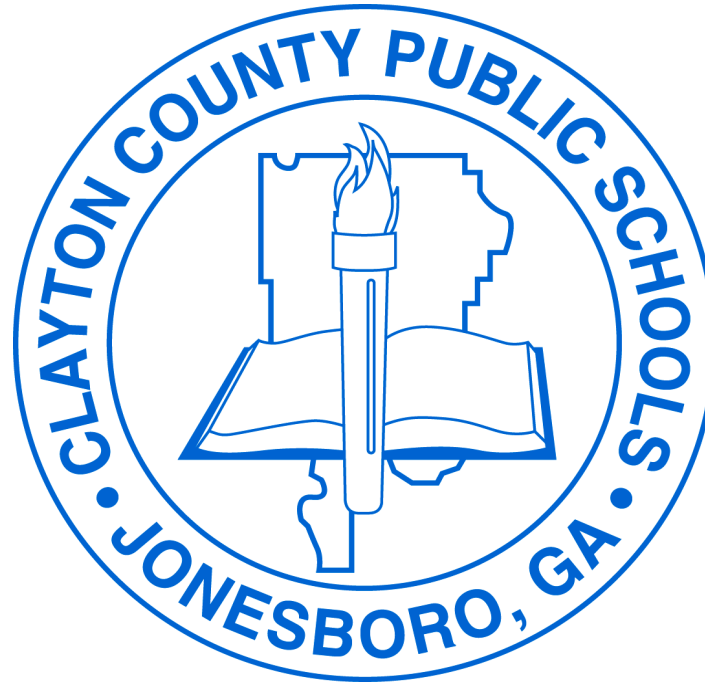


Comprehensive School Improvement Plan



Martha Ellen Stilwell School of the Arts 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.

Principal: Dr. Michael Robinson

Assistant Principal(s): Tomeka Crum, Tanya Kirk

School Leadership/Improvement Team	
Name	Position
Michael H Robinson	Principal
Tomeka Crum	Assistant Principal
Tanya Kirk	Assistant Principal
Andrea Conaway	ELA Department Chair
Earl Lewis	Mathematics Department Chair
Rebecca Brown	Science Department Chair
Tina Conner	Social Studies Department Chair
Phil McPherson	Fine Arts Department Chair
Ophelia Rivera	World Language Department Chair
Yumeko Simmons	Lead Counselor
Shana Jordan	Media Specialist

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UPDATE THIS PAGE WITH 2019 CCRPI

CCRPI Score				
2015-2016	2016-2017	2017-2018	2018-2019	2016-2020 Goals
Overall CCRPI Score: 100.5	Overall CCRPI Score: 98.2	Overall CCRPI Score: 82.9	Overall CCRPI Score:	2016 Goal: 90.79 2017 Goal: 91.08 2018 Goal: 91.37 2019 Goal: 91.66 2020 Goal: 91.95
Achievement Points Earned: 44.3/50	Achievement Points Earned: 44.4/50	Content Mastery Points Earned: 87.3	Content Mastery Points Earned:	Overall CCRPI Goals based on the following formula: CCPRI Performance Goals For each year during the five-year Strategic Waiver School System term, formerly the Investing in Educational Excellence (IE2), with the baseline year 2015-2016 , ____ 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.
Progress Points Earned: 38.7/40	Progress Points Earned: 35.5/40	Progress Points Earned: 74	Progress Points Earned:	

Achievement Gap Points Earned: 7.5/10	Achievement Gap Points Earned: 8.3/10	Closing Gaps Points Earned: 61.1	Closing Gaps Points Earned:	<i>IE2 Annual Growth</i> $= (100 - 2016 \text{ CCRPI Score (without Challenge Points)}) \times 0.03$						
Challenge Points Earned: 10/10	Challenge Points Earned: 10/10	Readiness Points Earned: 89.6	Readiness Points Earned	<i>Example</i>						
				Baseline CCRPI Score	Expected Annual Growth	Year 1	Year 2	Year 3	Year 4	Year 5
				90.5	(100 – 90.5) (.03)	90.5 + 1(0.29)	90.5+ 2(0.29)	90.5 + 3(0.29)	90.5+ 4(0.29)	90.5 + 5(0.29)
					0.29	90.79	91.08	91.37	91.66	91.95



