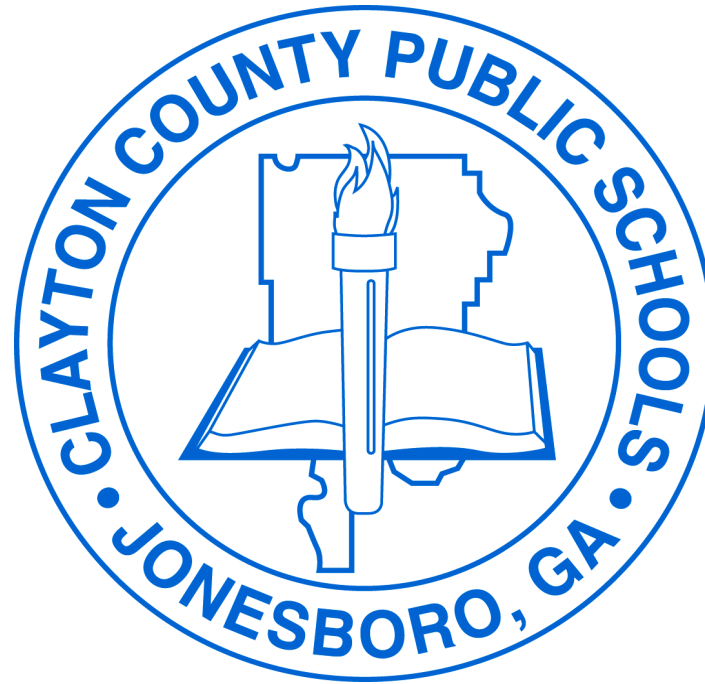


# Comprehensive School Improvement Plan



## Riverdale Middle School 2017-2018

### Vision Statement

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

### Mission Statement

The mission of Clayton County Public Schools is to be accountable to all stakeholders for providing a globally competitive education that empowers students to achieve academic and personal goals and to become college and career ready, productive, responsible citizens.

## District-Wide Expectations for Comprehensive School Improvement Plans

- Utilize the schools' pertinent data such as CCRPI data to make instructional decisions and prioritize strategic actions and monitoring protocols.
- Performance objectives should be written as specific, measurable, attainable, realistic, and timely (S.M.A.R.T.) goals using goal setting formulas.
- Include action steps that address Clayton County Public Schools' instructional priorities: **Literacy Across the Curriculum, Numeracy, Integrating Technology, and Critical Thinking** in the comprehensive plan.
- Action steps for training, weekly collaborative planning, implementing, and refining **Explicit Instruction** need to be included.
- A formative assessment system with data analysis should be included in the action steps for all applicable goals.
- Plan action steps for necessary interventions based on academic and behavioral data (i.e. subgroup data, placed or retained students, reading interventions, and the Behavior Big 7 Report).
- Consult the Technology Department before purchasing hardware or software to support an action step.
- Formatting: Times New Roman, 10 font, updated revision date
- Schools should review Comprehensive School Improvement Plans regular in various school meetings such as administrative, leadership, data, grade level and collaborative planning meetings and make revisions as needed. **District level reviews will occur quarterly.**

## Riverdale Middle School Data Profile

**Principal: Adrian Courtland**

**Assistant Principal(s): Dr. Audrey Greer, Dr. Letitia Lewis**

School Leadership/Improvement Team	
Name	Position
Adrian Courtland	Principal
Audrey Greer	Assistant Principal
Letitia Lewis	Assistant Principal
Benita Cochran	Counselor
Lakeisha Roberts	Instructional Site Facilitator
Sherrie Charles	Parent Liaison
School CCRPI Data Team	
Name	Position
Adrian Courtland	Principal
Lakeisha Roberts	Instructional Site Facilitator
Kirsten Shillow	Math Content Leader
Greneta Foreman	Science Content Leader
Kelcey Wright	Social Studies Content Leader
Lashandra Jackson	ELA Content Leader

