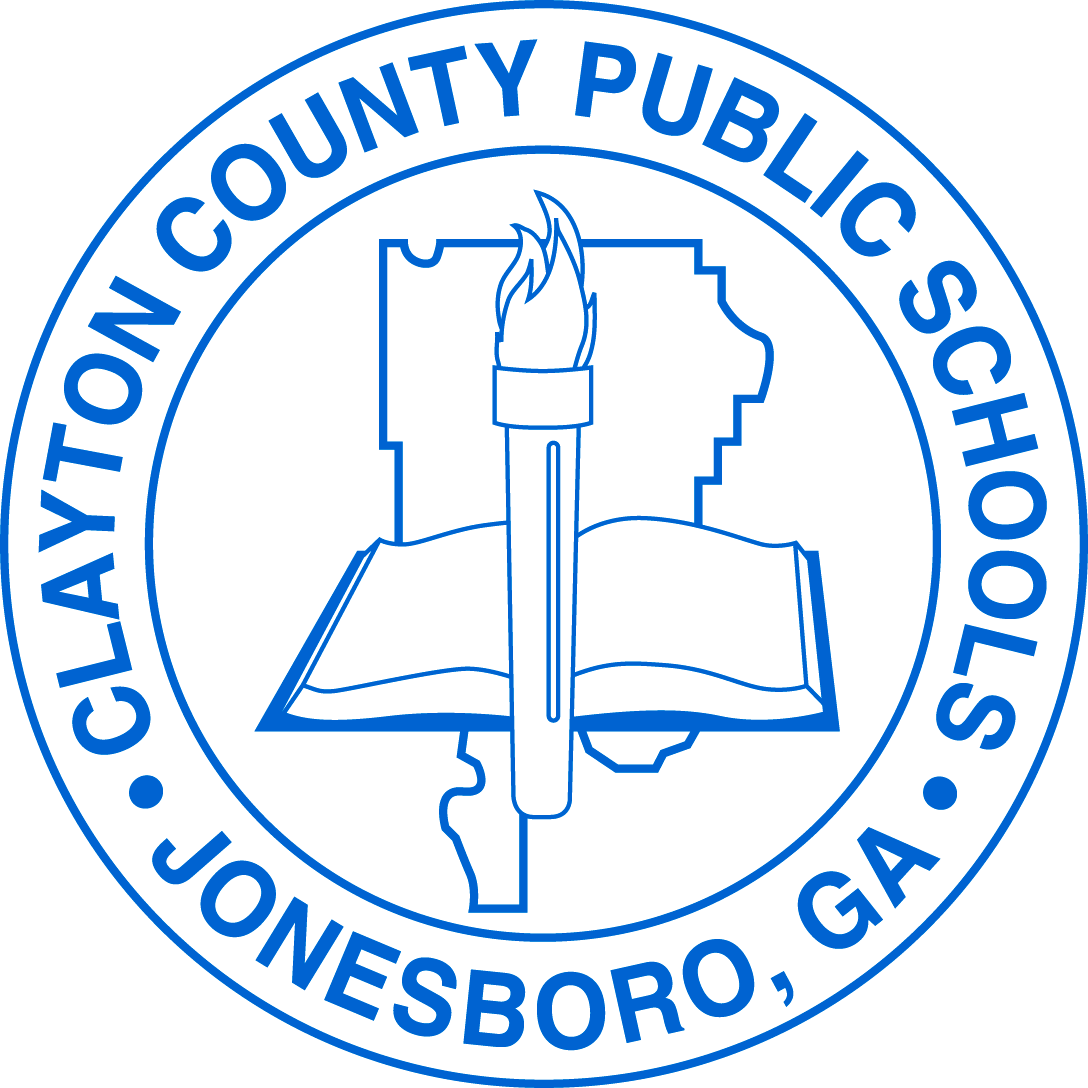
Comprehensive School Improvement Plan



“The” James A. Jackson 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: Dr. William Greene