"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

Growth Goals (HS)									
Grade Level/ Subject	Baseline	Agreed Upon Targets for SY19	Annual Growth Needed Each Year	Points Needed for SY18-19	SY 2018-2019	SY 2019-2020	SY 2020-2021	SY 2021-2022	SY 2022-2023
9th Grade Literature	85	95	-1	-2	84	83	82	81	80
American Literature	75	85	1	2	77	77	78	79	80
Algebra 1	25	50	9	18	44	53	62	71	80
Geometry	50	60	5	10	60	65	70	75	80
Physical Science	40	50	7	13	53	60	67	73	80
Biology	60	70	3	7	66	70	73	77	80
US History	69	75	2	4	73	74	76	78	80
Economics	89	95	-1	-3	86	84	83	81	80

Performance related to the agreed upon targets for the SY19

9th Grade Literature: 100 % DL+; 92% PL+	American Literature: 98% DL+; 73% PL+
Algebra 1: 80% DL+; 40% PL+	Geometry: 91% DL+; 64% PL+
Physical Science: 95% DL+; 81% PL+	Biology: 90% DL+; 70% PL+
U.S. History: 94% DL+; 61% PL+	Economics: 96% DL+; 79% PL+

Reading & Writing Growth Goals (HS)								
Grade Level/ Subject	Baseline	Annual Growth Needed Each Year	Points Needed for SY18-19	SY 2018-2019	SY 2019-2020	SY 2020-2021	SY 2021-2022	SY 2022-2023
Reading	97.50	0	-1	97	98	99	99	100
Idea Development, Organization, and Coherence Goals								
	66.57	2	4	71	73	76	78	80
Language Usage and Conventions Goals								
	48.44	5	11	59	64	69	75	80
Narrative Writing Response Goals								
	58.13	4	7	65	69	73	76	80

Action Plan

Performance Objective 1: By 2023, Clayton County Public Schools will increase the percentage of students scoring at the Proficient and/or Distinguished levels on the Georgia Milestones to at least 80% in each content area.

GADOE School Improvement Systems: Coherent Instruction, Effective Leadership, Family and Community Engagement, Professional Capacity

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
<p>Implement Evidence Based Writing school-wide by using Rigor and Relevance Framework</p> <p>BOY Target: 73% of students are proficient and College and Career Ready based on Achieve3000 Lexiles</p> <p>MOY Goal: 78 % of students will demonstrate reading proficiency and score as College and Career Ready as evidenced by the Achieve3000 Mid-Year Level Set assessment.</p>	August-May 2021	Administrators Rigor and Relevance Team to include Department Heads Teachers	Rigor and Relevance Tool Kit	<ul style="list-style-type: none"> ● Writing Plan per Department ● Increase the percentage of students scoring at proficient and above on unit assessments and district benchmarks. Assessment Results will include: Benchmarks, MAP Assessments, and Achieve3000. Consider adding department targets ● Unit/Lessons plans to reflect implementation at least one Evidence Based Writing activity a week using Rigor and Relevance Framework. 	<ul style="list-style-type: none"> ● Rigor and Relevance Training-Ongoing through September ● Writing Plan Review and Updating by Content ● Strategic Planning Day with Leadership Team-(July 2020)

