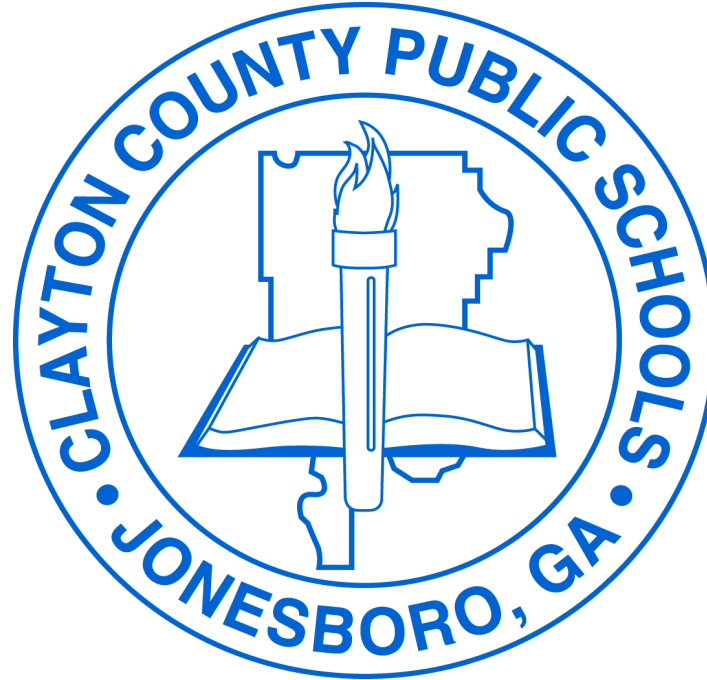


Comprehensive School Improvement Plan



William M. McGarrah Elementary School 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 (Per Pupil Expenditure)
2017-2018	76.5	58.2	85.1	93.8	75.8	89.8	3	43rd
2018-2019	70.4	58.4	89.7	43.8	74.6	93.8	4	



"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

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)
Sustaining a Culture of Writing a across the curriculum		August, 2019 - May, 2020	Administrators, Academic Coach, Counselor	General Fund	Monthly Checkpoints	
A.	Implement the K-5 Writing Plan	August, 2019	Administrators, Academic Coach, All Classroom Teachers	General Funds	Evidence of writing samples, writing rubrics and lesson plans	
B.	Teachers collected a beginning of the year writing samples and establish a writing baseline.	August, 2019	Academic Coach All Classroom Teachers	General Funds	Evidence of writing samples and student conferences	
C.	Vocabulary/Word Walls in ALL classes including Specials (Art, Music, PE) classes and the computer labs	September, 2019	Academic Coach, Classroom Teachers	General Funds	Evidence in classrooms as seen through walk-throughs, photos of word walls	August 27th during P.A.W.S (Specials Teachers at 8:00)

D.	School wide story...The Adventure of William!	September, 2019	Academic Coach, Classroom Teachers	General Funds	Evidence of story written on chart paper in school hallways. Classes will be assigned by academic coach. Teachers will be able to follow the Adventures of William Writing Calendar.	McGarrah University, August 2, 2019
E.	Professional development will be provided to teachers in areas of writing and vocabulary	September, 2019	Academic Coach District ELA Lead 3 -5 grade teachers	General Funds	Evidence will be presentations, agendas, sign-in, evaluations	September 9, 2019- Effective Strategies to teach Vocabulary (3rd-5th teachers).
F.	Effective Writing Strategies Across the Curriculum...Writing Process Instructional Plan	November, 2019	Academic Coach Writing Team	General Funds	Evidence will be presentations, agendas, sign-in, evaluations	November 4, 2019 Faculty Meeting
G.	Planning and Analyzing Writing Samples	November, 2019	Academic Coach Teachers	General Funds	Evidence will be writing samples, graphic organizers, templates, writing rubrics	
Mapping Our Way Through Assessments		August 2019 - May, 2020	Academic Coach Administrators	General Funds	Monthly Checkpoints	
A.	Teachers received training on Illuminate and MAP (Measures of Academic Progress) platforms for assessment purposes	August, 2019	Illuminate and MAP Contacts Academic Coach	General Funds	Contacts will continue to work with teachers on the new platforms when needed.	July 30, 2019 August 8, 2019
B.	Students in grades 3 - 5 to take Benchmark Assessments on MAP platform	August, 2019	Classroom Teachers	General Funds	Class roster completion	August 12 - 16, 2019

C.	Teachers have attended training on new DIBELS 8 edition and GKIDS 2.0 assessments.	August , 2019	Assistant Principal EIP Lead Teacher K/1 teachers	General Funds	Agendas, sign-in sheets, powerpoint presentations	August 1, 2019 August 19, 2019 September 16, 2019
D.	Teachers will map assessments on our school-wide data excel spreadsheet and present information from student assessments, lexile, absences, etc.	Beginning September 2019	Administrators and Teachers	General Funds	Agendas, sign-in sheets, data presentations/excel spreadsheets	September 12, 2019
E.	Creating assessments in Illuminate	November, 2019	Academic Coach	General Funds	Agendas, sign-in sheets	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Differentiated and small group instruction targeting student deficit areas.	Students will receive the same services as Economically Disadvantaged students.
English Learners	Migrant
<ul style="list-style-type: none"> ● Imagine Learning ● Continue to develop language standards with teachers to implement in the classroom with access to writing across the curriculum. ● Increase vocabulary by using domain specific vocabulary and displaying during academic discourse. 	
Race/Ethnicity/Minority	Students with Disabilities
Differentiated and small group instruction targeting student deficit areas	<ul style="list-style-type: none"> ● Small group instruction with explicit instructions for writing strategies. ● Promote writing through corrective reading strategies. ● Increase vocabulary by using domain specific vocabulary and displaying during academic discourse

