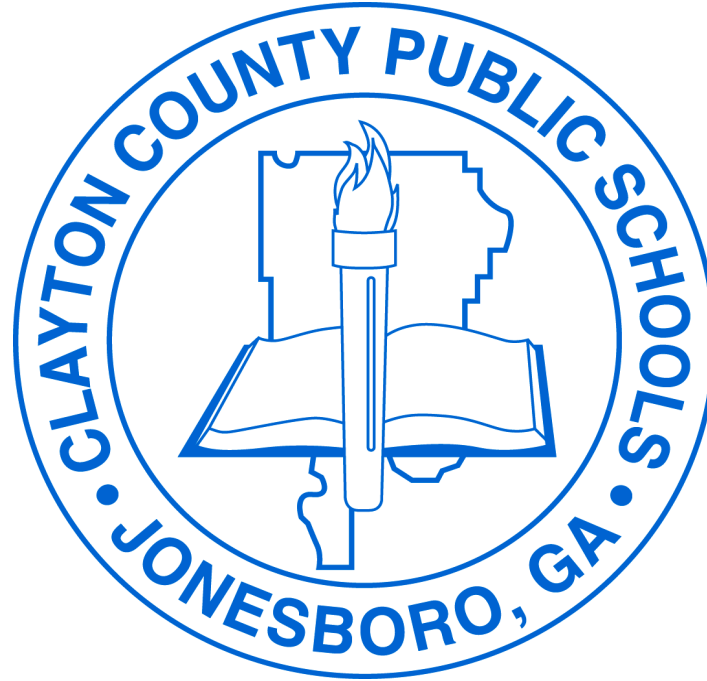


# Comprehensive School Improvement Plan



## **Edmonds 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: Maurice Roberts**

**Assistant Principal(s): Dr. Aquannette Salter**

| <b>School Leadership/Improvement Team</b> |                            |
|---|----------------------------|
| <b>Name</b>                               | <b>Position</b>            |
| <b>Mr. Maurice Roberts</b>                | <b>Principal</b>           |
| <b>Dr. Aquannette Salter</b>              | <b>Assistant Principal</b> |
| <b>Ms. Angela Hutton</b>                  | <b>Site Facilitator</b>    |
| <b>Ms. Deidre Odom</b>                    | <b>EIP Lead</b>            |
| <b>Ms. Julia Montgomery</b>               | <b>5th Grade Teacher</b>   |
| <b>Ms. Demetress Culler</b>               | <b>1st Grade Teacher</b>   |
| <b>Dr. Theresa Hunter</b>                 | <b>4th Grade Teacher</b>   |
| <b>Ms. Chailoea Pelt</b>                  | <b>3rd Grade Teacher</b>   |
| <b>Ms. Michelle Isaac</b>                 | <b>2nd Grade Teacher</b>   |
| <b>Ms. Tina Goolsby</b>                   | <b>ESOL Teacher</b>        |
| <b>Ms. Tasandra Washington</b>            | <b>DES Teacher</b>         |
| <b>Ms. Schkedria Williams</b>             | <b>Counselor</b>           |
| <b>Ms. Jeanne Jones</b>                   | <b>Media Specialists</b>   |
|   |                            |
|   |                            |

