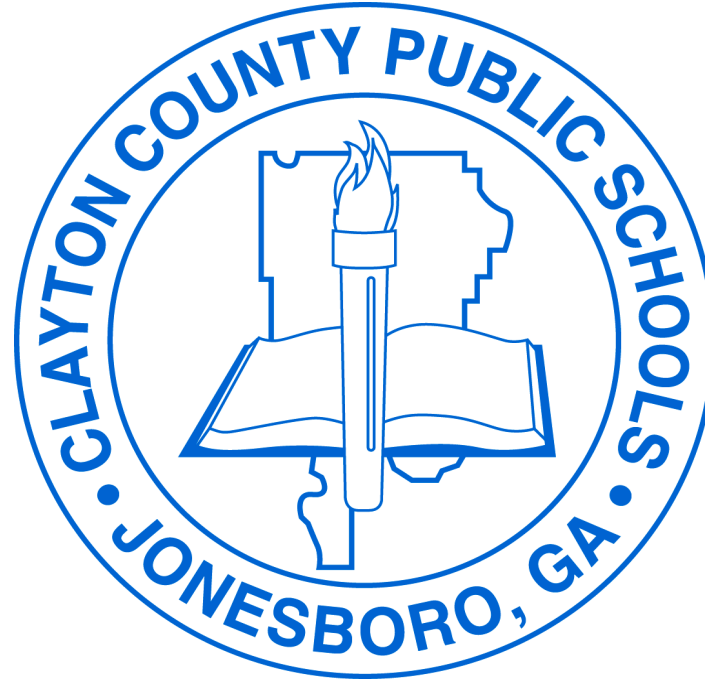


Comprehensive School Improvement Plan



Riverdale Elementary School 2016-2017

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 goals should be written as specific, measurable, attainable, realistic, and timely (S.M.A.R.T.) goals using goal-setting formulas.
- Include action steps that deepen the school's implementation of the Clayton County Public Schools' instructional priorities: **Literacy Across the Curriculum, Numeracy Across the Curriculum, Integrating Technology, and Critical Thinking** in the comprehensive plan. The action steps should include training (professional development) that addresses S.T.A.R.T.S., Explicit Instruction, and the development of the teachers' content knowledge.
- 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
- In various school meetings such as administrative, leadership, data, grade level and collaborative planning sessions, schools should regularly review Comprehensive School Improvement Plans and make revisions as needed. **District level reviews will occur periodically – August/September 2016, January 2017, and May 2017.**

Principal: Kelly Veal

Assistant Principal(s): Michael Faison

School Leadership/Improvement Team	
Name	Position
Latreeka Lymon	Counselor
Sherry Tomlinson	Site Instructional Facilitator K-2
Mari Wynn	Site Instructional Facilitator 3-5
Kayla Davenport	K Grade Chair
Kia Howell	1st Grade Chair
Emma Winters	2nd Grade Chair
Rachel Tuck	3rd Grade Chair
Adriene Osgood	4th Grade Chair
Karmeka McClendon	5th Grade Chair
Kenneth Dobbs	Specials Chair
	DES Chair
Akeelah Townsend	EIP Chair

School CCRPI Data Team	
Name	Position
Latreeka Lymon	Counselor
Sherry Tomlinson	Site Instructional Facilitator K-2
Mari Wynn	Site Instructional Facilitator 3-5
Kayla Davenport	K Grade Chair
Kia Howell	1st Grade Chair
Emma Winters	2nd Grade Chair
Rachel Tuck	3rd Grade Chair
Addriene Osgood	4th Grade Chair
Karmeka McClendon	5th Grade Chair

Kenneth Dobbs	Specials Chair
TBA	DES Chair
Akeelah Townsend	EIP Chair

Riverdale Elementary School Data Profile

School Demographic Data			
	2014-2015	2015-2016	2016-2017
Total Enrollment	668	682	
Asian	22	25	
Black	393	426	
Hispanic	185	206	
Multiracial	22	22	
White	12	14	
English Language Learners	83	125	
Gifted	39	22	
Students with Disabilities	69	68	

CCRPI Score																								
2014-2015	2015-2016	2016-2020 Goals																						
Overall CCRPI Score: 54.2	Overall CCRPI Score: 66.5	2016 Goal: 2017 Goal: 2018 Goal:	2019 Goal: 2020 Goal:																					
Achievement Points Earned: 36.5/50	Achievement Points Earned: 21.2/50	<p>Overall CCRPI Goals based on the following formula:</p> <p>CCRPI 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, ____ 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.</p> <p style="text-align: center;">IE2 Annual Growth = $(100 - 2016 \text{ CCRPI Score (without Challenge Points)}) \times 0.03$</p> <p><i>Example</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="text-align: center;">Baseline CCRPI Score</th> <th style="text-align: center;">Expected Annual Growth</th> <th style="text-align: center;">Year 1</th> <th style="text-align: center;">Year 2</th> <th style="text-align: center;">Year 3</th> <th style="text-align: center;">Year 4</th> <th style="text-align: center;">Year 5</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">65</td> <td style="text-align: center;">(100 – 65)(.03)</td> <td style="text-align: center;">65 + 1(1.05)</td> <td style="text-align: center;">65 + 2(1.05)</td> <td style="text-align: center;">65 + 3(1.05)</td> <td style="text-align: center;">65 + 4(1.05)</td> <td style="text-align: center;">65 + 5(1.05)</td> </tr> <tr> <td></td> <td style="text-align: center;">1.05</td> <td style="text-align: center;">66.05</td> <td style="text-align: center;">67.1</td> <td style="text-align: center;">68.15</td> <td style="text-align: center;">69.2</td> <td style="text-align: center;">70.25</td> </tr> </tbody> </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																
Progress Points Earned: 13.7/40	Progress Points Earned: 36.4/40																							
Achievement Gap Points Earned: 4/10	Achievement Gap Points Earned: 6.7/10																							
Challenge Points Earned: 0/10	Challenge Points Earned: 2.2/10																							