CCRPI Score

### School Demographic Data

School Demographic Data																													
		2013-2014		2014-2015		2015-2017																							
Overall CCRPI Score: <b>65.6</b>	Overall CCRPI Score: <b>65.6</b>	2017 Goal: <b>69</b>	2018 Goal: <b>71</b>	2019 Goal: <b>72</b>	2020 Goal: <b>73</b>																								
Asian	45	70	71	72	73																								
Achievement Points Earned:	Achievement Points Earned:	70	71	78	78																								
Hispanic	22.7/50	70	71	78	78																								
Multiracial	14	15	15	14	14																								
Progress Points Earned:	Progress Points Earned:	CCPRI Performance Goals					7																						
White	7	For each year during the five-year Strategic Waiver School System term, formerly the Investing in Educational Excellence (IE2), with the baseline year <b>2015-2017</b> , School will					28																						
English Language Learners	36.1/40	increase its College and Career Ready Performance Index (CCRPI) score with <i>Challenge Points</i> by 3% of the gap between the baseline year CCRPI score and 100.					60																						
Gifted	64	$IE2 \text{ Annual Growth} = (100 - 2016 \text{ CCRPI Score (without Challenge Points)}) \times 0.03$					71																						
Students with Disabilities	88						68	68	71	71																			
Challenge Points Earned:	Challenge Points Earned:	<i>Example</i> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Baseline CCRPI Score</th> <th>Expected Annual Growth</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>65.6</td> <td>(100 - 65.6)(.03)</td> <td>65.6 + 1(1.032)</td> <td>65.6 + 2(1.032)</td> <td>65.6 + 3(1.032)</td> <td>65.6 + 4(1.032)</td> <td>65.6 + 5(1.032)</td> </tr> <tr> <td></td> <td>1.032</td> <td>68.73</td> <td>69.62</td> <td>70.79</td> <td>71.82</td> <td>72.85</td> </tr> </tbody> </table>					Baseline CCRPI Score	Expected Annual Growth	Year 1	Year 2	Year 3	Year 4	Year 5	65.6	(100 - 65.6)(.03)	65.6 + 1(1.032)	65.6 + 2(1.032)	65.6 + 3(1.032)	65.6 + 4(1.032)	65.6 + 5(1.032)		1.032	68.73	69.62	70.79	71.82	72.85		
Baseline CCRPI Score	Expected Annual Growth	Year 1	Year 2	Year 3	Year 4	Year 5																							
65.6	(100 - 65.6)(.03)	65.6 + 1(1.032)	65.6 + 2(1.032)	65.6 + 3(1.032)	65.6 + 4(1.032)	65.6 + 5(1.032)																							
	1.032	68.73	69.62	70.79	71.82	72.85																							
1.3/10	0/10																												





**GMAS Percent of FAY Students Meeting Typical/High Growth**

	Sixth Grade			Seventh Grade			Eighth Grade		
	2013-2014*	2014-2015	2015-2017	2013-2014*	2014-2015	2015-2017	2013-2014*	2014-2015	2015-2017
ELA	70	70							
Math	64	72							
Social Studies	69	65							
Science	71	67							
	70	69							

**GMAS Median Student Growth Percentile (SGP)**

	Sixth Grade			Seventh Grade			Eighth Grade		
	2013-2014*	2014-2015	2015-2017	2013-2014*	2014-2015	2015-2017	2013-2014*	2014-2015	2015-2017
ELA	48	49		68	65		44	53	
Math	57	57.5		42	74.5		60	44	
Social Studies	70	42.5		68	64		29.5	42	
Science	64	61		44	51.5		60	39	

\*CRCT data

**ESOL- Percent of Students Increasing to a Higher Performance Band on ACCESS**

	2013-2014	2014-2015	2015-2017
Sixth Grade			
Seventh Grade			
Eighth Grade			
	36.8	55	TFS

