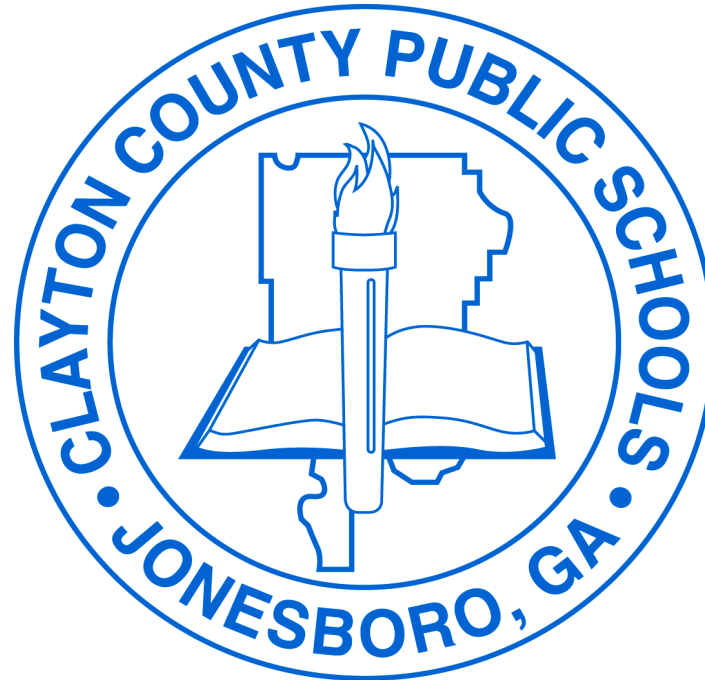


Comprehensive School Improvement Plan



Martha Ellen Stilwell School of the Arts 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: Dr. Michael Robinson
Assistant Principal(s): Prince Bowie

School Leadership/Improvement Team	
Name	Position
Michael H Robinson	Principal
Prince Bowie	Assistant Principal
Tomeka Crum	Instructional Site Facilitator
Aisha Moore-Webb	ELA Department Chair
Sabrina Isdell	Science Department Chair
Earl Lewis	Math Department Chair
Kristina Graves	Social Studies Department Chair
Jennifer Wilson	Fine Arts Department Chair
Ophelia Rivera	World Language Department Chair
Barbara Stanfield	Lead Counselor
Patricia Vlastnik	Media Specialist

School CCRPI Data Team	
Name	Position
Michael H. Robinson	Principal
Prince Bowie	Assistant Principal
Yumeko Simmons	Counselor
Alisha Moore-Webb	ELA
Earl Lewis	Math
Tina Conner	Social Studies
Shana Martin	Science
Jennifer Wilson	Fine Arts

Stilwell School of the Arts High School Data Profile

School Demographic Data			
	2014-2015	2015-2016	2016-2017
Total Enrollment	385	540	604
Asian	27	31	37
Black	316	436	474
Hispanic	31	45	58
Multiracial	19	20	22
White	7	8	13
English Language Learners	0	0	0
Gifted	92	129	250
Students with Disabilities	8	16	16

CCRPI Score						
2014-2015	2015-2016	2016-2020 Goals				
Overall CCRPI Score:	Overall CCRPI Score:	2016 Goal:	2019 Goal:			
		2017 Goal:	2020 Goal:			
Achievement Points Earned: 45.1/50	Achievement Points Earned: /50	2018 Goal:				
Progress Points Earned: 35.9/40	Progress Points Earned: /40	Overall CCRPI Goals based on the following formula:				
Achievement Gap Points Earned: 8.3/10	Achievement Gap Points Earned: /10	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				
		$= (100 - 2016 \text{ CCRPI Score (without Challenge Points)}) \times 0.03$				
		<i>Example</i>				
		Baseline CCRPI Score	Expected Annual Growth	Year 1	Year 2	Year 3
		65	(100 – 65)(.03)	65 + 1(1.05)	65 + 2(1.05)	65 + 3(1.05)
			1.05	66.05	67.1	68.15
						65 + 4(1.05)
						65 + 5(1.05)
Challenge Points Earned: 3.8/10	Challenge Points Earned: /10					69.2
						70.25

Language! Live Lexile Mean*		
BOY 2016-2017	MOY 2016-2017	EOY 2016-2017
N/A	N/A	N/A