mCLASS Percentage									
	BOY 2015-2016			MOY 2015-2016			EOY 2015-2016		
	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark
Kindergarten	39%	45%	16%	28%	39%	33%	18%	23%	59%
First	21%	54%	25%	18%	44%	38%	22%	43%	35%
Second	33%	64%	3%	35%	55%	10%	37%	47%	16%
Third	34%	58%	8%	26%	42%	32%	20%	44%	36%

mCLASS Percentage									
	BOY 2016-2017			MOY 2016-2017			EOY 2016-2017		
	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark
Kindergarten									
First									
Second									
Third									

DIBELS Percentage									
	BOY 2015-2016			MOY 2015-2016			EOY 2015-2016		
	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark
Kindergarten	31%	14%	55%	20%	6%	74%	10%	11%	79%
First	23%	7%	70%	34%	16%	50%	33%	18%	49%
Second	47%	12%	41%	43%	13%	44%	52%	14%	34%
Third	41%	14%	45%	34%	25%	41%	38%	15%	47%

DIBELS Percentage									
	BOY 2016-2017			MOY 2016-2017			EOY 2016-2017		
	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark
Kindergarten									
First									
Second									
Third									

2015-2016 Georgia Milestone Assessment Data																						
	ELA											Math										
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Perform Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Perform Target
	#	%	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	%
ALL Students	159	48%	111	33	57	17	8	2	65	19		114	34	146	43	62	18	15	5	77	23	
Black																						
Hispanic																						
Multiracial																						
White																						
Econ-Disadvantaged																						
English Learners																						
Students with Disabilities																						

2015-2016 Georgia Milestone Assessment Data

SCIENCE												SOCIAL STUDIES											
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and Distinguished		2017 State Perform Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and Distinguished		2017 State Perform Target	
	#	%	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	%	
ALL Students	154	46	134	40	42	13	6	2	48	2		144	44	140	42	33	10	14	4	47	14		
Black																							
Hispanic																							
Multiracial																							
White																							
Econ-Disadvantaged																							
English Learners																							
Students with Disabilities																							

GMAS Percent of FAY Students Meeting Typical/High Growth

	Fourth Grade			Fifth Grade		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
	ELA	77%			84%	
Math	78%			70%		
Social Studies	57%			71%		
Science	54%			62%		

GMAS Median Student Growth Percentile (SGP)

	Fourth Grade			Fifth Grade		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
	ELA	63.0			68.0	
Math	65.0			64.0		
Social Studies	42.0			52.0		
Science	38.0			53.0		

ESOL- Percent of Students Increasing to a Higher Performance Band on ACCESS			
	2014-2015	2015-2016	2016-2017
First Grade	88%	46%	
Second Grade	46%	40%	
Third Grade	55%	84%	
Fourth Grade	57%	85%	
Fifth Grade	66%	92%	

Percent of Students Completing Identified Number of Career Awareness Lessons	
First Semester Checkpoint	Second Semester Checkpoint
100%	100%

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		
2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
96%	96%		67%			24%			94%	94%	

Failure Rate 2016-2017								
	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								

World Language								
Fine Arts								

Student Discipline Data			
	2014-2015	2015-2016	2016-2017
Total OSS Days	44	86	
Total OSS Incidents	26	32	
Total ISS Days	N/A	N/A	
Total ISS Incidents	N/A	N/A	

Student Discipline Data					
2014-2015		2015-2016		2016-2017	
Top 5 Referrals by Behavior	Percentage	Top 5 Referrals by Behavior	Percentage	Top 5 Referrals by Behavior	Percentage
1 Disruptive Behavior/Classroom	12%	1 Physical Offense -Horseplay	14%		
2 Disrespect to School Personnel	.08%	2 Disruptive Behavior -Classroom	8%		
3 Physical Offense Battery of Student	.08%	3 Failure to Follow Instructions of School Personnel	6%		
4 Disruptive Behavior -Throwing Objects	.08%	4 Profanity	4%		
5 Failure to Follow Instructions of School Personnel	.08%	5 Disrespect of School Personnel	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
21%	0%	17%	14%

Certified Staff Attrition					
2014-2015		2015-2016		2016-2017	
Number of certified teachers at BOY	Number of certified teachers at EOY	Number of certified teachers at BOY	Number of certified teachers at EOY	Number of certified teachers at BOY	Number of certified teachers at EOY
43	36	43	41		

Academic Achievement

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

ELA Performance Objectives: During the 2016-2017 school year, non-proficient students (as indicated by the GEORGIA MILESTONES ASSESSMENT SYSTEM (GMAS) will improve their reading/language arts competency levels by 5% as measured by an increase in the percentage of students scoring in the exceeds and meets levels on the state assessment.