**Percent of Students Completing 2 or More Career Inventories and an Individual Graduation Plan**

2015	2016
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98.3	99.6

### Student and Staff Attendance

Student Attendance Rate			Percent of Students with 3-5 absences			Percent of Students with 6+ absences			Faculty and Staff Attendance Rate		
2013-2014	2014-2015	2015-2017	2013-2014	2014-2015	2015-2017	2013-2014	2014-2015	2015-2017	2013-2014	2014-2015	2015-2017
96.2	96.5	81	47	49	49	39	36	36	94	94	96

### Failure Rate

	First Quarter		Second Quarter		Third Quarter		Fourth Quarter	
	4 ½ weeks	9 weeks	4 ½ weeks	9 weeks	4 ½ weeks	9 weeks	4 ½ weeks	9 weeks
ELA								
Math								
Social Studies								
Science								
H. Physical Science								
H. Coordinate Algebra								
Virtual Classes								

### Student Discipline Data

	2013-2014	2014-2015	2015-2017
Total OSS Days	809	528	652
Total OSS Incidents	275	180	212
List Five Most Frequent Incidents from 2014-2015	Percentage of All Incidents (619)	Percentage of All Incidents (623)	Percentage of All Incidents (710)
1. Classroom Disruption (non- substantial)	24	26	22
2. Bus Misconduct	15	10	9
3. Not Following Directions	4	10	7
4. Fighting	14	13	20
5. Bullying	2	1	.3



**SLDS Teacher Usage**

First Quarter: Percentage of teachers with monthly average of 50 or more page clicks	Second Quarter: Percentage of teachers with monthly average of 50 or more page clicks	Third Quarter: Percentage of teachers with monthly average of 50 or more page clicks	Fourth Quarter: Percentage of teachers with monthly average of 50 or more page clicks
<b>31</b>	<b>31</b>	<b>31</b>	42x 50%=13 13/42 31% or 17,708

**Certified Staff Attrition Rate**

2013-2014	2014-2015	2015-2017
<b>75%</b>	<b>80%</b>	<b>90%</b>

**Year-Long Vacancies**

Course Name	2013-2014	2014-2015	2015-2017
<b>Technology</b>		<b>X</b>	<b>X</b>
<b>Chorus</b>		<b>X</b>	<b>X</b>
<b>Science 8<sup>th</sup></b>			<b>X</b>

**Goal 1: To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results.**

**Performance Objective:** During the 2017-2017 school year, all students will increase their reading comprehension and lexile levels in grades 6-8 by 3% as evidenced on state and local assessments.

6: 700

7<sup>th</sup> 850

8<sup>th</sup> 1050

**CCRPI Alignment:**

**Achievement:**

- Percent of students scoring at Developing and above in Reading, Science, and Social Studies.
- Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050

Action Steps/ Tasks	Timeline	Project Leader	Resources/Funding	Expected Outcome	Professional Learning
<p>*Provide job embedded professional development to all teachers in Lexile Readiness to include the following:</p> <ul style="list-style-type: none"> <li>- Identifying students' Lexiles and understanding what that Lexile score really mean.</li> <li>- Utilizing multiple resources including complex texts across all genres in books, multi-media formats and other sources of technology in order to meet all students lexile levels (MyON, IXL,GIZMO)</li> <li>- Assistance with setting up small groups based on Lexile score.</li> </ul>	<p>August 2017 – May 2017 ongoing</p>	<p>*Site Facilitators</p>	<p>* Professional Development PD</p>	<p>All teachers will be trained on how to effectively use Lexile Scores in order to effectively disaggregate data to plan differentiated instruction that reaches all learners.</p> <p>Teachers can demonstrate how their instructional practice has changed as a result of implementing their knowledge of students' Lexile scores to design lessons and create learning tasks.</p>	<p><b>Lexile Across the Content Areas-</b> Site Facilitators</p>
<p>*Create and implement a Literacy Support Class for 6-8 to provide small group instruction for students displaying difficulties in Literacy.</p>	<p>August 2017 – May 2017 ongoing</p>	<p>Literacy Teacher</p>	<p>Computer Based Programs, Leveled Readers through Title 1 funding</p>	<p>Improved students' performance on informal class assessments (formative and summative).</p> <p>Students and teachers know the standards being addressed and can articulate the necessary steps toward mastery.</p>	<p><b>Literacy Across the Content Areas-</b> Site Facilitators</p>