Assistant Principal: Angela Jenifer

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| School Leadership/Improvement Team | |
| Name | Position |
| William Greene | Principal |
| Angela Jenifer | Assistant Principal |
| Eon George | Counselor |
| Tanzania Wells | 5th Grade Level Chair |
| Tiffany Kelly | 4th Grade Level Chair |
| Ramona Levine | 3rd Grade Level Chair |
| Tanesha Phillips | 2nd Grade Level Chair |
| Mary Fowler | 1st Grade Level Chair |
| Teana Shelton | Kindergarten Chair |
| Vallicia Blackshear | Math |
| Lacy Wilkes | Social Studies |
| Angela Weekes | Science |
| Patricia Mitchell | ELA |
| Terion Walker | Social Worker |
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| CCRPI Score | | | | |
| 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2016-2020 Goals |
| Overall CCRPI Score: | Overall CCRPI Score: | Overall CCRPI Score: | Overall CCRPI Score: | 2016 Goal: 2019 Goal:  2017 Goal: 2020 Goal:  2018 Goal:  Overall 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**, \_\_\_\_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.  *Example*   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **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 | |
| Achievement Points Earned: /50 | Achievement Points Earned: /50 | Achievement Points Earned: /50 | Content Mastery Points Earned:  /30 |
| Progress Points Earned: /40 | Progress Points Earned: /40 | Progress Points Earned: /40 | Progress Points Earned:  /35 |
| Achievement Gap Points Earned: /10 | Achievement Gap Points Earned: /10 | Achievement Gap Points Earned: /10 | Closing Gaps Points Earned:  /15 |
| Challenge Points Earned: /10 | Challenge Points Earned: /10 | Challenge Points Earned: /10 | Readiness Points Earned /20 |

Intervention Data

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| DIBELS Percentage | | | | | | | | | | |
| School Year |  | BOY | | | MOY | | | EOY | | |
| 2017-18 | Grade Level | Intensive | Strategic | Benchmark | Intensive | Strategic | Benchmark | Intensive | Strategic | Benchmark |
| Kindergarten |  |  |  |  |  |  |  |  |  |
| First |  |  |  |  |  |  |  |  |  |
| Second |  |  |  |  |  |  |  |  |  |
| Third |  |  |  |  |  |  |  |  |  |
| 2018-19 | Grade Level |  |  |  |  |  |  |  |  |  |
| Kindergarten |  |  |  |  |  |  |  |  |  |
| First |  |  |  |  |  |  |  |  |  |
| Second |  |  |  |  |  |  |  |  |  |
| Third |  |  |  |  |  |  |  |  |  |

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| **iReady** | | | | | |
| **School Year** | **BOY** | **MOY** | | **EOY** | |
| **2017-18** |  | |  | |  |
| **2018-19** |  | |  | |  |



**Action Plan**

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| **Growth Goals** | | | | | | | | |
| **Grade Level/**  **Subject** | **Baseline** | **Annual Grown Needed**  **Each Year** | **Points Needed for SY18-19** | **SY 2018-2019** | **SY 2019-2020** | **SY 2020-2021** | **SY 2021-2022** | **SY 2022-2023** |
| **3rd ELA** | 31 | **8** | *16* | **48** | **56** | **64** | **72** | **80** |
| **4th ELA** | 33 | **8** | *16* | **48** | **56** | **64** | **72** | **80** |
| **5th ELA** | 35 | **7** | *15* | **50** | **58** | **65** | **73** | **80** |
| **3rd Math** | 39 | **7** | *14* | **53** | **60** | **66** | **73** | **80** |
| **4th Math** | 40 | **7** | *13* | **54** | **60** | **67** | **73** | **80** |
| **5th Math** | 23 | **9** | *19* | **42** | **52** | **61** | **71** | **80** |
| **5th Science** | 16 | **11** | *21* | **37** | **48** | **59** | **69** | **80** |
| **5th Social Studies** | 21 | **10** | *20* | **40** | **50** | **60** | **70** | **80** |

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| **Reading & Writing Growth Goals** | | | | | | | | |
| **Grade Level/**  **Subject** | **Baseline** | **Annual Grown Needed Each Year** | **Points Needed for SY18-19** | **SY 2018-2019** | **SY 2019-2020** | **SY 2020-2021** | **SY 2021-2022** | **SY 2022-2023** |
| **3rd-5th Reading** | 65.79 | **5** | 10 | **76** | **80** | **85** | **90** | **95** |
| **Idea Development, Organization, and Coherence Goals** | | | | | | | | |
| **3rd Writing** | 4.67 | **13** | 25 | **30** | **42** | **55** | **67** | **80** |
| **4th Writing** | 6.63 | **12** | 24 | **31** | **43** | **56** | **68** | **80** |
| **5th Writing** | 22.10 | **10** | 19 | **41** | **51** | **61** | **70** | **80** |
| **Language Usage and Conventions Goals** | | | | | | | | |
| **3rd Writing** | 3.33 | **13** | 26 | **29** | **42** | **54** | **67** | **80** |
| **4th Writing** | 6.63 | **12** | 24 | **31** | **43** | **56** | **68** | **80** |
| **5th Writing** | 20.53 | **10** | 20 | **40** | **50** | **60** | **70** | **80** |
| **Narrative Writing Response Goals** | | | | | | | | |
| **3rd Writing** | 15.34 | **11** | 22 | **37** | **48** | **58** | **69** | **80** |
| **4th Writing** | 19.88 | **10** | 20 | **40** | **50** | **60** | **70** | **80** |
| **5th Writing** | 27.36 | **9** | 18 | **45** | **54** | **62** | **71** | **80** |