<p>EOY Goal: 85 % of students will demonstrate reading proficiency and score as College and Career Ready as evidenced by the Achieve3000 End of Year Level Set assessment.</p> <p>BOY Target: MAP Assessment, 42% 9th grade students are performing at/above the national norm in Language Arts: Reading 6+.</p> <p>EOY Target: MAP Assessment, 52% 9th grade students will demonstrate growth on the Reading 6+ assessment.</p> <p>BOY Target: MAP Assessment, 43% 9th grade students are performing at/above the national norm in Language Usage.</p> <p>EOY Target: MAP Assessment, 53% 9th grade students will demonstrate growth on the Language Usage assessment.</p> <p>BOY Target: MAP Assessment, 57% 11th grade students are performing at/above the national norm in Language Arts: Reading 6+.</p>				<ul style="list-style-type: none"> • Lesson Plan/Unit Plan Analysis by teachers and by administrators during collaboration • Classroom observations targeted on teachers using Evidence Based Writing activities using Rigor and Relevance Framework using a content specific rubric. • All students will receive a copy of the writing checklist. • All students will receive a copy of the writing rubrics for each course. • Sign-Sheets • Analyzing Student Work 	<ul style="list-style-type: none"> • PD related Analyzing student writing samples (citing textual evidence, grammar, and language usage) • Ongoing training related to rigor, academic discourse, and questioning during collaborative planning.
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<p>EOY Target: 68% 11th grade students will demonstrate growth on the Reading 6+ assessment.</p> <p>BOY Target: MAP Assessment, 61% 11th grade students are performing at/above the national norm in Language Usage.</p> <p>EOY Target: MAP Assessment, 75% 11th grade students will demonstrate growth on the Language Usage assessment.</p> <p>BOY Target: Biology (Life Science), 73% students are performing at/above the national norm.</p> <p>EOY Target: Biology (Life Science), 80% students will demonstrate growth on the Life Science MAP assessment.</p> <p>BOY Target: Geometry, 60% students are performing at/above the national norm.</p> <p>EOY Target: Geometry, 70% students will demonstrate growth on the Geometry MAP assessment.</p> <p>BOY Target: Algebra II, 73.7% students are performing at/above the national norm.</p>					
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<p>EOY Target: Algebra II, 82% students will demonstrate growth on the Algebra II MAP assessment.</p> <p>BOY Target: Algebra I, 66% students are performing at/above the national norm.</p> <p>EOY Target: Algebra I, 75% students will demonstrate growth on the Algebra I MAP assessment.</p>					
<p>The Rigor and Relevance model poster will be displayed in classrooms in collaborative planning and will be referenced during planning sessions when discussing instructional strategies.</p>	<p>August-September 2020</p>	<p>Administrators Department Chairs</p>	<p>Rigor and Relevance Tool Kit</p>	<ul style="list-style-type: none"> SSOA Collaborative Planning Protocol Rigor and Relevance Posters in Classrooms Rigor and Relevance Bump-It Up Template 	
<p>Review the expectations for Collaborative Planning during Pre-Planning</p>	<p>August 2020</p>	<p>Dr. Robinson T. Kirk</p>	<p>Collaborative Planning Expectations from Planning for Teacher Effectiveness and Data Driven</p>	<ul style="list-style-type: none"> All teachers will participate in the breakout session. See Pre-Planning Calendar, Sign-In Sheet and Breakout Agenda 	<ul style="list-style-type: none"> Pre-Planning Break-Out Session: Instructional Framework, Lesson Planning, Collaborative Planning, and