<p>*Implement MyON, for teachers, students, and parents to provide individualized instruction and to monitor student's progress toward increasing their reading levels and comprehension.</p>	<p>August 2017 – May 2017 ongoing</p>	<p>School Technology Chairs</p>	<p>Continued subscription through Title 1 funding</p>	<p>Increase students' performance on formative and summative assessments in all content areas.</p>	<p><b>Technology Training-</b> School Technology Chairs</p>
<p>*Continue implementation of IXL and provide support to teachers, students, and parents on use of IXL</p>	<p>August 2017 – May 2017 ongoing</p>	<p>Media Specialist</p>	<p>School Funds</p>	<p>Increase students' performance on formative and summative assessments in all content areas Students can articulate their Lexile level to teachers and parents and use this information to select books on their instructional level to read for pleasure and school.</p>	<p><b>IXL/ Lexile Levels Across Content Areas-</b> Media Specialist and Site Facilitators</p>

<p><b>Performance Objective:</b> During the 2017-2017, 6-8 students will adapt their written communication to audience, task, purpose, and discipline, and apply the conventions associated with different writing genres. Specifically, students must develop proficiency with argument, informational/explanatory, and narrative writing in the CCSS.</p>	<p><b>CCRPI Alignment:</b></p> <p><b>Achievement:</b></p> <ul style="list-style-type: none"> <li>• Percent of students scoring at <b>Developing and above</b> in ELA (required participation rate &gt;= 95%)</li> <li>• Percent of students scoring Meets or Exceeds on the Grade Five Writing Assessment (required participation rate &gt;= 95%)</li> </ul>
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Action Steps/ Tasks	Timeline	Project Leader	Resources/ Funding	Expected Outcome	Professional Learning
<p>*Provide job embedded professional development to all teachers in a school-wide writing initiative to include the following:</p> <ul style="list-style-type: none"> <li>• On-going training on how to implement the 6 plus 1 Writing Initiative</li> <li>• Explicit teaching on the characteristics and qualities of exemplary writing and how to teach students to identify these traits in all genres of writing to help teachers become more familiar with implementing writing across content areas.</li> <li>• Continued implementation of the explicit teaching model during the literacy block to include mini-lessons on crafting arguments, information/ explanatory, and narrative writing and applying conventions.</li> <li>• Explicit training in analyzing student writing and providing specific feedback using rubrics.</li> </ul>	August 2017 – May 2017 ongoing	Site Facilitator, Writing Team, ELA Coordinator	6 Plus 1 Writing Program, Mentor Texts Kid friendly rubrics and other writing resources School Funds	Improved students’ writing performance in fluency, productivity, writing quality, and use of the writing process in multiple forms of text across the Content areas as determined by the state assessment.	<p><b>Writing Across the Curriculum</b>-Site Facilitator, ELA Coordinator, Literacy Teacher, Writing Team</p> <p><b>Formative Instructional Practices (FIP)</b> – Site Facilitator &amp; Metro RESA Professional Learning Director</p> <p><b>Thinking Maps</b> – Trained-Trainers &amp; Thinking Maps Representative</p>
<p>*Create and implement a school wide writing Initiative (Writing Across Riverdale) for students 6-8.</p>	August 2017 – May 2017 ongoing	Site Facilitator, Writing Team, ELA Coordinator	6 Plus 1 Writing Program, School Funds	Increased students’ confidence and performance in fluency, productivity, writing quality, and use of the writing process in multiple forms of text across the content areas.	<p><b>Writing Across the Curriculum</b>-Site Facilitator, ELA Coordinator, Literacy Teacher, Writing Team</p>

