instruction based on standards and skills missed, RTI interventions, After School Remediation, AR reading and Circle of Support | Small group instruction based on standards and skills missed, RTI interventions, After School Remediation, AR reading and Circle of Support |
| **English Learners** | **Migrant** |
| Small group instruction based on standards and skills missed, RTI interventions, After School Remediation, Imagine Learning, and AR reading  | Small group instruction based on standards and skills missed, RTI interventions, After School Remediation, Imagine Learning, AR reading and Circle of Support Currently, there are no Migrant students. |
| **Race/Ethnicity/Minority** | **Students with Disabilities** |
| Small group instruction based on standards and skills missed, RTI interventions, After School Remediation, and AR reading  | Small group instruction based on standards and skills missed, RTI interventions, After School Remediation, Spiral Reviews, AR reading and Circle of Support |

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| **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)** |
| 1. Implement a School Wide Close Reading Protocol
 | August-April | Ms. Poe, Mrs. Graffree, and academic coach, Ms. Pole | Close Reading Protocol | Observations by Ms. Poe, Mrs. Graffree, and academic coach, Ms. Pole | 8-14-18, 8-22-2018, 10-2-2018  |
| 1. The counselor will facilitate the counseling Core Lessons, Mindfulness lessons, and College and Career lessons
 | August -April | Counselor (MS Grant) and School Psychologist(Ms. Barlow) | School PsychologistDivision and money from the General fund | Pre and Posttest surveys, action plan for each lesson | 8-18-18 |

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| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? |
| **Economically Disadvantaged** | **Foster and Homeless** |
| Counselor, School Psychologist, After School remediation, and Circle of Support, i-Ready, DIBELS, and AR Reading | Counselor, School Psychologist, Social Worker, After School remediation, and Circle of Support, i-Ready, DIBELS, and AR Reading |
| **English Learners** | **Migrant** |
| Counselor, School Psychologist, After School remediation, Imagine Learning, and Circle of Support, i-Ready, DIBELS, AR Reading | Counselor, School Psychologist, Social Worker. After School remediation, Imagine Learning and Circle of Support, i-Ready, DIBELS, and AR ReadingCurrently, there are no Migrant Students. |
| **Race/Ethnicity/Minority** | **Students with Disabilities** |
| Counselor, School Psychologist, After School remediation, and Circle of Support i-Ready, DIBELS, and AR Reading | Counselor, School Psychologist, Social Worker. After School remediation, Imagine Learning and Circle of Support, i-Ready, DIBELS, and AR Reading |

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| **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)** |
| 1. Implement the Never Been Absent Club. Each staff gets a banner to recognize attendance and this banner is displayed on the board. Incentives will be given to the students for attendance.
 | August-April | Counselor (Ms. Grant), Social Worker, Ms. Goldwire, Ms. Poe, and Mrs. Graffree  | Banners, Bulletin Boards, Attendance Reports | Check daily attendance report and monitor class banners and teacher’s bullet boards for attendance. | August 1st PD |
| 1. Parent Liaison will call the parents of students who are absent daily.
 | August-April | Parent Liaison | Telephone and Attendance Report, andWeekly Log | Attendance Report and Attendance Log | N/A |

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| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? |
| **Economically Disadvantaged** | **Foster and Homeless** |
| Monthly attendance incentives, track attendance daily on attendance board, parent liaison making daily calls for students who are absent, SAC meetings and following CCPS attendance policy | Monthly attendance incentives, track attendance daily on attendance board, parent liaison making daily calls for students who are absent, SAC meetings and following CCPS attendance policy |
| **English Learners** | **Migrant** |
| Monthly attendance incentives, track attendance daily on attendance board, parent liaison making daily calls for students who are absent, SAC meetings and following CCPS attendance policy | Monthly attendance incentives, track attendance daily on attendance board, parent liaison making daily calls for students who are absent, SAC meetings and following CCPS attendance policy. Currently, there no Migrant Students |
| **Race/Ethnicity/Minority** | **Students with Disabilities** |
| Monthly attendance incentives, track attendance daily on attendance board, parent liaison making daily calls for students who are absent, SAC meetings and following CCPS attendance policy | Monthly attendance incentives, track attendance daily on attendance board, parent liaison making daily calls for students who are absent, SAC meetings and following CCPS attendance policy |

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| **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)** |
| 1. Implement a school wide tiered behavior plan to decrease the number of discipline referrals
 | August-May | Principal and Assistant Principal | Discipline Matrix | The Big 7 Report to be monitored 8-16-18, 10-11-18, 12-13-18, 2-7-18, 3-14-18, 4-11-18 | August 1st and August 29 |
| 1. Increase employee morale and community support

Employee Morale: Employee of the Month Employee IncentivesInduction Program for New TeachersCommunity Support:Partners in EducationPTAParent Volunteers | August-May | Ms. Poe and Mrs. Graffree | General Funds | Parent and Staff Surveys | August 2nd and August 16th |

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| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? |
| **Economically Disadvantaged** | **Foster and Homeless** |
| Multi-Tiered Behavior of Support, Gold slips (positive management), Academic parental meetings headed by Parent Liaison, and Academic Town Home meetings for third through fifth discussing GMAS expectations ,RTI interventions, and Circle of Support  | Multi-Tiered Behavior of Support, Gold slips (positive management), Academic parental meetings headed by Parent Liaison, and Academic Town Home meetings for 3rd-5th discussing GMAS expectations ,RTI interventions, and Circle of Support |
| **English Learners** | **Migrant** |
| Multi-Tiered Behavior of Support, Gold slips (positive management), Academic parental meetings headed by Parent Liaison, and Academic Town Home meetings for 3rd-5th discussing GMAS expectations ,RTI interventions, and Circle of Support | Multi-Tiered Behavior of Support, Gold slips (positive management), Academic parental meetings headed by Parent Liaison, and Academic Town Home meetings for 3rd-5th discussing GMAS expectations, RTI interventions, and Circle of Support. Currently there are no Migrant Students |
| **Race/Ethnicity/Minority** | **Students with Disabilities** |
| Multi-Tiered Behavior of Support, Gold slips (positive management), Academic parental meetings headed by Parent Liaison, and Academic Town Home meetings for 3rd-5th discussing GMAS expectations, RTI interventions, and Circle of Support | Multi-Tiered Behavior of Support, Gold slips (positive management), Academic parental meetings headed by Parent Liaison, and Academic Town Home meetings for 3rd-5th discussing GMAS expectations ,RTI interventions, and Circle of Support |