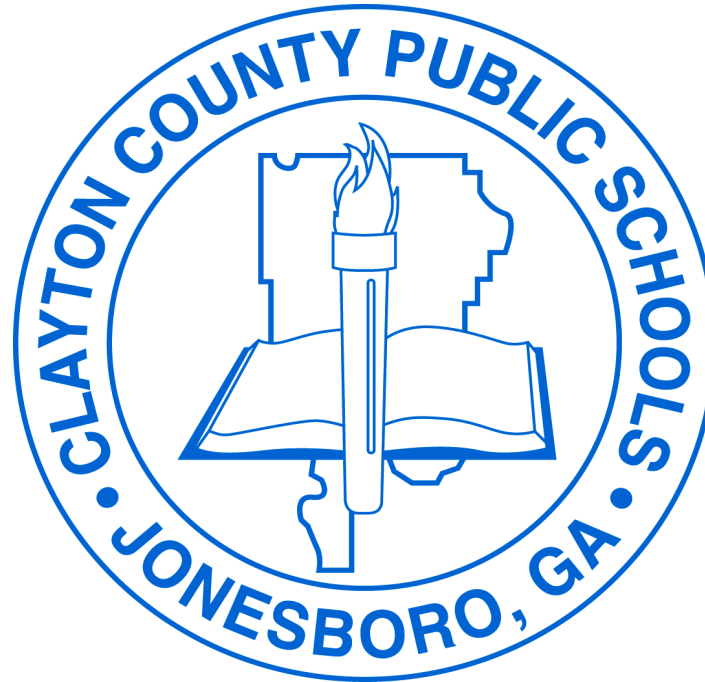


Comprehensive School Improvement Plan



Martha Ellen Stilwell School of the Arts 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: 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
Lauren Mains	ELA Department Chair
Earl Lewis	Mathematics Department Chair
Sabrina Isdell	Science Department Chair
Tina Conner	Social Studies Department Chair
Mark McPherson	Fine Arts Department Chair
Ophelia Rivera	World Language Department Chair
Yumeko Simmons	Interim Lead Counselor
Shana Jordan	Media Specialist

CCRPI Score																								
2014-2015	2015-2016	2016-2017	2017-2018	2016-2020 Goals																				
Overall CCRPI Score:	Overall CCRPI Score: 100.5	Overall CCRPI Score: 98.2	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: 45.1/50	Achievement Points Earned: 44.3/50	Achievement Points Earned: 44.4/50	Content Mastery Points Earned: /30	Overall CCRPI Goals based on the following formula: CCPRI Performance Goals For each year during the five-year Strategic Waiver School System term, formerly the Investing in Educational Excellence (IE2), with the baseline year 2015-2016 , ___ 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. IE2 Annual Growth $= (100 - 2016 \text{ CCRPI Score (without Challenge Points)}) \times 0.03$																				
Progress Points Earned: 35.9/40	Progress Points Earned: 38.7/40	Progress Points Earned: 35.5/40	Progress Points Earned: /35																					
Achievement Gap Points Earned: 8.3/10	Achievement Gap Points Earned: 7.5/10	Achievement Gap Points Earned: 8.3/10	Closing Gaps Points Earned: /15																					
Challenge Points Earned: 3.8/10	Challenge Points Earned: 10/10	Challenge Points Earned: 10/10	Readiness Points Earned: /20																					
Example <table border="1"> <thead> <tr> <th>Baseline CCRPI Score</th> <th>Expected Annual Growth</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>90.5</td> <td>(100 – 90.5)(.03)</td> <td>90.5 + 1(0.29)</td> <td>90.5+ 2(0.29)</td> <td>90.5 + 3(0.29)</td> <td>90.5+ 4(0.29)</td> <td>90.5 + 5(0.29)</td> </tr> <tr> <td></td> <td>0.29</td> <td>90.79</td> <td>91.08</td> <td>91.37</td> <td>91.66</td> <td>91.95</td> </tr> </tbody> </table>					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
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	0.29	90.79	91.08	91.37	91.66	91.95																		

Intervention Data

Read180			
School Year	BOY	MOY	EOY
2016-17	NA	NA	NA
2017-18	NA	NA	NA
2018-19	NA	NA	NA
Language Live			
School Year	BOY	MOY	EOY
2016-17	NA	NA	NA
2017-18	NA	NA	NA
2018-19	NA	NA	NA
Achieve 3000			
School Year	BOY	MOY	EOY
2017-18			
2018-19			
Math180 – Course I			
School Year	BOY	MOY	EOY
2016-17	NA	NA	NA
2017-18	NA	NA	NA

2018-19	NA	NA	NA
Math180 – Course II			
School Year	BOY	MOY	EOY
2016-17	NA	NA	NA
2017-18	NA	NA	NA
2018-19	NA	NA	NA
Odyssey Ware			
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