CCRPI Alignment:

ES Indicator 1. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG (required participation rate \geq 95%)

ES Indicator 7. Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650 on the Georgia Milestones ELA EOG

ES Indicator 8. Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850 on the Georgia Milestones ELA EOG

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 explicit instruction to promote language/vocabulary development for students with and without disabilities: _ Provide language rich environments. _ Explicitly teach "world words" (words that have a wide variety of uses).	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement	Increased ELA proficiency and growth for all students as determined by formative and summative assessments.	Explicit Instruction Training CCPS Professional Learning Days : 8/24/2016; 9/21/2016; 10/7/2016; 10/31/2016 & 2/17/2017.
Provide "fill the gap fluency/automaticity" instruction as appropriate so that students are able to complete basic skills fluently, without much effort in the following areas: - Reading fluency - Reading comprehension - Project Ice Strategies	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement	Increased ELA proficiency and growth for all students as determined by formative and summative assessments.	S.T.A.R.T.S. redelivery and training
Grade level teachers and instructional leaders study the GEORGIA STANDARDS OF EXCELLENCE in collaborative groups in order to: - know the standards for ELA practice - become familiar with vertical standards and domains and clusters - understand the rigor and performance required through the language of the standards - reach consensus on mastery of the standards and analyze benchmarks and assessments to remediate and accelerate instruction - predict challenging concepts, skills and performance requirements for students in order to select appropriate resources and strategies - provide professional learning opportunities that will model topics to strengthen standards	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator	Title I-School Improvement Professional Learning PD	Increased ELA proficiency and growth for all students as determined by formative and summative assessments.	GEORGIA STANDARDS OF EXCELLENCE ELA Training

Teachers participation in professional learning on differentiated instruction. Plan appropriate support and follow-up on a quarterly basis both as the leadership team and in collaborative teacher meetings.	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement Professional Learning PD	Increased ELA proficiency and growth for all students as determined by formative and summative assessments.	Differentiated Professional Learning Communities CCPS Professional Learning Days : 8/24/2016; 9/21/2016; 10/7/2016; 10/31/2016 & 2/17/2017.
Maximize personnel and instruction when co-teaching by: - Ensuring that both adults are actively teaching the entire instructional segment. - Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching, station teaching, parallel teaching, and alternative teaching.	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement	Increased ELA proficiency and growth for all students as determined by formative and summative assessments.	Collaborative Teaching training and modeling
Implementing the S.T.A.R.T.S. model to emphasize factors when planning and preparing effective, explicit lessons.	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement	Increased ELA proficiency and growth for all students as determined by formative and summative assessments.	S.T.A.R.T.S. redelivery and training CCPS Professional Learning Days : 8/24/2016; 9/21/2016; 10/7/2016; 10/31/2016 & 2/17/2017.
Monitoring and establishing interventions based on DIBELS and mCLASS.	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement	Increased ELA proficiency and growth for all students as determined by formative and summative assessments.	S.T.A.R.T.S. redelivery and training
Teachers will use the standards for learning, but assess individual students before, during and after instruction. We will utilize small flexible groups within our ELA classrooms and continue to use Marazano strategies.	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement	Increased ELA proficiency and growth for all students as determined by formative and summative assessments.	S.T.A.R.T.S. redelivery and training

Teachers will use formative and summative assessment data to routinely disaggregate, and adjust implementation of the curriculum and improve instruction. The use of this data will allow teachers to group students in way that are flexible and interchangeable.	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement Thinkgate SLDS	Increased ELA proficiency and growth for all students as determined by formative and summative assessments.	S.T.A.R.T.S. redelivery and training CCPS Professional Learning Days : 8/24/2016; 9/21/2016; 10/7/2016; 10/31/2016 & 2/17/2017.
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Goal 1: To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results.	
Math Performance Objectives: During the 2016-2017 school year, non-proficient students (as indicated by the GEORGIA MILESTONES ASSESSMENT SYSTEM (GMAS) will improve their math competency levels by 5% as measured by an increase in the percentage of students scoring in the exceeds and meets levels on the state assessment.	CCRPI Alignment: ES Indicator 2. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones mathematics EOG (required participation rate \geq 95%)