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)	
Creating a Culture of Rigor and Relevance						
A.	Introduce learner engagement rubric from ICLE and explain how this rubric will be our RIGOR focus for the first few months of school.	August, 2019	Administration Academic Coach	General Funds	Sign in, PowerPoint, handouts	McGarrah University 8-2-2019
B.	Teachers will perform a CLOSE READ of the Learner Engagement Rubric from ICLE and develop effective active participation, learner environment and formative assessment protocols as it relates to the learner engagement rubric	August -October, 2019	Administration Academic Coach	General Funds	10 min walkthroughs feedback (Looks like, sounds like, feels like), P.A.W.S (Professionals at Work Session) handouts, agendas, sign-ins, pictures, videos	8-27-19 P.A.W.S.
C.	Academic Coach provides instructional strategies and tips to provide support with learner engagement in the class.	August, 2019	Academic Coach	General Funds	CIA Weekly updates newsletter	

D.	Introduce the Relevance Rubric and how to create relevance for the students during the lesson.	November, 2019	Academic Coach	General Funds	Sign n sheets, PowerPoint, handouts	
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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Differentiated and small group instruction targeting student deficit areas.	Students will receive the same services as Economically Disadvantaged students.
English Learners	Migrant
<ul style="list-style-type: none"> ● Imagine Learning ● Continue to develop language standards with teachers to implement in the classroom with access to writing across the curriculum. ● Increase vocabulary by using domain specific vocabulary and displaying during academic discourse. 	
Race/Ethnicity/Minority	Students with Disabilities
Differentiated and small group instruction targeting student deficit areas	<ul style="list-style-type: none"> ● Small group instruction with explicit instructions for writing strategies. ● Promote writing through corrective reading strategies. ● Increase vocabulary by using domain specific vocabulary and displaying during academic discourse

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)
Implement Attendance Matters Campaign	August, 2019 - May, 2020	Counselor Administrators School Social Worker	General Funds	Monthly Checkpoints	
A. Establish an Attendance Committee	August, 2019	Counselor Social Worker Teachers	General Funds	Meeting agendas, sign-in sheets	
B. Attendance Awareness Month	September, 2019	Counselor Administrators Teachers	General Funds	Calling post message to parents, morning and afternoon announcements,	
C. SAC meetings with parents	September, 2019	Attendance Committee	General Funds	Attendance letters, Documentation in IC	
D. Attendance Week Campaign	October, 2019	Counselor, Administrators, Teachers	General Funds	Attendance announcements, attendance posters, attendance student participation	

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

Economically Disadvantaged	Foster and Homeless
All students will benefit from the initiatives that will be implemented.	All students will benefit from the initiatives that will be implemented.
English Learners	Migrant
All students will benefit from the initiatives that will be implemented.	All students will benefit from the initiatives that will be implemented.
Race/Ethnicity/Minority	Students with Disabilities
All students will benefit from the initiatives that will be implemented.	All students will benefit from the initiatives that will be implemented.

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)
Increase Positive Reinforcement School-Wide	August, 2029 - May, 2020	Administrators Counselor SST Chairs	General Funds	Monthly Checkpoints	
A. Establishing professional decorum, safe and orderly learning environments and social/emotional cues were discussed; All homeroom teachers contacted parents to provide a “welcome back to the new school year” and to answer any immediate questions they may have had.	August, 2019	Administrators	General Funds	Walkthroughs/Observations, Office Referrals, Parent Contact Log	McGarrah University August 2, 2019
B. Implement “Pop Up PAW Praise” monthly rewards	Monthly, beginning August 2019	Assistant Principal	General Funds	Cats Cash	Ongoing, Monthly
C. Monthly article/literature on positive reinforcement provided to staff to further	Each month beginning September 2019	Assistant Principal	General Funds	Article handout or link provided during grade level meetings	Monthly

educate on the benefits of using positive reinforcement					
D. Monthly C.I.A. (Curriculum, Instruction, Assessment) shout-outs	During monthly staff meetings, beginning August 2019	McIntyre-Academic Coach	General Funds	Monthly staff meeting agendas	
E. PAW store	November, 2019	Assistant Principal Discipline Committee	General Funds	Students spend Cat Cash at the PAW Store	
F. DoJo Shout outs-85% or better average for class dojo points	November, 2019 (weekly)	Assistant Principal Discipline Committee	General Funds	Shout-out occur during morning announcements	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Continue to reinforce in all content settings expectations for behavior and allowing students opportunities to provide dialogue on appropriate and inappropriate behaviors.	Continue to reinforce in all content settings expectations for behavior and allowing students opportunities to provide dialogue on appropriate and inappropriate behaviors.
English Learners	Migrant
Continue to reinforce in all content settings expectations for behavior and allowing students opportunities to provide dialogue on appropriate and inappropriate behaviors.	Continue to reinforce in all content settings expectations for behavior and allowing students opportunities to provide dialogue on appropriate and inappropriate behaviors.
Race/Ethnicity/Minority	Students with Disabilities

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