<b>Performance Objective: During the 2017-2017 school year, the number of students performing at the Developing, Proficient, and Distinguished levels in the area of math will increase by 3% (GMAS Readiness Indicator) to 50% on the Georgia Milestones Test.</b>				<b>CCRPI Alignment: Achievement</b> <ul style="list-style-type: none"> <li>Percent of students scoring at <b>Developing and above</b> in Math (#5)</li> <li>Percent of GMAS assessments scoring at the Exceeds level (Math) #14</li> </ul>	
Action Steps/ Tasks	Timeline	Project Leader	Resources/ Funding	Expected Outcome	Professional Learning
Provide collaborative planning during the school day for all math teachers to create common assessments, develop lessons, and design performance tasks aligned to the standards.	August 2017 – May 2017 ongoing	Site Facilitators	N/A	All math teachers will be trained on how to effectively design lessons, formative and summative common assessments aligned to the standards during collaborative planning.	FIP(Formative Instructional Practices) - Site Facilitators
Provide professional development to teachers in the following areas: creating effective formative assessments, using data to drive instruction, creating lessons and tasks to incorporate the Standards of Mathematical Practices, best practices in mathematics to include use of manipulatives and technology.	August 2017 – May 2017 ongoing	Site Facilitators	Professional Development Department, Title I	Increase student performance on formative classroom assessments, summative assessments and benchmarks  Teachers can explain how formative assessment data is used to develop lessons and adjust instruction.	FIP(Formative Instructional Practices) Data Driven Instruction Best Practices
Provide teachers will an opportunity to analyze student work and provide specific, and constructive feedback aligned to the standards and learning targets.	August 2017 – May 2017 ongoing	Site Facilitators	N/A	Increase student performance on formative classroom assessments, summative assessments and benchmarks  Teachers can produce lesson plans that indicate how feedback was used to revise their lesson.	Setting Clear Learning Targets Analyzing Student Work Providing Effective Feedback – Site Facilitators
<b>Performance Objective: : During the 2017-2017 school year, the numbers of students in grades 6-8 performing at the Developing, Proficient, and Distinguished levels by 3% in the area of science as evidenced on state and local assessments.</b>				<b>CCRPI Alignment: Achievement:</b> <ul style="list-style-type: none"> <li>Percent of students scoring at <b>Developing and above</b> in Science.</li> </ul>	

Action Steps/ Tasks	Timeline	Project Leader	Resources/ Funding	Expected Outcome	Professional Learning
Provide job embedded professional development to all science teachers in Gizmos and Seeds of Science.	September	Science Department Chairs  Site Facilitators	School Funds  Professional Development PD	Increase students' performance formative and summative assessments in science.  Teachers can demonstrate how their instructional practice has changed as a result of implementing Gizmos and Seed of Science.	Data Driven Instruction Thinking Maps Best Practices
Provide collaborative planning during the school day for all science teachers to create common assessments, develop lessons, and design performance tasks aligned to the standards.	Ongoing	Site Facilitators	Professional Development PD	Increase students' performance formative and summative assessments in science.  All science teachers will be trained on how to effectively design lessons, formative and summative common assessments aligned to the standards during collaborative planning.	Data Driven Instruction Thinking Maps Best Practices
Implement a "hands-on" science night for teachers, students and parents in provide "real-world" connections to science concepts.	November 2017	Science Department Chair	School Funds	Increase students' performance formative and summative assessments in science.	Best Practices
<b>Performance Objective:</b> During the 2017-2017 school year, the number of students performing at Developing, Proficient, and Distinguished levels in Social Studies will increase by 3% as evidenced on state and local assessments.				<b>CCRPI Alignment:</b> <u>Achievement</u> <ul style="list-style-type: none"> <li>Percent of students scoring at <b>Developing and above</b> in Social Studies (#5)</li> <li>Percent of GMAS assessments scoring at the <b>Developing and above</b> levels (ELA, reading, mathematics, science, social studies) (#14)</li> </ul>	
Provide collaborative planning during the school day for all social studies teachers to create common assessments, develop lessons, and design performance tasks aligned to the standards.	August 2017 – May 2017 ongoing	Site Facilitators	N/A	All social studies teachers will be trained on how to effectively design lessons, formative and summative common assessments aligned to the standards during collaborative planning.	Formative Instructional Practices (FIP)- all teachers
Continue implementation of DBQs and provide teachers with an opportunity to analyze student work and provide specific feedback aligned to the standards and learning targets.	August 2017 – May 2017 ongoing	Site Facilitators	N/A	Increased student performance on formative classroom assessments, summative assessments and benchmarks.	Setting Clear Learning Targets Providing Effective Feedback Analyzing Student Work
<b>GOAL 2: To provide and maintain a safe, orderly and secure learning environment.</b>					
<b>Performance Objective: Decrease the number of student referrals in grades 6-8 by 5% especially in relation to bus and cafeteria behavior.</b>				<b>CCRPI Alignment: School Climate Rating</b>	