| CCRPI Score                           |                                       |                                       |                                    |  |                         |                       |                                      |                       |                       |                       |
|---------------------------------------|---------------------------------------|---------------------------------------|------------------------------------|--|-------------------------|-----------------------|--------------------------------------|-----------------------|-----------------------|-----------------------|
| 2014-2015                             | 2015-2016                             | 2016-2017                             | 2017-2018                          | 2016-2020 Goals  |                         |                       |                                      |                       |                       |                       |
| Overall CCRPI Score: 58.1             | Overall CCRPI Score:51.1              | Overall CCRPI Score:70.8              | Overall CCRPI Score:               | 2016 Goal: 70.8<br>2017 Goal: 73.60<br>2018 Goal: 77.28  |                         |                       | 2019 Goal: 81.14<br>2020 Goal: 85.20 |                       |                       |                       |
| Achievement Points Earned: 19.9/50    | Achievement Points Earned: 18/50      | Achievement Points Earned: 22.250     | Content Mastery Points Earned: /30 | Overall CCRPI Goals based on the following formula:<br><br>CCPRI Performance Goals<br>For each year during the five-year Strategic Waiver School System term, formerly the Investing in Educational Excellence (IE2), with the baseline year <b>2015-2016</b> , ____ School 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.<br><br>$IE2 \text{ Annual Growth} = (100 - 2016 \text{ CCRPI Score (without Challenge Points)}) \times 0.03$<br><i>Example</i> |                         |                       |                                      |                       |                       |                       |
| Progress Points Earned: 33.9/40       | Progress Points Earned: 29.3/40       | Progress Points Earned: 39.3/40       | Progress Points Earned: /35        |  |                         |                       |                                      |                       |                       |                       |
| Achievement Gap Points Earned: 3.3/10 | Achievement Gap Points Earned: 3.3/10 | Achievement Gap Points Earned: 8.3/10 | Closing Gaps Points Earned: /15    |  |                         |                       |                                      |                       |                       |                       |
| Challenge Points Earned: /10          | Challenge Points Earned: /10          | Challenge Points Earned: /10          | Readiness Points Earned /20        | Baseline CCRPI Score   | Expected Annual Growth  | Year 1                | Year 2                               | Year 3                | Year 4                | Year 5                |
|                                       |                                       |                                       |                                    | 70.8   | (100 – 65)(.03)<br>1.05 | 65 + 1(1.05)<br>73.60 | 65 + 2(1.05)<br>77.28                | 65 + 3(1.05)<br>81.14 | 65 + 4(1.05)<br>85.20 | 65 + 5(1.05)<br>89.46 |

## Intervention Data

| DIBELS Percentage |              |           |           |           |           |           |           |           |           |           |
|-------------------|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| School Year       |              | BOY       |           |           | MOY       |           |           | EOY       |           |           |
|                   | Grade Level  | Intensive | Strategic | Benchmark | Intensive | Strategic | Benchmark | Intensive | Strategic | Benchmark |
| 2017-18           | Kindergarten | 50%       | 18%       | 32%       | 17%       | 16%       | 67%       | 15%       | 16%       | 69%       |
|                   | First        | 39%       | 8%        | 53%       | 49%       | 15%       | 36%       | 59%       | 8%        | 33%       |
|                   | Second       | 51%       | 10%       | 39%       | 44%       | 13%       | 43%       | 49%       | 14%       | 37%       |
|                   | Third        | 52%       | 7%        | 41%       | 50%       | 11%       | 39%       | 44%       | 13%       | 43%       |
| 2018-19           | Grade Level  |           |           |           |           |           |           |           |           |           |
|                   | Kindergarten |           |           |           |           |           |           |           |           |           |
|                   | First        |           |           |           |           |           |           |           |           |           |
|                   | Second       |           |           |           |           |           |           |           |           |           |
|                   | Third        |           |           |           |           |           |           |           |           |           |

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



# "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

| Growth Goals            |          |                                      |                              |              |              |              |              |              |
|-------------------------|----------|--------------------------------------|------------------------------|--------------|--------------|--------------|--------------|--------------|
| Grade Level/<br>Subject | Baseline | Annual Growth<br>Needed<br>Each Year | Points Needed<br>for SY18-19 | SY 2018-2019 | SY 2019-2020 | SY 2020-2021 | SY 2021-2022 | SY 2022-2023 |
| 3rd ELA                 | 16       | 11                                   | 21                           | 37           | 48           | 59           | 69           | 80           |
| 4th ELA                 | 24       | 9                                    | 19                           | 42           | 52           | 61           | 71           | 80           |
| 5th ELA                 | 17       | 11                                   | 21                           | 38           | 48           | 59           | 69           | 80           |
| 3rd Math                | 34       | 8                                    | 15                           | 49           | 57           | 65           | 72           | 80           |
| 4th Math                | 37       | 7                                    | 14                           | 52           | 59           | 66           | 73           | 80           |
| 5th Math                | 10       | 12                                   | 23                           | 33           | 45           | 57           | 68           | 80           |
| 5th Science             | 13       | 11                                   | 22                           | 35           | 46           | 58           | 69           | 80           |
| 5th Social Studies      | 14       | 11                                   | 22                           | 36           | 47           | 58           | 69           | 80           |