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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)** |
| We will implement the rigor and relevance framework by focusing on the strategy where all students demonstrate their understanding by producing a  written response that includes a precise **claim** and relevant **textual evidence** with justification/**reasoning**.   * Benchmark Testing utilizing Dibels and I-Ready (Aug) * Benchmark Testing utilizing STAR Reading and Star Math (Aug) * Collection of “baseline” writing samples (Sept) * Creation/utilization of GMAS writing rubrics (Sept) * Invite parents to curriculum night and share data and current writing performance (Sept) * Provide parents with supports to reinforce writing focus at home | Aug – Oct 2018 | Admin. Team  Leadership Team  Part-Time Site Based Facilitator  Teachers  Parents | General Professional Development Funds/ Title I | Collection of writing samples for all grade levels (all groups within the grade level to included ED, DES, ELL etc.)  Targeted Weekly classroom observations  Lesson Plans submission and review  Lesson Plan analysis by teachers and administrative team  Documentation (notes) from targeted collaborative planning meeting, Output Artifacts (deconstructed standards, text annotated, student work analyzed, etc.)  Student writing samples with GMAS Writing Rubrics  Assessments Results (DIBELS, iReady, Common, Benchmark, etc). | Professional Development (PD) on Rigor and Relevance Framework by PT Site Facilitator Add specific dates  PD on Understanding DBQ’s Add specific dates  PD on Using Writing Rubrics Add specific dates  Close Reading PD |

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| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | |
| **Economically Disadvantaged** | **Foster and Homeless** |
| Differentiated instruction, targeted interventions based on RTI, Small group and additional supplemental supports. | Differentiated instruction, targeted interventions based on RTI, Small group and additional supplemental supports. |
| **English Learners** | **Migrant** |
| Differentiated instruction, targeted interventions based on RTI, Small group and additional supplemental supports. | Differentiated instruction, targeted interventions based on RTI, Small group and additional supplemental supports. |
| **Race/Ethnicity/Minority** | **Students with Disabilities** |
| Differentiated instruction, targeted interventions based on RTI, Small group and additional supplemental supports. | Differentiated instruction, targeted interventions based on RTI, Small group and additional supplemental supports. |

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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)** |
| **PARENTAL INVOLVEMENT**   1. Increase parental engagement in the instructional program through family curriculum nights, GMAS Night, Literacy Night, etc. 2. Provide training for parents and students in:    * Growth MindSet    * Study Skills    * Self-motivation/Decision-making    * Monitoring student progress 3. Data-driven parent/teacher conferences. | Aug. 2018 May 2019 | Administrators  Counselor  Parent Liaison  Teachers | Title 1 funding | * Increased parental participation. * Decrease complaints documented by the school. * Parents are able to verbalize the school vision/goals. * Parents indicated that they have participated in the development of the SIP. * Vision and mission shared at all stakeholder meetings * Tune in Tuesdays-parent call out of weekly events * School website * Teacher websites * School Marquee | Monthly Parent Liaison training- agenda and sign in sheet  GMAS Night – January 2019 Literacy Night  Curriculum Night Sept. 13, 2018 |
| Professional Capacity/Coherent Instruction   1. Provide all grade level, subject content area teachers adequate time and resources to collaboratively plan instruction for effective implementation of GSE. 2. Establish a collaborative planning process for lesson planning to all-encompassing:  * Data-driven decision making * 5 part explicit instructional framework * Flexible grouping * Uses of technology to support instruction * Develop and align common/formative assessments with the rigor/DOK level of GSE * Preferred co-teaching models, strategies and accommodations for SWD, EIP, and ESOL. | Aug. 2018 – May 2019 | District IST  Content Lead Teachers  Administrators | School Funds and Title 1 funds  District funds | * All teachers are able to demonstrate effective implementation of GSE by scoring proficient on TKES. * The percent of students meeting standards continually increase on common/benchmark assessments. * Teachers use data from state, district and school level assessment results and student work to drive decision-making, lesson planning, formative and summative tests. * Teachers have examples of critical thinking, higher-order questions included in lesson plans, posted student work, and class activities. * Principal, teachers and leadership team are able to articulate the process for which teachers collaboratively plan and the focus of the planning sessions. | Utilizing the Rigor and Relevance Framework  Ongoing communication of district expectations  Progress monitoring for DIBELS (August-May)  Monitoring iReady Diagnostics and Instruction  Consistent Edutrax usage, (Instructional and Data Reports Usage)  STAR Reading and Math Results  Lesson Plans readily available in Google Classroom |