Performance Objective: Reduce the number of student referrals...	CCRPI Alignment: School climate	Project Leader	Resources/Funding	Expected Outcome	Professional Learning
Action Steps/ Tasks	Timeline	Project Leader	Resources/Funding	Expected Outcome	Professional Learning
Develop and implement a process to monitor school-wide discipline and provide regular updates at leadership team meetings.	August 2017 – May 2017 ongoing	Assistant Principal	N/A	A 10% decrease in student referrals by May 2015.	Disciple Plan procedural Meetings – Assistant Principal
Implement a plan to provide positive incentives for students engaging in appropriate behavior schoolwide including the bus and cafeteria.	August 2017 – May 2017 ongoing	Assistant Principal	General Funds	A 10% decrease in student referrals by May 2015.	Disciple Plan procedural Meetings

**GOAL 3: To create an environment that promotes active engagement, accountability, and collaboration of all stakeholders to maximize student achievement**

Performance Objective: At the end of the 2017-17 Parent and teacher perception survey results will show that communication between the school and the stakeholders was at least 90% positive.	CCRPI Alignment: School Climate
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Action Steps/ Tasks	Timeline	Project Leader	Resources/ Funding	Expected Outcome	Professional Learning
Establish processes school-wide to ensure that all teachers communicate effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	August 2017 – May 2017 ongoing	Principal	Title I	All Teachers/Staff will be trained to communicate effectively with stakeholders in ways that will enhance student learning.	“Teacher Involving Parents” Inservice/Training for Staff
Analyze the current parent perception survey results to develop a plan to address ways that parents can support their student academically.	August 2017 – May 2017 ongoing	Parent Liaison	Title I	The level of parent participation in supporting student learning increased by at least 20%  Decrease barriers that prevent parent engagement by at least 15%	Parent Academy, Curriculum Nights (offering strategies & GMAP sample questions in content areas) & Academic Workshops Conferences
The principal communicates to all stakeholders (i.e. staff, parents, and community) the state of the school and steps that are being implemented	August 2017 – May 2017 ongoing	Principal	N/A	We will develop and implement supplementary means of communication in adjunct to those that are in position to ensure all stakeholders are regularly informed and/or engaged.  Parents are made aware of the various communication vehicles that are in place and fully share in decision making opportunities regarding student learning.	Principal Forums Title I Meetings Curriculum Nights Data Boards Newsletters Website
Implement a technology night to enhance parent’s knowledge of computer-based programs being implemented with students.	January 2017	Title I Parent Liaison	General Funds	The level of parent participation in supporting student learning increased by at least 20%	Curriculum Nights (offering strategies, GMAP sample questions in content areas, & Web-based programs )



## Comprehensive School Improvement Plan

### GOAL 4: To effectively communicate the system's vision and purpose and allow stakeholder involvement in an effort to build understanding and support