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)
<p>Grade level teachers and instructional leaders study the GEORGIA STANDARDS OF EXCELLENCE in collaborative groups in order to:</p> <ul style="list-style-type: none"> - know the standards for mathematical practice - become familiar with vertical standards and domains and clusters - understand the rigor and performance required through the language of the standards - reach consensus on mastery of the standards and analyze benchmarks and assessments to remediate and accelerate instruction - predict challenging concepts, skills and performance requirements for students in order to select appropriate resources and strategies - provide professional learning opportunities that will model topics to strengthen standards 	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator	Title I-School Improvement Professional Learning PD	Increased math proficiency and growth for all students as determined by formative and summative assessments.	GEORGIA STANDARDS OF EXCELLENCE Math Training
<p>Teachers participation in professional learning on differentiated instruction. Plan appropriate support and follow-up on a quarterly basis both as the leadership team and in collaborative teacher meetings.</p>	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement Professional Learning PD	Increased math proficiency and growth for all students as determined by formative and summative assessments.	Differentiated Professional Learning Communities
<p>Provide explicit instruction to promote language/vocabulary development for students with and without disabilities:</p> <ul style="list-style-type: none"> - Provide language rich environments. - Explicitly teach "world words" (words that have a wide variety of uses). 	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional facilitator	Title I-School Improvement	Increased math proficiency and growth for all students as determined by formative and summative assessments.	<p>Explicit Instruction Training</p> <p>CCPS Professional Learning Days : 8/24/2016; 9/21/2016; 10/7/2016; 10/31/2016 & 2/17/2017.</p>

Engage students in grades K-5 with interactive learning through the use of Math Georgia Online Textbook, Curriculum Support Information (CSI) Math/Georgia Tech, Compass Learning, Online Assessments, Reflex Math, Scootpad, 1 st in Math, Razzkids, Smartboards, ActivBoards, Brainpop, Brainpop jr., School House Rock, Graph Club, Scholastic Study Jams and other technological resources in order to enhance and enrich mathematical experiences.	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement	Increased math proficiency and growth for all students as determined by formative and summative assessments.	Online training by building level math contact
Maximize personnel and instruction when co-teaching by: - Ensuring that both adults are actively teaching the entire instructional segment. - Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching, station teaching, parallel teaching, and alternative teaching.	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement	Increased math proficiency and growth for all students as determined by formative and summative assessments.	Collaborative Teaching training and modeling CCPS Professional Learning Days : 8/24/2016; 9/21/2016; 10/7/2016; 10/31/2016 & 2/17/2017.
Implementing the S.T.A.R.T.S. model to emphasize factors when planning and preparing effective, explicit lessons.	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement	Increased math proficiency and growth for all students as determined by formative and summative assessments.	S.T.A.R.T.S. redelivery and training CCPS Professional Learning Days : 8/24/2016; 9/21/2016; 10/7/2016; 10/31/2016 & 2/17/2017.
Teachers will use the standards for learning, but assess individual students before, during and after instruction. We will utilize small flexible groups within our math classrooms and continue to use Marazano strategies.	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement	Increased math proficiency and growth for all students as determined by formative and summative assessments.	S.T.A.R.T.S. redelivery and training
Monitoring and establishing interventions based upon DIBELS and mCLASS data.	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement	Increased math proficiency and growth for all students as determined by formative and summative assessments.	S.T.A.R.T.S. redelivery and training

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

Science Performance Objectives: During the 2016-2017 school year, non-proficient students (as indicated by the GEORGIA MILESTONES ASSESSMENT SYSTEM (GMAS) will improve science competency levels by 5% as measured by an increase in the percentage of students scoring in the exceeds and meets levels on the state assessment.

CCRPI Alignment:
ES Indicator 3.Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones science EOG (required participation rate \geq 95%)

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 explicit instruction to promote language/vocabulary development for students with and without disabilities: _ Provide language rich environments. _ Explicitly teach "world words" (words that have a wide variety of uses).	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement	Increased science proficiency and growth for all students as determined by formative and summative assessments.	Explicit Instruction Training CCPS Professional Learning Days : 8/24/2016; 9/21/2016; 10/7/2016; 10/31/2016 & 2/17/2017.
Grade level teachers and science teachers will implement the following specific interventions for science: - Support and provide professional learning to grade level/ science teachers to increase their content knowledge - Establish an intervention plan for first year teachers that will assist with Georgia Performance Standards and the implementation of standards-based instruction -Identify students at risk of not passing science using the GEORGIA MILESTONES ASSESSMENT SYSTEM (GMAS) data - Utilize hands-on science activities and/or lab experiments at least twice per unit to teach a variety of strategies that will reinforce science skills and encourage the use of science power standards	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement Professional Learning PD	Increased science proficiency and growth for all students as determined by formative and summative assessments.	GEORGIA STANDARDS OF EXCELLENCE Science Training

Grade level teachers and instructional leaders study the GEORGIA STANDARDS OF EXCELLENCE in collaborative groups in order to: - know the standards for social studies practice - become familiar with vertical standards and domains and clusters - understand the rigor and performance required through the language of the standards - reach consensus on mastery of the standards and analyze benchmarks and assessments to remediate and accelerate instruction - predict challenging concepts, skills and performance requirements for students in order to select appropriate resources and strategies - provide professional learning opportunities that will model topics to strengthen standards	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator	Title I-School Improvement Professional Learning PD	Increased science proficiency and growth for all students as determined by formative and summative assessments.	GEORGIA STANDARDS OF EXCELLENCE Science Training
Teachers participation in professional learning on differentiated instruction. Plan appropriate support and follow-up on a quarterly basis both as the leadership team and in collaborative teacher meetings.	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement Professional Learning PD	Increased science and social studies proficiency and growth for all students as determined by formative and summative assessments.	Differentiated Professional Learning Communities
Maximize personnel and instruction when co-teaching by: - Ensuring that both adults are actively teaching the entire instructional segment. - Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching, station teaching, parallel teaching, and alternative teaching.	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement	Increased science proficiency and growth for all students as determined by formative and summative assessments.	Collaborative Teaching training and modeling CCPS Professional Learning Days : 8/24/2016; 9/21/2016; 10/7/2016; 10/31/2016 & 2/17/2017.
Implementing the S.T.A.R.T.S. model to emphasize factors when planning and preparing effective, explicit lessons.	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement	Increased science proficiency and growth for all students as determined by formative and summative assessments.	S.T.A.R.T.S. redelivery and training
Teachers will use the standards for learning, but assess individual students before, during and after instruction. We will utilize small flexible groups within our science and social studies classrooms and continue to use Marzano strategies.	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement	Increased science and social studies proficiency and growth for all students as determined by formative and summative assessments.	S.T.A.R.T.S. redelivery and training