			Results PowerPoint		Assessments (August 2, 2020)
Implement the Rigor and Relevance Collaborative Planning Protocol.	August-May 2021	Administrators Rigor and Relevance Team	Rigor and Relevance Tool Kit CCPS Collaborative Planning Protocol for High Performance Collaborative Planning Observation Tool/Checklist	<ul style="list-style-type: none"> ● Pre-planning Agenda and Sign-In Sheets ● SSOA Collaborative Planning Protocol and Agenda ● Collaborative Planning for High Performance ● Components of an Effective Lesson ● Collaborative Plan Observation Tool/Checklist 	<ul style="list-style-type: none"> ● Collaborative Planning Sessions (August-May 2020)
<u>Instructional Strategy 1: Evidence Based Writing</u> Provide all teachers with professional development in evidence-based writing to include teacher question stems development, writing prompts, and the use of the close reading protocol to respond to questioning.	August-May 2021	Administrators Rigor and Relevance Team Department Chairs	Rigor and Relevance Tool Kit CCPS Collaborative Planning Protocol for High Performance	<ul style="list-style-type: none"> ● Rigor Through Evidence Based Writing Professional Development Plan ● Rigor Through Writing Sign-In Sheets ● Rigor Through Writing Look Fors ● Collaborative Planning Session Agenda and Sign-In Sheets ● Professional Development Agendas and Sign-In Sheets ● Teacher and Student Artifacts 	<ul style="list-style-type: none"> ● Pre-Planning Session ● (Instructional Framework and High Impact Practices) ● Collaborative Planning Sessions ● PD: Evidence Based Writing

					<ul style="list-style-type: none"> ● PD: Developing Questions Stems for Rigor and Relevance Framework (August 2020) ● PD: Close Reading in Mathematics
<u>Instructional Strategy 2: Targeted Remediation</u> Provide all teachers with professional development in the areas of targeted instruction and remediation to include problem-based learning, stations and learning centers to improve student understanding and individual mastery of standards.	August- May 2021	Principal Rigor and Relevance Team Department Chairs	Rigor and Relevance Tool Kit CCPS Collaborative Planning Protocol for High Performance	Targeted Instruction and Remediation Agenda Targeted Instruction Sign-In Sheets Targeted Instruction Look Fors Collaboration Sign-In Sheets and Agendas Data Analysis Sign-In Sheets and Agendas Remediation Action Plan Sign-In Sheets and Agendas	<ul style="list-style-type: none"> ● Collaborative Planning Sessions ● Data Analysis Sessions ● Remediation Action Plan Sessions
Provide all ELA teachers training and support for the Achieve3000 intervention program.	August - September 2020	Achieve3000 Consultant Department Chair English Teachers	Achieve3000 Training Consultant and Teacher Manual	Achieve3000 Training Agenda Achieve3000 Sign-In Sheets	Achieve3000 Training Sessions (August 2020)
Provide mathematics teachers training and support for the Edgenuity/Class Pace intervention program.	August- September 2020	Edgenuity Consultant	Edgenuity Training Consultant	Edgenuity Training Agenda Edgenuity Sign-In Sheets	Edgenuity Training Sessions (August 2020)

		Department Chair Math Teachers	and Teacher Manual Laptops		
Provide all teachers with professional development in strategies for flipping the classroom.	August- September 2020	Administrator Social Studies Department	Presentation s Analysis Posters	Professional Development Training Agenda Professional Development Sign-In Sheets	<ul style="list-style-type: none"> ● PD: Flipping the Classroom ● Collaboration Sessions
Implement monthly individual data meetings with all teachers to discuss student achievement	August -May 2021	Administrators All Teachers	Presentation Analysis Posters	Data Meeting Sign-In Sheets	<ul style="list-style-type: none"> ● Content Meetings ● Individual Meetings
Counselors Social Emotional Learning/Rethink	September 2020	Counseling Dept	Presentation Handout Pre/Post Assessments	Professional Development Training Agenda Professional Development Sign-in Sheets	PD: Social Emotional Learning Training and exercises (August 2020)

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Disaggregated formative assessment data by subgroups Disaggregate formative assessment data to identify curriculum weaknesses Use formative assessment data to identify deficit standards Tier students based on performance Create student performance groups for targeted instruction and remediation GMAS Remediation Distribute old Algebra I textbooks as an additional resource.	Disaggregated formative assessment data by subgroups Disaggregate formative assessment data to identify curriculum weaknesses Use formative assessment data to identify deficit standards Tier students based on performance Create student performance groups for targeted instruction and remediation GMAS Remediation Distribute old Algebra I textbooks as an additional resource.

