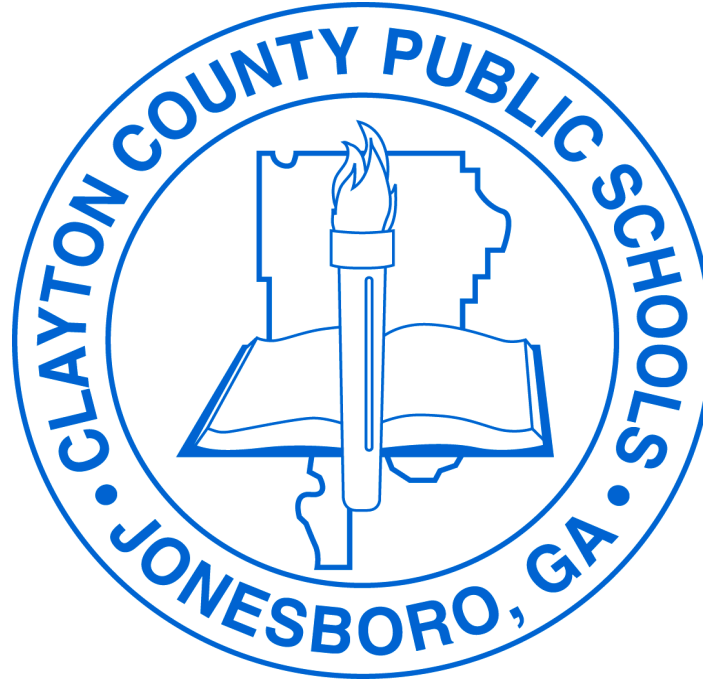


Comprehensive School Improvement Plan



River's Edge 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: Alisha Mohr
Assistant Principal(s): Monica Goree

School Leadership/Improvement Team	
Name	Position
Adrienne Rorie	Kindergarten Chairperson
Deborah Morrow	1 st Grade Chairperson
Tara Turner	2 nd Grade Chairperson
Carla Williams	3 rd Grade Chairperson
Travis Etheridge	4 th Grade. Chairperson
Corinna Johnson	5 th Grade Chairperson
Lesley Metts	Media Specialist
Terri Lundstrom/Brandi Pennington	EIP Chairperson/Co-Chair
Tia Byrd	ESOL
Tomika Courtney	Gifted Teacher
Angela Lee	Art Teacher-Specials Chairperson
Carmen Lankster	Parent Liaison
	<i>Instructional Support Teacher- District level</i>

CCRPI Score																											
2014-2015	2015-2016	2016-2017	2017-2018	2016-2020 Goals																							
Overall CCRPI Score: 61.3	Overall CCRPI Score: 65.7	Overall CCRPI Score: 77.5	Overall CCRPI Score:	2016 Goal: 65.7 2017 Goal: 66.73 2018 Goal: 67.76		2019 Goal: 68.79 2020 Goal: 69.82																					
Achievement Points Earned: 25/50	Achievement Points Earned: 25.4/50	Achievement Points Earned: 28.8/50	Content Mastery Points Earned: /30	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 , <u>River’s Edge Elementary School</u> will 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. $IE2\ Annual\ Growth = (100 - 2016\ CCRPI\ Score\ (without\ Challenge\ Points)) \times 0.03$ <i>Example</i>																							
Progress Points Earned: 28.8/40	Progress Points Earned: 33.1/40	Progress Points Earned: 39.3/40	Progress Points Earned: /35	<table><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><tr><td rowspan="2">65</td><td>(100 – 65) (.03)</td><td>65 + 1(1.05)</td><td>65 + 2(1.05)</td><td>65 + 3(1.05)</td><td>65 + 4(1.05)</td><td>65 + 5(1.05)</td></tr><tr><td>1.05</td><td>66.05</td><td>67.1</td><td>68.15</td><td>69.2</td><td>70.25</td></tr></table>				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
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 Gap Points Earned: 5/10	Achievement Gap Points Earned: 6.7/10	Achievement Gap Points Earned: 6.7/10	Closing Gaps Points Earned: /15																								
Challenge Points Earned: 2.5/10	Challenge Points Earned: .5/10	Challenge Points Earned: 2.7/10	Readiness Points Earned: /20																								