| Reading & Writing Growth Goals                      |          |                                      |                              |              |              |              |              |              |
|---|----------|--------------------------------------|------------------------------|--------------|--------------|--------------|--------------|--------------|
| Grade Level/<br>Subject                             | Baseline | Annual Growth<br>Needed Each<br>Year | Points Needed<br>for SY18-19 | SY 2018-2019 | SY 2019-2020 | SY 2020-2021 | SY 2021-2022 | SY 2022-2023 |
| 3rd-5th Reading                                     | 46.32    | 8                                    | 16                           | 63           | 71           | 79           | 87           | 95           |
| Idea Development, Organization, and Coherence Goals |          |                                      |                              |              |              |              |              |              |
| 3rd Writing   | 2.27     | 13                                   | 26                           | 28           | 41           | 54           | 67           | 80           |
| 4th Writing   | 15.69    | 11                                   | 21                           | 37           | 48           | 59           | 69           | 80           |
| 5th Writing   | 6.31     | 12                                   | 25                           | 31           | 43           | 55           | 68           | 80           |
| Language Usage and Conventions Goals                |          |                                      |                              |              |              |              |              |              |
| 3rd Writing   | 1.14     | 13                                   | 26                           | 27           | 41           | 54           | 67           | 80           |
| 4th Writing   | 8.82     | 12                                   | 24                           | 33           | 44           | 56           | 68           | 80           |
| 5th Writing   | 6.32     | 12                                   | 25                           | 31           | 43           | 55           | 68           | 80           |
| Narrative Writing Response Goals                    |          |                                      |                              |              |              |              |              |              |
| 3rd Writing   | 2.27     | 13                                   | 26                           | 28           | 41           | 54           | 67           | 80           |
| 4th Writing   | 9.80     | 12                                   | 23                           | 33           | 45           | 57           | 68           | 80           |
| 5th Writing   | 6.32     | 12                                   | 25                           | 31           | 43           | 55           | 68           | 80           |

**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)<br>and School Level<br>Person(s)<br>Monitoring | Resources/<br>Funding              | Check Points/ Related Artifacts and Evidence  | Professional Learning<br>Activity and Date<br>(where applicable)  |
|---|-------------------------------|--|------------------------------------|---|---|
| All students will demonstrate their understanding of a text (e.g. selection, illustration, graph,, etc.) through the use of a Close-Reading Protocol.             | Aug. 2018<br>-<br>May 2019    | Administration<br>Instructional Site-<br>Facilitator             | Title I Funding<br>School Accounts | <p><b>Check Points</b></p> <p>Monthly half day collaborative planning (analyzing student work protocol)</p> <p>Observations (formal,informal)</p> <p>Progress Monitoring (DIBELS Next &amp; iReady)</p> <p><b>Related Artifacts and Evidence</b></p> <p>Weekly Assessments (Evidence Based Writing)</p> <p>Writing of the Month</p> <p>Student Journals</p> <p>Classroom Observations</p> <p>Lesson Plan Analysis</p> <p>K-2 Classroom Observations (Integration)</p> <p>iReady Assessments Results &amp; Usage</p> | <p>Close Reading PD August 15, 2018</p> <p>Analyzing Student Work 9/12 Protocol September 7, 9/ 14 ,21</p> <p>Rigor Relevance PD 7, 9, 14,21</p> <p>DOK October- 5</p> <p>Academic Discussions</p> <p>November 2,9,16</p> |
| Implement Rigor, Relevance Framework<br>Evidenced based Writing--August September<br>Higher order Questioning<br>October Academic Discussions -november, December | September<br>2018<br>May 2019 | Administration<br>Instructional Site-<br>Facilitator             | Title I Funding<br>School Accounts | <p><b>Check Points</b></p> <p>Weekly Collaborative Planning</p> <p><b>Related Artifact/Evidence</b></p> <p>Deconstructing Standards Document</p> <p>Intentional Classroom Observations</p> <p>Student Work Samples with Standards Based Rubrics</p> <p>Lesson Plans with Higher Order Thinking Questions</p>  | <p>Unpacking Standards September 12</p> <p>Analyzing Student Work Protocol September 7, 9/ 14 ,21</p> <p>Rigor Relevance PD 7, 9, 14,21</p> <p>DOK October- 5</p> <p>Academic Discussions</p> <p>November 2,9,16</p>      |



| <b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups? |                                    |
|---|------------------------------------|
| Economically Disadvantaged  | Foster and Homeless                |
| Co- Teaching Model (Parallel Teaching)<br>Vocabulary  |                                    |
| English Learners  | Migrant                            |
| Co- Teaching Model (Team Teaching)<br>WIDA standards, Vocabulary                                      |                                    |
| Race/Ethnicity/Minority   | Students with<br>Disabilities      |
|   | Co- Teaching Model (Team Teaching) |