Performance Objective 1: By 2023, Clayton County Public Schools will increase the percentage of student scoring at the Proficient and/or Distinguished levels on the Georgia Milestones to at least 80% in each content area. GADOE School Improvement Systems: Coherent Instruction, Effective Leadership, Family and Community Engagement, Professional Capacity					
Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Implement Evidence Based Writing school-wide by using Rigor and Relevance Framework	August-May	Administrators Rigor and Relevance Team to include Department Heads	Rigor and Relevance Tool Kit	<ul style="list-style-type: none"> Increase the percentage of students scoring at proficient and above on unit assessments and district benchmarks. Unit/Lessons plans to reflect implementation at least one Evidence Based Writing activity a week using Rigor and Relevance Framework. Classroom observations targeted on teachers using Evidence Based Writing activities using Rigor and Relevance Framework. 	<ul style="list-style-type: none"> Strategic Planning Day with Leadership Team (July 24th). Rigor and Relevance Framework Training (Pre-Planning Professional Development August 2nd) Ongoing training during collaborative planning. (August-May 2018)
The Rigor and Relevance model poster will be displayed in collaborative planning and will be referenced during planning sessions when discussing instructional strategies.	August-September	Administrators Rigor and Relevance Team	Rigor and Relevance Tool Kit	<ul style="list-style-type: none"> SSOA Collaborative Planning Protocol Targeted Instruction Posters in Classrooms Rigor and Relevance Posters in Classrooms 	NA
Review the expectations for Collaborative Planning during Pre-Planning	August 3, 2018	Dr. Robinson T. Kirk	Collaborative Planning Expectations	<ul style="list-style-type: none"> All teachers will participate in the breakout session. See Pre-Planning Calendar, Sign-In Sheet and Breakout Agenda 	Pre-Planning Break-Out Session: Instructional Framework, Lesson

			from Planning for Teacher Effectiveness and Data Driven Results PowerPoint		Planning, Collaborative Planning, and Assessments (August 3, 2018)
Implement the Rigor and Relevance Collaborative Planning Protocol.	August-May 2018	Administrators Rigor and Relevance Team	Rigor and Relevance Tool Kit CCPS Collaborative Planning Protocol for High Performance Collaborative Planning Observation Tool/Checklist	Pre-planning Agenda SSOA Collaborative Planning Protocol and Agenda Collaborative Planning for High Performance Components of an Effective Lesson Collaborative Plan Observation Tool/Checklist	Collaborative Planning Session (August 22, 2018)
<u>Instructional Strategy 1</u> Provide “Evidence Based Writing” professional development for all teachers to include teacher question stems, writing frames, and close reading for writing and writing strategies for science and mathematics.	August-May 2018	Administrators Rigor and Relevance Team Department Chairs	Rigor and Relevance Tool Kit CCPS Collaborative Planning Protocol for High Performance	Rigor Through Writing Agenda Rigor Through Writing Sign-In Sheets Rigor Through Writing Look Fors Writing Strategy Powerpoints	Collaborative Planning Sessions September 3 through September 14, 2018
<u>Instructional Strategy 2</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	August-May 2018	Principal Rigor and Relevance Team Department Chairs	Rigor and Relevance Tool Kit CCPS Collaborative Planning	Targeted Instruction and Remediation Agenda Targeted Instruction Sign-In Sheets Targeted Instruction Look Fors PowerPoints	Collaborative Planning Sessions September 17-28, 2018

student understanding and individual mastery of standards.			Protocol for High Performance		
Develop and implement a Summer Bridge Program to provide rigorous, engaging lessons to acclimate incoming 9th graders on High School Course and Curriculum.	July 23-27, 2018	T. Crum Summer Bridge Teachers	ELA, Math, and Science Curriculum Math Summer Bridge Learning Materials TI 84 Plus Calculators	Summer Bridge Sign-In Sheets Summer Bridge Attendance Sheets Summer Bridge Student Applications Student Work Samples	Summer Bridge Teacher Training (Week of July 16, 2018)
Provide all ELA and Social Studies teachers training for the Achieve3000 intervention program.	September-October 2018	T. Kirk L.Mains T. Conner	Achieve3000 Training Consultant and Teacher Manual	Achieve3000 Training Agenda Achieve3000 Sign-In Sheets	Achieve3000 Training Sessions (September-October, 2018)
Provide mathematics teachers training for the Odysseyware intervention program.	September –October, 2018	T.Kirk E Lewis	Odysseyware Training Consultant and Teacher Manual Laptops	Odysseyware Training Agenda Odysseyware Sign-In Sheets	Odysseyware Training Sessions (September-October, 2018)

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)
Develop and implement 4 year graduation rate plan	August 2018	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 2019 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 2018
Identified intervention counselor to work with students who are on academic probation and focus on 9 th grade transition	August 2018	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	Train counselors how to obtain grade reports and how to use the tracker in Infinite Campus August 2018

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 2018	Attendance Clerk, Social Worker, At-Risk Counselor and Assistant Principal	Staff Allotment Budget	to identify students with 3,5 and 8 day absences	Training to run ADA reports in Infinite Campus August 2018
Notify parents in writing and via meeting of students who missed 3 or more days	Weekly beginning August 2018	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 2018

<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

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)
Develop and implement a multi-tiered positive behavior intervention program for students	August 2018	Admin	N/A	Discipline data, parent contact logs, and climate start rating	Train all staff, students, and parents on the multi-tiered behavior plan August 2018
Identify behavior norms for students	August	Admin	N/A	Behavior norms are reinforced in every classroom and whiling students are transitioning throughout the school	Train all staff, students, and parents on behavior norms and expectations

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