Performance Objective: Riverdale Middle School will communicate its Vision and Mission Statement to 100% of its stakeholders.				School Climate CCRPI Alignment:	
Action Steps/ Tasks	Timeline	Project Leader	Resources/Funding	Expected Outcome	Professional Learning
Communication of the district and school's vision and mission statements will be communicated to all stakeholders through email, calling post, newsletter, flyers, and school website.	August 2017 – May 2017 ongoing	Audrey Greer Letitia Lewis	General Funds, Title I	All stakeholders will have knowledge of the school and district's mission and vision statements as evidenced through perception survey results.	Lunch and Learn trainings
Establish a process to access the functionality of a leadership team and ensure that the school leadership team represents all stakeholders and meets at least twice a month to monitor the implementation of the school improvement plan, including district initiatives through Indistar and ensure all stakeholders are aware of the school initiatives and the data that was used to determine the focus.	August 2017 – May 2017 ongoing	Administration	General Funds, Title I	All stakeholders can articulate the school-wide initiatives and are implementing these initiatives with fidelity and can explain the impact on student achievement.	Lunch and Learn trainings

**GOAL 5: To provide high quality support services delivered on time and within budget to promote student academic success in Clayton County Public Schools**

Performance Objective: English Language students, students with disabilities, and EIP Students will increase proficiency levels by 5% in all subject areas on state and local assessments.				CCRPI Alignment: Performance Flags, Achievement Gaps	
Action Steps/ Tasks	Timeline	Project Leader	Resources/Funding	Expected Outcome	Professional Learning
Establish a monitoring process to ensure that All teachers will implement appropriate accommodations and modifications based on students IEP's with fidelity.	August 2017 – May 2017 ongoing	DES Department Chair	Title I	Students with disabilities will increase in all academic areas by 5% as evidenced on state and local assessments.	Data Driven Instruction Thinking Maps Best Practices
Establish a monitoring process to ensure that All teachers will implement appropriate accommodations and modifications based on students TCP plan with fidelity.	August 2017 – May 2017 ongoing	ESOL Teacher	ACCESS Testing Materials Title I	English Language learners will increase in all academic areas by 5% as evidenced on state and local assessments.	Data Driven Instruction Thinking Maps Best Practices
Provide training and support for teachers during collaborative planning to ensure that All teachers implement appropriate remediation strategies (SRA, Corrective Reading, and Number Worlds) and assessments (Math and Literacy DIBELS, SRA, Corrective Reading) based on student's areas of academic deficiency.	August 2017 – May 2017 ongoing	EIP Lead teacher	SRA, Corrective Reading and Number Worlds Material Title I	Students served in the Early Intervention Program will increase in all academic areas by 5% as evidenced on state and local assessments.	Data Driven Instruction Thinking Maps Best Practices
Implement a process to regularly examine individual and collective student data for all learners, including students with disabilities and English learners to identify areas for improvement across all content areas and throughout the school.	August 2017 – May 2017 ongoing	EL Teacher DES Department Chair	N/A	English Language learners and DES will increase in all academic areas by 5% as evidenced on state and local assessments.	Best Practices

Create a schedule to ensure annual reviews are completed according to district and state guidelines.	August 2017 – May 2017 ongoing	DES Department Chair	N/A	Ensure all teachers are following the IEP mandates with fidelity.	Best Practices
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**GOAL 6: To recruit and retain highly qualified and effective staff**

Performance Objective: 90% or greater of teachers performing at the proficient level on TKES				CCRPI Alignment: School Climate	
Action Steps/ Tasks	Timeline	Project Leader	Resources/Funding	Expected Outcome	Professional Learning
School perception survey will be administered to determine if school climate and culture is positive	Ongoing August – May	Administration	N/A	90% of teachers indicate a positive culture and climate as evidenced through perception survey.	Positive Communication between all stakeholders
Create and implement a New Teacher Induction program with specific modules to be taught monthly. Targets teachers who are: <ul style="list-style-type: none"> <li>new to the profession</li> <li>new to the building</li> <li>other teacher upon administrator request</li> </ul>	Ongoing August – May	Audrey Greer	N/A	90% of new teachers indicated they were supported during the school year as evidenced through an end of program survey.	New Teacher Support class held monthly