Read 180 Lexile Mean*		
BOY 2016-2017	MOY 2016-2017	EOY 2016-2017
N/A	N/A	N/A

2015-2016 Georgia Milestone Assessment Data

9 th Grade Literature												American Literature										
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Performance Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Performance Target
	#	%	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	%
ALL Students	2	1	43	25	119	63	26	14	145	76	67.9	6	6	21	19	61	56	21	19	82	75	65.8
Black	2	1	37	25	96	62	21	13	117	75	56.5	6	6	17		53		13		66	74	53.5
Hispanic	0	0	4	24	11	65	2	12	13	76	61.8	0	0	1	11	4	44	4	44	8	89	60.8
Multiracial	0	0	1	12	7	88	0	0	7	88	72.5	0	0	1	33	1	33	1	33	2	67	71.2
White	0	0	0	0	3	75	1	25	4	100	77.5	0	0	1	50	1	50	0		1	50	75.4
Econ-Disadvantaged	2	1	43	25	119	63	26	14	145	76	58	6	6	21	19	61	56	21	19	82	75	56.2
English Learners											36.6											34.2
Students with Disabilities	1	17	3	50	2	33	0	0	2	33	35.1	2	50	1	25	1	25	0	0	1	25	39.6

2015-2016 Georgia Milestone Assessment Data

2015-2016 Georgia Milestone Assessment Data																						
Algebra I												Geometry										
	<i>Percent of Beginning</i>		<i>Percent of Developing</i>		<i>Percent of Proficient</i>		<i>Percent of Distinguished</i>		<i>Percent of Proficient and/Distinguished</i>		<i>2017 State Performance Target</i>	<i>Percent of Beginning</i>		<i>Percent of Developing</i>		<i>Percent of Proficient</i>		<i>Percent of Distinguished</i>		<i>Percent of Proficient and/Distinguished</i>		<i>2017 State Performance Target</i>
	#	%	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	%
ALL Students	35	27	61	47	31	24	3	2	34	26	63.6	22	13	66	40	69	42	6	4	75	46	63.0
Black	29	28	48	46	25	24	2	2	27	26	48.7	19	40	58	43	55	41	3	22	58	43	47.6
Hispanic	4	29	6	43	4	29	0	0	4	29	56.5	1	83	2	17	7	58	3	25	10	83	57.0
Multiracial	0	0	5	71	1	14	1	14	2	29	68.3	1	17	2	33	2	33	1	17	3	50	68.5
White	0	0	2	67	1	33	0	0	1	33	75.7	0	0	0	0	1	100	0	0	1	100	74.1
Econ-Disadvantaged	35	27	61	47	31	24	3	2	34	26	52.1	22	13	66	40	69	42	6	4	75	46	51.5
English Learners											37.2											45.9
Students with Disabilities	5	83	1	17	0	0	0	0	0	0	34.4	3	100	0	0	0	0	0	0	0	0	38.5

2015-2016 Georgia Milestone Assessment Data

Physical Science																							Biology										
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Performance Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Performance Target											
	#	%	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	%											
ALL Students	15	26	28	48	13	22	2	34	15	26	58.5	19	10	40	21	95	50	37	19	132	69	63.8											
Black	15	30	23	46	11	22	1	2	12	24	42.5	19	12	33	21	75	48	29	19	104	67	47.5											
Hispanic	0	0	2	40	2	40	1	20	3	60	54.3	0	0	3	17	11	61	4	22	15	83	56.3											
Multiracial	0	0	1	100	0	0	0	0	0	0	62.5	0	0	1	13	6	75	1	13	7	88	70.3											
White											69.6	0	0	1	25	2	50	1	25	3	75	77.7											
Econ-Disadvantaged	15	26	28	48	13	22	2	34	15	26	48.6	19	10	40	21	95	50	37	19	132	69	52.0											
English Learners											34.5											34.3											
Students with Disabilities	3	100	0	0	0	0	0	0	0	0	34.5	2	33	3	50	1	17	0	0	1	17	39.4											