Monitoring and establishing interventions based upon DIBELS and mCLASS data.	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement	Increased Science proficiency and growth for all students as determined by formative and summative assessments.	S.T.A.R.T.S. redelivery and training
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Goal 1: To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results.

Social Studies Performance Objectives: During the 2016-2017 school year, non-proficient students (as indicated by the GEORGIA MILESTONES ASSESSMENT SYSTEM (GMAS)) will improve social studies competency levels by 5% as measured by an increase in the percentage of students scoring in the exceeds and meets levels on the state assessment.	CCRPI Alignment: ES Indicator 4. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones social studies EOG (required participation rate \geq 95%)
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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 explicit instruction to promote language/vocabulary development for students with and without disabilities: _ Provide language rich environments. _ Explicitly teach "world words" (words that have a wide variety of uses).	August, 2016-May, 2017	K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team	Title I-School Improvement	Increased social studies proficiency and growth for all students as determined by formative and summative assessments.	Explicit Instruction Training CCPS Professional Learning Days : 8/24/2016; 9/21/2016; 10/7/2016; 10/31/2016 & 2/17/2017.

<p>Grade level teachers and science teachers will implement the following specific interventions for science:</p> <ul style="list-style-type: none"> - Support and provide professional learning to grade level/ science teachers to increase their content knowledge - Establish an intervention plan for first year teachers that will assist with Georgia Performance Standards and the implementation of standards-based instruction -Identify students at risk of not passing science using the GEORGIA MILESTONES ASSESSMENT SYSTEM (GMAS) data - Utilize hands-on science activities and/or lab experiments at least twice per unit to teach a variety of strategies that will reinforce science skills and encourage the use of science power standards 	<p>August, 2016-May, 2017</p>	<p>K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team</p>	<p>Title I-School Improvement Professional Learning PD</p>	<p>Increased social studies proficiency and growth for all students as determined by formative and summative assessments.</p>	<p>GEORGIA STANDARDS OF EXCELLENCE Social Studies Training</p>
<p>Grade level teachers and instructional leaders study the GEORGIA STANDARDS OF EXCELLENCE in collaborative groups in order to:</p> <ul style="list-style-type: none"> - know the standards for social studies practice - become familiar with vertical standards and domains and clusters - understand the rigor and performance required through the language of the standards - reach consensus on mastery of the standards and analyze benchmarks and assessments to remediate and accelerate instruction - predict challenging concepts, skills and performance requirements for students in order to select appropriate resources and strategies - provide professional learning opportunities that will model topics to strengthen standards 	<p>August, 2016-May, 2017</p>	<p>K-2 Instructional Facilitator 3-5 Instructional Facilitator</p>	<p>Title I-School Improvement Professional Learning PD</p>	<p>Increased social studies proficiency and growth for all students as determined by formative and summative assessments.</p>	<p>GEORGIA STANDARDS OF EXCELLENCE Social Studies Training</p>
<p>Teachers participation in professional learning on differentiated instruction. Plan appropriate support and follow-up on a quarterly basis both as the leadership team and in collaborative teacher meetings.</p>	<p>August, 2016-May, 2017</p>	<p>K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team</p>	<p>Title I-School Improvement Professional Learning PD</p>	<p>Increased social studies proficiency and growth for all students as determined by formative and summative assessments.</p>	<p>Differentiated Professional Learning Communities</p>