Intervention Data

DIBELS Percentage										
School Year		BOY			MOY			EOY		
	Grade Level	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark
2017-18	Kindergarten	27	18	63	18	32	56	11	17	74
	First	21	11	48	14	8	59	17	6	66
	Second	11	11	79	12	6	79	11	11	73
	Third	12	11	59	21	12	61	18	10	65
2018-19	Grade Level									
	Kindergarten	23	13	56						
	First	38	19	63						
	Second									
	Third									



"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 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)
Provide ongoing professional learning support to K-5 staff on rigor and relevance, critical thinking skills, and research-based instructional strategies	September 2018-May 2019	Principal Assistant Principal Academic Support Specialist	General Funds	Benchmark Assessment data, GMAS results, Unit Assessment data	Weekly Collaborative Planning sessions w/District Support Personnel & Admin
Effectively monitor and track the iReady data for Mathematics in grades K-5 and ELA in grades 2-5 to support and increase student learning and academic achievement	September 2018-May 2019	EIP Teachers 2 nd -5 th Grade Principal Assistant Principal Academic Support Specialist	District Funding	iReady Data Reports, Benchmark Assessment data, Common Assessment Data	Collaborative Planning sessions District Provided PD See schedule as needed
Provide on-going support and professional development in ELA (Lesson Planning, Differentiated Instruction, Curriculum & Assessment, Research Based Instructional Strategies)	September 2018-May 2019	Principal Assistant Principal Academic Support Specialist	General Funds Title I	Benchmark Assessment data, GMAS results, iReady data, Unit Assessment data	Weekly Collaborative Planning sessions w/District Support Personnel & Admin

Effectively use Common Assessments in all subject areas to monitor student learning and ensure the acquisition of skills and knowledge of specific standards being taught	September 25, 2018 2018-2019	Principal Assistant Principal Academic Support Specialist	General Funds	Assess Biweekly using Common Assessments, iReady data,	Collaborative Planning sessions
Effectively utilize DBQs within the Social studies lessons for all K-5	August 2018-May 2019	Principal Assistant Principal Academic Support Specialist	General Funds	Benchmark Assessment data, GMAS results, iReady data, Unit Assessment data	Weekly Collaborative Planning sessions w/District Support Personnel & Admin
Incorporate benchmark mock writing assessments for all students in 1 st -5 th grade to improve writing skills and Lexile levels	September 2018-May 2019	Principal Assistant Principal Academic Support Specialist	General Funds Title I	Write Score results, District benchmark assessments, UGA Mock Writing results Stride Academy, USA TestPrep (when applicable)	Weekly Collaborative Planning sessions w/District Support Personnel & Admin
Train teachers on the effective, meaningful use of technology that aligns with CCPS curriculum.	August 2018-May 2019	Assistant Principal Principal Academic Support Specialist Technology Liaison	General Funds	Agendas & Sign-n sheets, Lesson Plans, Classroom observations	Technology Liaison to hold monthly sessions with the K-5 staff Collaborative Planning sessions
Implement specific and orchestrated efforts to become a Dual Language Magnet School by offering Mandarin, the Chinese Language, to our student body.	November 2018-May 2018	Principal Director of Second Language Learning Support Staff	General Funds	Training Materials & Session Agendas, Principal's Town Hall Meeting	District Training Sessions Chinese Bridge Delegation

<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
All economically disadvantaged students will receive the iReady online intervention supplemental support program to differentiate learning according to the individual student's specific learning needs.	All foster and homeless students will receive the iReady online intervention supplemental support program to differentiate learning according to the individual student's specific learning needs.
English Learners	Migrant
All English Learners will receive the iReady online intervention supplemental support program to differentiate learning according to the individual student's specific learning needs.	N/A
Race/Ethnicity/Minority	Students with Disabilities
All students from each racial and ethnic group will receive the iReady online intervention supplemental support program to differentiate learning according to the individual student's specific learning needs.	All students with disabilities will receive the iReady online intervention supplemental support program to differentiate learning according to the students' specific needs and learning goals.