English Learners	Migrant
NA	NA
Race/Ethnicity/Minority	Students with Disabilities
Disaggregated formative assessment data by subgroups Disaggregate formative assessment data to identify curriculum weaknesses Use formative assessment data to identify deficit standards Tier students based on performance Create student performance groups for targeted instruction and remediation GMAS Remediation Distribute old Algebra I textbooks as an additional resource.	Adapt instruction by following all accommodations and modifications Disaggregated formative assessment data by subgroups Disaggregated formative assessment data to identify curriculum weaknesses Use formative assessment data to identify deficit standards Tier students based on performance Create student performance groups for targeted instruction and remediation Assign a peer tutor or buddy to assist students during instruction DES teacher will provide additional assistance through tutorials when necessary

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)
Maintain 4-year graduation rate plan by implementing action steps from Performance Objective #1	August 2021	Admin and Counselor	N/A	Identify students who are at risk of not graduating on time and provide interventions. Locate all students who withdraw from 2021 graduation cohort and obtain a records request on file for each student	Train registrar and counselors how to use the tracker in Infinite campus (August 2020)

Identified intervention counselor to work with students who are on academic probation and focus on 9 th grade transition *Increase the number of students....	August 2020	Principal	Staff Allotment Budget	Identify students who are at risk of not graduating on time and provide interventions. Locate all students who withdraw from 2019 graduation cohort and obtain a records request on file for each student Conference Notes/Meeting Notes Letters to parents and students	Train counselors how to obtain grade reports and how to use the tracker in Infinite Campus (August 2020)
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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Disaggregated student reports by subgroups	Disaggregated student reports by subgroups
English Learners	Migrant
Disaggregated student reports by subgroups	Disaggregated student reports by subgroups
Race/Ethnicity/Minority	Students with Disabilities
Disaggregated student reports by subgroups	Disaggregated student reports by subgroups

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)
Run weekly ADA report from Infinite Campus	Weekly beginning August 2020	Attendance Clerk, Social Worker, At-Risk Counselor and Assistant Principal	Staff Allotment Budget	to identify students with 3, 5, and 8-day absences AdHoc Reports	Training to run ADA reports in Infinite Campus (August 2020)
Notify parents in writing and via meeting of students who missed 3 or more days	Weekly beginning August 2020	Attendance Clerk, Social Worker, At-Risk Counselor and Assistant Principal	Staff Allotment Budget	Copy of letters to parents and minutes from attendance meetings with parents.	Training to run ADA reports in Infinite Campus (August 2020)

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

Economically Disadvantaged	Foster and Homeless
Disaggregated student reports by subgroups	Disaggregated student reports by subgroups

English Learners	Migrant
Disaggregated student reports by subgroups	Disaggregated student reports by subgroups
Race/Ethnicity/Minority	Students with Disabilities
Disaggregated student reports by subgroups	Disaggregated student reports by subgroups

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)
Continue to implement a multi-tiered positive behavior intervention program for students to maintain low discipline infractions and perfect climate star rating	August 2019	Admin Teachers	N/A	Discipline data, parent contact logs, and climate star rating	Train all staff, students, and parents on the multi-tiered behavior plan

Identify behavior norms for students	August	Admin	N/A	Behavior norms are reinforced in every classroom and while students are transitioning throughout the school	Train all staff, students, and parents on behavior norms and expectations
Counselors Social Emotional Learning/Rethink	September 2020	Counseling Dept	Presentation Handout Pre/Post Assessments	Professional Development Training Agenda Professional Development Sign-in Sheets	PD: Social Emotional Learning Training and exercises (August 2020)

<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Disaggregated student reports by subgroups	Disaggregated student reports by subgroups
English Learners	Migrant
Disaggregated student reports by subgroups	Disaggregated student reports by subgroups
Race/Ethnicity/Minority	Students with Disabilities
Disaggregated student reports by subgroups	Disaggregated student reports by subgroups