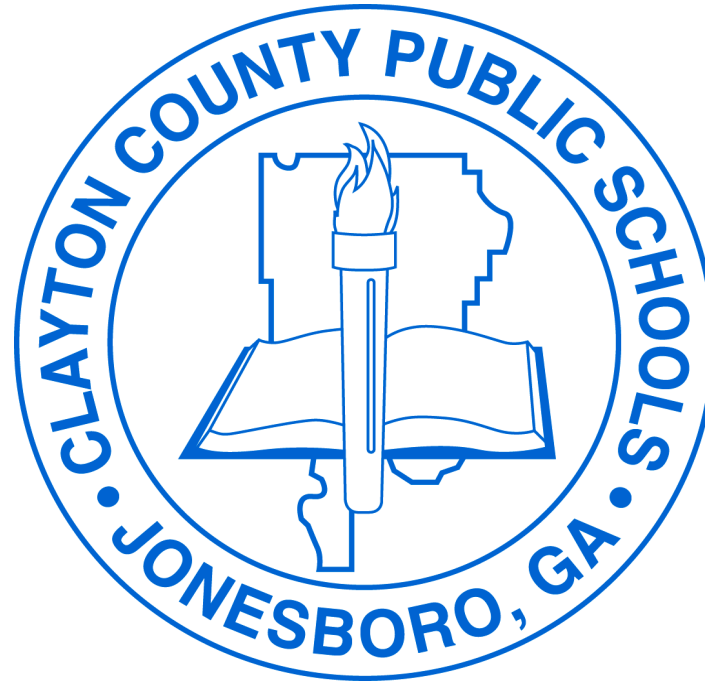


Comprehensive School Improvement Plan



River's Edge Elementary School 2020-2021

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
2017-2018	76.6	58.7	86.9	59.4	78.5	93.1	4	23rd
2018-2019	72.6	61.3	71.7	87.5	78.9	97.9	5	36 th
2019-2020								



"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

Principal: Alisha Mohr

Assistant Principal(s): Tonishia Whitlow

School Leadership/Improvement Team	
Name	Position
Alisha Mohr	Principal
Tonishia Whitlow	Assistant Principal
Adrienne Rorie	Kindergarten Chairperson
Deborah Morrow	1st Grade Chairperson
Angela Cooley	2nd Grade Chairperson
Carla Williams	3rd Grade Chairperson
Erica Davis	4th Grade. Chairperson
Sherita Hill	5th Grade Chairperson
Leslie Metts	Media Specialist
Terri Lundstrom/Brandi Pennington	EIP Chairperson/Co-Chair
Tia Byrd	ESOL
Nicole Uqdah	Gifted Teacher
Angela Lee	Art Teacher-Specials Chairperson
Valerie Thomas	Data Analyst

Action Plan

Performance Objective 1: By 2023, Clayton County Public Schools will demonstrate three percentage points growth each school year, for students scoring at the proficiency levels at or above proficient as evidenced by state, national, and international assessments.					
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, social emotional learning, critical thinking skills, and research-based instructional strategies for virtual and face to face learning.	September 2020-May 2021	Principal Assistant Principal Academic Support Specialist	General Funds	Benchmark Assessment data, DIBELS and MAP assessment 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 ensure alignment of the Social Studies curriculum with effective teaching strategies and to support and increase student learning and academic achievement during virtual and face to face learning.	September 2020-May 2021 Monthly	EIP Teachers 2 nd -5 th Grade Principal Assistant Principal Academic Support Specialist	District Funding	iReady Data Reports, Benchmark Assessment data, MAP Assessment Data	Collaborative Panning 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 2020-May 2021	Principal Assistant Principal Academic Support Specialist	General Funds Title I	Benchmark Assessment data, iReady data, Unit Assessment data and Map Assessment data	Collaborative Planning sessions w/District Instructional Support Teacher & Admin Bi-monthly

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 2020- May 2021	Principal Assistant Principal Academic Support Specialist	General Funds	Assess Biweekly using Common Assessments, iReady data,	Collaborative Planning sessions Weekly Biweekly
Effectively utilize DBQs in a virtual and face to face setting within the Social studies lessons for all K-5	August 2020-May 2021	Principal Assistant Principal Academic Support Specialist	General Funds	Benchmark Assessment data, iReady data, Unit Assessment data	Weekly Collaborative Planning sessions w/District Support Personnel & Admin
Incorporate mock writing assessments for all students in 1 st -5 th grade to improve writing skills and Lexile levels	September 2020 -May 2021	Principal Assistant Principal District IST School Data Analyst	General Funds Title I	Write Score results, District benchmark assessments, Stride Academy, USA TestPrep (when applicable)	Weekly Collaborative Planning sessions w/District Support Personnel & Admin October December February April
Train teachers on the effective, meaningful use of technology that aligns with CCPS curriculum.	August 2020-May 2021	Assistant Principal District IST School Data Analyst 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 Monthly

Phase 1: Implement specific and orchestrated efforts to become a Dual Language Magnet School by offering Mandarin, the Chinese Language, to our student body.	August 2020- May 2021	Principal Director of Second Language Learning	General Funds	Training Materials & Session Agendas, Principal's Town Hall Meeting	District Training Sessions Chinese Bridge Delegation
Phase 2: Provide quality, rigorous instruction that enables students to learn to read and write in Mandarin.	August 2020- May 2021	Magnet Lead			

<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 2020- May 2021	Principal Bookkeeper Teachers District Support Personnel	General Funds	Agendas, Newsletters, 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 River’s Edge Elementary.	Sept 2020- May 2021	Principal Assistant Principal Academic Support Specialist	General Funds	Agendas, Newsletter, Emails, Social Media	District provided as required

<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Utilize the School Counselor 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 School Counselor 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 School Counselor and the Parent Resource Center to bridge the school community to encourage parent engagement. Conduct fall, winter, and spring conferences to	N/A

communicate the academic goals and support student learning.	
Race/Ethnicity/Minority	Students with Disabilities
Utilize the School Counselor 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 School Counselor 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.

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>	September 2020-May 2021	Principal Counselor Social Worker PK-5 Teachers	General Funds	Weekly Student Attendance Committee (SAC) meetings, Data reports, Audit reports	Provide updates during ZOOM meetings with staff
Maintain effective communication with parents about the importance of student attendance.	August 2020-May 2021	Principal Counselor Social Worker PK-5 Teachers	General Funds	Phone calls, REMIND, Newsletters, PTA, School Agendas, Emails, Social Media	Virtual 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 2020- May 2021	Administrators Discipline Committee Members	General Funds	Data Reports	Monthly

Actively participate in the PBIS training initiative to decrease the number of discipline infractions while increasing employee morale during the 2020-2021 school year.	August 2020- May 2021	Counselor PBIS Coach Administrators Discipline Committee Members	General Funds	Discipline reports, School Climate Survey, CCRPI	Monthly
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<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.