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)
Utilize all school budgets to provide support for student achievement initiatives and promote efficiency of the total River's Edge Elementary School program	August 2018- May 2019	Principal Assistant Principal Academic Support Specialist	General Funds	Agendas, Newsletter, Emails, Social Media	District provided as required
Effectively monitor the RTI process to ensure fidelity of implementation for all students in Tier II and Tier III to support all students at	Sept 2018- May 2019	Principal Bookkeeper Teachers District Support Personnel	General Funds	Agendas, Newsletter, Emails, Social Media	District provided as required

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Utilize the Parent Liaison and the Parent Resource Center to bridge the school community to encourage parent engagement. Conduct fall, winter, and spring conferences to communicate the academic goals and support student learning.	Utilize the Parent Liaison and the Parent Resource Center to bridge the school community to encourage parent engagement. Conduct fall, winter, and spring conferences to communicate the academic goals and support student learning.
English Learners	Migrant
Utilize the Parent Liaison and the Parent Resource Center to bridge the school community to encourage parent engagement. Conduct fall, winter, and spring conferences to communicate the academic goals and support student learning.	N/A
Race/Ethnicity/Minority	Students with Disabilities
Utilize the Parent Liaison and the Parent Resource Center to bridge the school community to encourage parent engagement. Conduct fall, winter, and spring conferences to communicate the academic goals and support student learning.	Utilize the Parent Liaison and the Parent Resource Center to bridge the school community to encourage parent engagement. Conduct fall, winter, and spring conferences to communicate the academic goals and support student learning.

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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)
Conduct weekly Student Attendance Committee (SAC) meetings to monitor student attendance and provide incentives during each 9-week grading period for <i>Perfect Attendance</i>	August 2018- May 2019	Principal Counselor Social Worker PK-5 Teachers	General Funds	Weekly Student Attendance Committee (SAC) meetings, Data reports, Audit reports	Provide updates during meetings with staff
Maintain effective communication with parents about the importance of student attendance.	August 2018- May 2019	Principal Counselor Social Worker PK-5 Teachers	General Funds	Phone calls, Newsletters, PTA, School Agendas, Emails, Social Media	Parent Workshops

<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
All subgroups will be informed about the importance of attending school on a daily basis. Oral and written correspondences will be provided to communicate the attendance.	All subgroups will be informed about the importance of attending school on a daily basis. Oral and written correspondences will be provided to communicate the attendance.

English Learners	Migrant
All subgroups will be informed about the importance of attending school on a daily basis. Oral and written correspondences will be provided to communicate the attendance.	All subgroups will be informed about the importance of attending school on a daily basis. Oral and written correspondences will be provided to communicate the attendance.
Race/Ethnicity/Minority	Students with Disabilities
All subgroups will be informed about the importance of attending school on a daily basis. Oral and written correspondences will be provided to communicate the attendance.	All subgroups will be informed about the importance of attending school on a daily basis. Oral and written correspondences will be provided to communicate the attendance.

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)
Effectively implement and monitor the Multi-tiered Support Model for student behavior as it relates to the PBIS model	August 2018- May 2019	Administrators Discipline Committee Members	General Funds	Data Reports	Monthly
Actively participate in the PBIS training initiative to decrease the number discipline infractions while increasing employee morale during the 2018-2019 school year	August 2018- May 2019	Counselor PBIS Coach Administrators Discipline Committee Members	General Funds	Discipline reports, School Climate Survey, CCRPI	Monthly

<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
All students will equally participate in this performance objective goal.	All students will equally participate in this performance objective goal.
English Learners	Migrant
All students will equally participate in this performance objective goal.	N/A
Race/Ethnicity/Minority	Students with Disabilities
All students will equally participate in this performance objective goal.	All students will equally participate in this performance objective goal.