| <b>Performance Objective 2: Over the next five years, Clayton County Public Schools will increase the <a href="#">graduation</a> rate from 69.6% to 90% or higher.</b><br><b>GADOE School Improvement Systems: Coherent Instruction, Effective Leadership, Family and Community Engagement, Professional Capacity</b> |          |  |                       |  |  |
|---|----------|--|-----------------------|--|--|
| Action Steps/ Tasks   | Timeline | Project Leader(s)<br>and School Level<br>Person(s)<br>Monitoring | Resources/<br>Funding | Check Points/ Related Artifacts and Evidence   | Professional Learning<br>Activity and Date<br>(where applicable)       |
| Implement Rigor, Relevance Framework<br>Evidenced based Writing--August September<br>Higher order Questioning<br>October Academic Discussions -november, December   |          | Administration   | General               | <u><b>Check Points</b></u><br>Monthly half day collaborative planning (analyzing student work protocol)<br>Observations (formal,informal)<br>Progress Monitoring (DIBELS Next & iReady)<br><br><u><b>Related Artifacts and Evidence</b></u><br>Weekly Assessments (Evidence Based Writing)<br>Writing of the Month<br>Student Journals<br>Classroom Observations<br>Lesson Plan Analysis<br>K-2 Classroom Observations (Integration) | Indistar videos GADOE training videos<br>See Poverty Be the Difference |

|   |  |                |         |   |   |
|---|--|----------------|---------|---|---|
|   |  |                |         | iReady Assessments Results & Usage  |   |
| All students will demonstrate their understanding of a text (e.g. selection, illustration, graph,, etc.) through the use of a Close-Reading Protocol. |  | Administration | General | <u>Check Points</u><br>Weekly Collaborative Planning<br><br><u>Related Artifact/Evidence</u><br>Deconstructing Standards Document<br>Intentional Classroom Observations<br>Student Work Samples with Standards Based Rubrics<br>Lesson Plans with Higher Order Thinking Questions | Unpacking Standards September<br>EduTrax August GLM's<br>Differentiated Instruction<br>January 11,18, 25<br>Formal and Informal<br>Assessments February 8, 15, 22 |

| <b><i>Supplemental Supports:</i></b> What supplemental action steps will be implemented for these subgroups? |                                    |
|--|------------------------------------|
| Economically Disadvantaged   | Foster and Homeless                |
| Co- Teaching Model (Parallel Teaching)<br>Vocabulary   |                                    |
| English Learners   | Migrant                            |
| Co- Teaching Model (Team Teaching)<br>WIDA standards, Vocabulary   |                                    |
| Race/Ethnicity/Minority  | Students with Disabilities         |
|  | Co- Teaching Model (Team Teaching) |

**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) |
|---|---------------|---|--------------------|--|--|
| Partner with the district and community to identify support for families at-home supports that promote academic success | September-May | Administrative team                                     | General            | List of external/internal supports, Parent Center September 28, December 18, March 17, May 8 |  |
| Ensure all internal and external stakeholders are involved in the creation of school plans and initiatives              | September-may | Administrative team                                     | General            | Agendas, local school council minutes, PTO agendas, leadership team minutes,                 | Local School council training<br>Parent workshops          |
| Weekly attendance   |               |   |                    |  |  |

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

|                            |                            |
|----------------------------|----------------------------|
| Economically Disadvantaged | Foster and Homeless        |
|                            |                            |
| English Learners           | Migrant                    |
|                            |                            |
| Race/Ethnicity/Minority    | Students with Disabilities |
|                            |                            |

**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) |
|---|---------------|---|--------------------|---|--|
| Build consensus around the school's processes and procedures for discipline<br><br>Decrease the amount of time the administrative team deal with discipline challenges. | September-May | Assistant Principal<br>Teachers<br>Social Worker<br>Behavior Specialist | General, PL, Title | School wide discipline plan<br>Discipline meeting agenda, minutes<br>Standard operating procedures posted<br>Review school wide discipline weekly<br>Review school wide discipline plan and data monthly with staff | August - May   |
| Provide ongoing professional development to staff about the multi-tiered system of support and interventions for academics and discipline.                              |               | Assistant Principal<br>Teachers<br>Social Worker<br>Behavior Specialist |                    | monthly discipline report<br>classroom behavior intervention logs<br>PD agendas<br>committee minutes  | August -May  |

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

|                            |                            |
|----------------------------|----------------------------|
| Economically Disadvantaged | Foster and Homeless        |
|                            |                            |
| English Learners           | Migrant                    |
|                            |                            |
| Race/Ethnicity/Minority    | Students with Disabilities |

|  |  |
|--|--|
|  |  |
|--|--|