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| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | |
| **Economically Disadvantaged** | **Foster and Homeless** |
| Identify potential barriers impacting sustained academic success and provide supports. | Identify potential barriers impacting sustained academic success and provide supports. |
| **English Learners** | **Migrant** |
| Identify potential barriers impacting sustained academic success and provide supports. | Identify potential barriers impacting sustained academic success and provide supports. |
| **Race/Ethnicity/Minority** | **Students with Disabilities** |
| Identify potential barriers impacting sustained academic success and provide supports. | Identify potential barriers impacting sustained academic success and provide supports. |

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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)** |
| Our *Foundation of Educational Success* will be built on improving our current culture & climate by involving all stakeholders in process of improving our daily attendance.   * Consistent Stakeholder Communication   Calling Posts/ News Letter   * School Wide Attendance Competition * Grade Level Attendance Competition * Individual Acknowledgements | Aug- Dec 2018 | Admin Lead  Parent Liaison  Counselor  Social Worker  Classroom Teachers | Fund Raisers  General Funds  Title I | Review daily, weekly and monthly attendance reports.  School-wide & classroom celebrations  Newsletters  School Messenger Calls  Contact Logs  Counseling Sessions | Pre Planning PD on Understanding Student Needs |

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| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | |
| **Economically Disadvantaged** | **Foster and Homeless** |
| Identify potential barriers impacting attendance and provide supports. | Identify assistance needed with help of school counselor and social worker |
| **English Learners** | **Migrant** |
| Identify potential barriers impacting attendance and provide supports. | Identify potential barriers impacting attendance and provide supports. |
| **Race/Ethnicity/Minority** | **Students with Disabilities** |
| Identify potential barriers impacting attendance and provide supports. | Identify potential barriers impacting attendance and provide supports. |

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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. Promote positive interaction of all students (MTSS)  * Set high expectations school-wide for all learners and embrace differences. * School rules, policies, and procedures reflect acceptance of diverse learning styles, students with disabilities and different backgrounds * Schoolwide, grade level, and classroom behavior management plans * JAS (Jackson Alternative Setting): This serves as a time out from the regular classroom setting.  1. Cultivate & Maintain Positive Parental Relationships  * Specific, positive & valuable communication through various communication tools on an ongoing basis (school/stakeholders, teacher/parent, teacher/student) | Aug. 2018 – May 2018 | Administrators  Counselors  Behavior Specialists  Parent Liaison  Teachers  Instructional Facilitators | School Funds  Partners in Ed | * Monthly Discipline Committee Meetings agendas and sign-in sheets * Class DOJO Data * Behavior Matrix (ROAR – Respectful, Orderly, Appropriate, Responsible)/Standard Operating Procedures * Paw Prints for positive behavior in the Cafeteria. (The top 3 classes with the highest number of paw prints will receive an incentive). * Infinite Campus Data * Review Data with Staff Monthly | Team building activities  Mindset training de-escalation techniques  Quarterly school-wide student incentives, Monthly grade-level incentives, weekly classroom incentives  Reflection Chair Letters  Conference documentation  Behavior Contracts  Lessons to Address appropriate behavior |
| Provide a mentoring program for teachers: (Jackson Teacher University)  Provide celebrations for faculty/staff according to:   * Performance * Attendance * Teacher Leadership * TOTM/Staff Member of the Month   Plan monthly team building activities designed to build trust, openness, and a risk free work environment. | Aug. 2018 – May 2018 | Administrators  Counselor  Teachers | School Funds  Partners in Ed | Teacher attendance data indicates an increase in attendance from last year and from week to week.  Students’ performance data will reflect an increase per teacher.  Teachers participate willingly in school activities and leadership opportunities.  Teachers participate in providing positive acknowledgements for each other.  Sign-in sheets and agendas for mentoring program | Team-building activities  TOTM Certificates  Teacher Attendance Reports |

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| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | |
| **Economically Disadvantaged** | **Foster and Homeless** |
| Identify potential trends negatively impacting academic and social success and provide supports. | Identify potential trends negatively impacting academic and social success and provide supports. |
| **English Learners** | **Migrant** |
| Identify potential trends negatively impacting academic and social success and provide supports. | Identify potential trends negatively impacting academic and social success and provide supports. |
| **Race/Ethnicity/Minority** | **Students with Disabilities** |
| Identify potential trends negatively impacting academic and social success and provide supports. | Identify potential trends negatively impacting academic and social success and provide supports. |