<p>Maximize personnel and instruction when co-teaching by:</p> <ul style="list-style-type: none"> - Ensuring that both adults are actively teaching the entire instructional segment. - Utilizing flexible, small group instruction most of the time by implementing the preferred models of co-teaching, station teaching, parallel teaching, and alternative teaching. 	<p>August, 2016-May, 2017</p>	<p>K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team</p>	<p>Title I-School Improvement</p>	<p>Increased social studies proficiency and growth for all students as determined by formative and summative assessments.</p>	<p>Collaborative Teaching training and modeling.</p> <p>CCPS Professional Learning Days : 8/24/2016; 9/21/2016; 10/7/2016; 10/31/2016 & 2/17/2017.</p>
<p>Implementing the S.T.A.R.T.S. model to emphasize factors when planning and preparing effective, explicit lessons.</p>	<p>August, 2016-May, 2017</p>	<p>K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team</p>	<p>Title I-School Improvement</p>	<p>Increased social studies proficiency and growth for all students as determined by formative and summative assessments.</p>	<p>S.T.A.R.T.S. redelivery and training</p>
<p>Teachers will use the standards for learning, but assess individual students before, during and after instruction. We will utilize small flexible groups within our science and social studies classrooms and continue to use Marazano strategies.</p>	<p>August, 2016-May, 2017</p>	<p>K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team</p>	<p>Title I-School Improvement</p>	<p>Increased social studies proficiency and growth for all students as determined by formative and summative assessments.</p>	<p>S.T.A.R.T.S. redelivery and training</p>
<p>Teachers will use formative and summative assessment data to routinely disaggregate, and adjust implementation of the curriculum and improve instruction. The use of this data will allow teachers to group students in way that are flexible and interchangeable.</p>	<p>August, 2016-May, 2017</p>	<p>K-2 Instructional Facilitator 3-5 Instructional Facilitator Administrative Team</p>	<p>Title I-School Improvement Thinkgate SLDS</p>	<p>Increased social studies proficiency and growth for all students as determined by formative and summative assessments.</p>	<p>S.T.A.R.T.S. redelivery and training</p>

Safe-Orderly-Secure Learning Environments

Goal 2: To provide and maintain a safe, orderly and secure learning environment.					
Performance Objectives: Improve school climate through data analysis, planning, professional learning, consistent implementation, and self-assessment. Implementation of student incentive program will decrease office referrals by 5%.			CCRPI Alignment: ES Exceeding the Bar Indicator 6. School or LEA Research/Evidence-based Program/Practice designed to facilitate a personalized climate in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.		
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)
The Positive School Climate Committee has developed a Positive School-wide Incentive Plan to prevent office and OSS Referrals. This program creates a learning environment that encourages students to become self-managers, self- motivated and accountable for their academic and behavior success.	August, 2016-May, 2017	Positive School Climate Committee Members Administrative Team	Infinite Campus	Increase student engagement and set expectations for student behavior, communicate expectations, monitor behavior, and provide concrete feedback to students in a continuous cycle. Build a School-wide community Increase academic performance Inspire and motivate students Reduce classroom interruptions, discipline referrals, and suspensions	Positive Incentive Committee will provide training and materials for the staff, students, and parents/guardians.

<p>School staff is continuously instructed under the principal's direction to implement research-based safe school standards.</p> <ul style="list-style-type: none"> - Staff uses school-wide discipline forms for referral, record, and parent communication - Staff continuously enforce common behavioral expectations and enforce the CCPS code of conduct - Teachers and school counselor maintain a character education program to encourage positive character traits and good citizenship. 	<p>August, 2016-May, 2017</p>	<p>Positive School Climate Committee Members Administrative Team</p>	<p>Infinite Campus</p>	<p>Increase student engagement and set expectations for student behavior, communicate expectations, monitor behavior, and provide concrete feedback to students in a continuous cycle.</p> <p>Build a School-wide community Increase academic performance Inspire and motivate students Reduce classroom interruptions, discipline referrals, and suspensions</p>	<p>Positive Incentive Committee will provide training and materials for the staff, students, and parents/guardians.</p>
<p>School staff and students are held accountable to the Positive School-wide Incentive Plan.</p> <ul style="list-style-type: none"> - All staff members must teach lessons about school rules, behavioral expectations, and positive character traits. - All staff members send home weekly behavior reports to facilitate school-home communication. - All staff members follow protocol and use discipline referral forms when needed. 	<p>August, 2016-May, 2017</p>	<p>Positive School Climate Committee Members Administrative Team</p>	<p>Infinite Campus</p>	<p>Increase student engagement and set expectations for student behavior, communicate expectations, monitor behavior, and provide concrete feedback to students in a continuous cycle.</p> <p>Build a School-wide community Increase academic performance Inspire and motivate students Reduce classroom interruptions, discipline referrals, and suspensions</p>	<p>Positive Incentive Committee will provide training and materials for the staff, students, and parents/guardians.</p>
<p>Students are given opportunities to be recognized for positive contributions to themselves and others.</p> <ul style="list-style-type: none"> - Weekly behavior reports - Classroom reward systems - Awards Day - Character Education participation - Positive calls/notes home 	<p>August, 2016-May, 2017</p>	<p>Positive School Climate Committee Members Administrative Team</p>	<p>Infinite Campus</p>	<p>Increase student engagement and set expectations for student behavior, communicate expectations, monitor behavior, and provide concrete feedback to students in a continuous cycle.</p> <p>Build a School-wide community Increase academic performance Inspire and motivate students Reduce classroom interruptions, discipline referrals, and suspensions</p>	<p>Positive Incentive Committee will provide training and materials for the staff, students, and parents/guardians.</p>
<p>The Positive School Climate Committee establishes and implements a routine and systematic process for analyzing school discipline data by the following criterion:</p> <ul style="list-style-type: none"> - Grade level - Location and time of infraction - Teacher referral - Repeat offenders 	<p>August, 2016-May, 2017</p>	<p>Positive School Climate Committee Members Administrative Team</p>	<p>Infinite Campus</p>	<p>Increase student engagement and set expectations for student behavior, communicate expectations, monitor behavior, and provide concrete feedback to students in a continuous cycle.</p> <p>Build a School-wide community Increase academic performance Inspire and motivate students Reduce classroom interruptions, discipline referrals, and suspensions</p>	<p>Training on data collection and analysis</p>

Engagement of All Stakeholders

Goal 3: To create an environment that promotes active engagement, accountability, and collaboration of all stakeholders to maximize student achievement.					
Performance Objectives: To increase active engagement, parental involvement, community, collaboration, and business partnerships as measured by a 5% increase in usage of the Parent Resource Center.			CCRPI Alignment: School Climate --The School Climate Star Rating is calculated using data from the Georgia Student Health Survey 2.0, Georgia School Personnel Survey, Georgia Parent Survey, student discipline data and attendance records for students, teachers, staff and administrators.		
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)
Promotes the active and sustained involvement of students, families and the community in order to reinforce the continuous improvement of all students.	August, 2016-May, 2017	Parent Liaison Administrative Team	Title I General Funds	Increase academic achievement and engagement through parent, community, and business partnerships.	Academic based workshops for community
Promote programs, resources, and instructional materials provided for the home to engage parents and families as partners in the learning process.	August, 2016-May, 2017	Parent Liaison Administrative Team	Title I General Funds	Increase academic achievement and engagement through parent, community, and business partnerships.	Academic based workshops for community
Clear information provided to parents about the goals and expectations for student learning. Information Technology resources are used to establish collaborative networks of support within and outside of the school to assist students in achieving the essential knowledge and skills for their learning.	August, 2016-May, 2017	Parent Liaison Media Specialist Administrative Team	Title I General Funds	Increase academic achievement and engagement through parent, community, and business partnerships.	

Activities and experiences that focus on the day to day operations of the school program will be provided to educate and inform the parents and the community through the School Council, P.T.O. curriculum nights, classroom letters, newsletters, school web-site, Connect-Ed and other communication with the home while ensuring an understandable language and format.	August, 2016-May, 2017	P.T.O. Parent Liaison Administrative Team	Title I General Funds P.T.O.	Increase academic achievement and engagement through parent, community, and business partnerships.	
Provide frequent and meaningful information to parents about their children's academic performance.	August, 2016-May, 2017	Parent Liaison Administrative Team	Title I General Funds	Increase academic achievement and engagement through parent, community, and business partnerships.	
Provide academic based hands-on workshops to the community.	August, 2016-May, 2017	Parent Liaison Administrative Team	Title I General Funds	Increase academic achievement and engagement through parent, community, and business partnerships.	Academic based workshops for community

Effective Communication

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

Performance Objectives: Increase communication opportunities between school and community stakeholders by 5%.

CCRPI Alignment:

School Climate--The School Climate Star Rating is calculated using data from the Georgia Student Health Survey 2.0, Georgia School Personnel Survey, Georgia Parent Survey, student discipline data and attendance records for students, teachers, staff and administrators.

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)
Parent 360 Program	August, 2016-May, 2017	Parent Liaison	Title I	Increased community involvement with all academic content areas	Parent 360 Training
Conduct community interest surveys	August, 2016-May, 2017	Parent Liaison	Title I	Increased community involvement with all academic content areas	
Implement community page on the school website	August, 2016-May, 2017	Webmaster	Title I General Funds	Increased community involvement with all academic content areas	Webmaster Training
Implement and continue the protocols for internal communications among all staff	August, 2016-May, 2017	Administrative Team Grade Level Chairs	Title I	Increased community involvement with all academic content areas	School-based effective communication training
Performance Objective: Improve two-way communication between internal and external stakeholders.					
Implement effective media strategies	August, 2016-May, 2017	Media Specialist	Title I	Increased community involvement with all academic content areas	

Implement web-based formats that focus on the needs of culturally diverse stakeholders	August, 2016-May, 2017	Webmaster	Title I General Funds	Increased community involvement with all academic content areas	Webmaster Training
Implement communication folders that focuses on the two-way communication	August, 2016-May, 2017	Grade Level Chairs	Title I General Funds	Increased community involvement with all academic content areas	
Conduct stakeholder interest forums	August, 2016-May, 2017	Parent Liaison	Title I	Increased community involvement with all academic content areas	
Authenticate data obtained during parent/ community forums	August, 2016-May, 2017	Parent Liaison	Title I	Increased community involvement with all academic content areas	

Organizational Processes

Goal 5: To provide high quality support services delivered on time and within budget to promote student academic success in the Clayton County Public Schools.					
Performance Goals: To increase student academic success provided through support services and technology by 5%					
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)
Maintain all financial budgets and accounts	August, 2016-May, 2017	Administrative Team Bookkeeper	Title I General Funds	The school and system administrators communicate the benefits of collaboration between the school and the system. The school acquires necessary material resources in a timely manner.	Bookkeeper Training
Maintain the daily operational effectiveness of maintenance, purchasing/risk management, nutritional services, and transportation.	August, 2016-May, 2017	Administrative Team Cafeteria Manager Bus supervisors and drivers	CCPS Funds	Administration can describe how he/she used available materials, financial resources and personnel in a manner that enhances student learning.	Provided by departments

Maintain technology service request. Collaborate with the technology department to update the computer lab. Maintain school web-site	August, 2016-May, 2017	Administrative Team MIS	CCPS Funds General Funds	Administration can describe how he/she used available materials, financial resources and personnel in a manner that enhances student learning.	Webmaster Updated by Technology
Staff newsletter published weekly Attend all grade level meetings School Improvement Team meetings followed by Liaison meetings in which all staff members play a role in this process.	August, 2016-May, 2017	Administrative Team SIT	No funding	Administration and staff members can discuss how they use the collaborative team process to discuss issues and support student learning	School-based PL on School Improvement Process
Multi-tiered System of Support (Response To Intervention (RTI) and effectively monitor progress through data collection.	August, 2016-May, 2017	Administrative Team RTI Team	CCPS Funds General Funds	Increased content areas of proficiency and growth for all students as determined by formative and summative assessments Administration and staff members can discuss how they use the collaborative team process to discuss issues and support student learning	Multi-tiered System of Support (Response To Intervention (RTI) Training
Collaborative teaching and evidence-based strategies for SWD through redelivery and monitoring.	August, 2016-May, 2017	Administrative Team DES	CCPS Funds General Funds	Increased content areas of proficiency and growth for all students as determined by formative and summative assessments Administration and staff members can discuss how they use the collaborative team process to discuss issues and support student learning	School-based PL on Collaborative Teaching Models

Highly Qualified and Effective Staff

Goal 6: To recruit and retain highly qualified and effective staff.					
Performance Objectives: Increase teacher retention through best practices in school policy, professional learning, and teacher support through mentors by 5%.				CCRPI Alignment: School Climate --The School Climate Star Rating is calculated using data from the Georgia Student Health Survey 2.0, Georgia School Personnel Survey, Georgia Parent Survey, student discipline data and attendance records for students, teachers, staff and administrators.	
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 local, state, and district level Professional Learning (PL) opportunities on Standards-based teaching and learning to include: <ul style="list-style-type: none"> - Multi-tiered System of Support (Response To Intervention (RTI) and effectively monitor progress through data collection. - Co-teaching and evidence-based strategies for SWD through redelivery and monitoring. - Math teachers on using manipulatives and differentiated instructional strategies - Science and social teachers on integrating GEORGIA STANDARDS OF EXCELLENCE Literacy Standards - Developing teacher-made assessments that align with GEORGIA STANDARDS OF EXCELLENCE. - Utilizing informal and formal assessment and student work data to adjust and maximize teaching and learning. - Depths of knowledge, higher order thinking (HOTS), questioning strategies, differentiation instruction and flexible grouping - Explicit instruction - S.M.A.R.T.S. 	August, 2016-May, 2017	TSS/Mentors Instructional Facilitators	Title I General Funds	Increase the ability to collaborate and plan lessons effectively to meet the needs of students. Demonstrate proficiency in co-teaching, planning, and instructional delivery by scoring proficient on the TKES and the percent of students meeting standards continually increase on common/benchmark assessments.	TSS/Mentor Training

<p>The school will adhere to the CCPS Department of Professional Learning policies, procedures, and protocols for the Teacher Support Specialists (TSS) and Mentoring Program through the following actions:</p> <ul style="list-style-type: none"> • Assign TSS/mentors to new teachers (0-3 years previous experience) • Schedule a formal time for mentors and mentees to meet at least once per month • Ensure that all TSS/mentors have received training from the Department of Professional Learning regarding how to effectively serve in their roles • Adhere to TSS/mentors guidelines regarding the scheduling of meetings/activities, the collection of data, and the reporting of results 	<p>August, 2016-May, 2017</p>	<p>TSS/Mentors Instructional Facilitators</p>	<p>Title I General Funds</p>	<p>New teachers are able to demonstrate increased skills in the areas of instructional delivery and teacher/student interaction.</p> <p>New teachers can provide feedback on how the TSS/mentoring program provides support by completing a New Teacher Survey.</p>	<p>TSS/Mentor Training</p>
<p>Schedule monthly individual conferences with all new teachers and administrators to address teacher concerns and express support. Follow-up regarding supportive actions will be documented.</p>	<p>August, 2016-May, 2017</p>	<p>TSS/Mentors Instructional Facilitators</p>	<p>Title I General Funds</p>	<p>New Teachers can articulate how the TSS program provides support. Teachers demonstrate an understanding of and effective implementation of best mentoring practices.</p>	<p>TSS/Mentor Training</p>
<p>Provide collaborative planning time for teachers through one or more of the following actions:</p> <ul style="list-style-type: none"> • Utilize available funds to provide grade release at least once a semester for collaborative planning. • Monitor lesson plans and classroom activities for evidence of collaborative planning. • Train faculty members on how to develop and implement effective collaborative planning protocols. 	<p>August, 2016-May, 2017</p>	<p>TSS/Mentors Instructional Facilitators</p>	<p>Title I General Funds</p>	<p>New teachers are able to demonstrate increased skills in the areas of instructional delivery and teacher/student interaction. Instruction and discipline data supports teacher perception of increased skills. Experienced teachers new to the school are more comfortably assimilated into the school community, culture, and environment. Mentees will provide written feedback/survey of TSS and Mentor Teachers.</p>	<p>TSS/Mentor Training</p>