2015-2016 Georgia Milestone Assessment Data

U.S. History																							Economics										
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Performance Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Performance Target											
	#	%	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	%											
ALL Students	16	17	32	29	41	45	20	18	61	56	68	2	2	11	14	42	52	26	32	68	84	65.3											
Black	15	17	26	29	32	36	16	18	48	54	55.1	2	2	8	10	37	46	18	22	55	68	52.6											
Hispanic	0	0	4	44	4	44	1	11	5	56	63	0	0	0	0	4	67	2	33	6	100	58.1											
Multiracial	0	0	0	0	2	67	1	33	3	100	73.2	0	0	0	0	0	0	1	100	1	100	70.0											
White	0	0	0	0	2	100	0	0	2	100	78.1											75.6											
Econ-Disadvantaged	16	17	32	29	41	45	20	18	61	56	57.8	2	2	11	14	42	52	26	32	68	84	55.5											
English Learners											40.5											38.5											
Students with Disabilities	1	25	2	50	0	0	1	25	1	25	47.2											37.4											

GMAS Percent of FAY Students Meeting Typical/High Growth			
	2014-2015	2015-2016	2016-2017
9 th Grade Lit.	70.8%	76%	
American Lit.	78%	75%	
Algebra I		26%	
Geometry			
Physical Science	29.6%	26%	
Biology	62.2%	69%	
U.S. History	53.1%	56%	
Economics	80.6%	84%	

GMAS Median Student Growth Percentile (SGP)			
	2014-2015	2015-2016	2016-2017
9 th Grade Lit.			
American Lit.			
Algebra I			
Geometry			
Physical Science			
Biology			
U.S. History			
Economics			

Percent of Pathway Completers						
Name of Pathway	# of Students in Pathway			% of Students who have completed Pathways		
	FY 15-16	FY 16-17	Proposed FY 17-18	FY 15-16	FY 16-17	Proposed FY 17-18
N/A						

PSAT						
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
	# of Students Tested	# of Students Tested	# of Students Tested	% of Students with AP Potential	% of Students with AP Potential	% of Students with AP Potential
PSAT	327	445		25%	16%	

SAT						
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016*	2016-2017*
	# of Students Tested	# of Students Tested	# of Students Tested	% of Students scoring 1550 or higher	% of Students scoring 1550 or higher	% of Students scoring 1550 or higher
11th Grade	57			19		
12th Grade	44	52		10		

*subject to change due to changes with new scoring

ACT						
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
	# of Students Tested	# of Students Tested	# of Students Tested	% of Students scoring 22 or higher	% of Students scoring 22 or higher	% of Students scoring 22 or higher
11th Grade	0				5	
12th Grade	35				6	

Advanced Placement (A.P)									
	2014-2015	2015-2016	2016-2017	2014-2015		2015-2016		2016-2017	
A.P. Exam Name	# of Students Tested	# of Students Tested	# of Students Tested	% of Students scoring 2	% of Students scoring 3 or higher	% of Students scoring 2	% of Students scoring 3 or higher	% of Students scoring 2	% of Students scoring 3 or higher
Biology	N/A	23			N/A		N/A		
Calculus	1	11			0		4		
Chemistry	4	9			0		0		
English Language Composition	25	44			11		13		
English Literature Composition	43	46			4		10		
Human Geography	N/A	N/A			N/A		N/A		
Macroeconomics	4	21			1		1		
Microeconomics	N/A	N/A			N/A		N/A		
Psychology	N/A	N/A			N/A		N/A		
Statistics	N/A	N/A			N/A		N/A		
United States Government and Politics	20	35			17		9		
US History	29	39			13		9		
World History	N/A	N/A			N/A		N/A		
Art History	6	11			4		9		
Music Theory	9	8			7		5		

Graduation Rates			
	2013-2014	2014-2015	2015-2016
4-Year Cohort Graduation Rate %	N/A	100%	100%
5-Year Cohort Graduation Rate %			

Failure Rate 2016-2017				
	First Semester		Second Semester	
	9 weeks	18 weeks	9 weeks	18 weeks
9 th Grade Lit.				
American Lit.				
Algebra I				
Geometry				
Physical Science				
Biology				
U.S. History				
Economics				
CTAE				
Fine Arts				
World Languages				
Health and P.E.				

ESOL- Percent of Students Increasing to a Higher Performance Band on ACCESS			
	2014-2015	2015-2016	2016-2017
Ninth Grade	N/A	N/A	
Tenth Grade	N/A	N/A	
Eleventh Grade	N/A	N/A	
Twelfth Grade	N/A	N/A	

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
0	3%	5%	10%

Student Discipline Data							
		2014-2015		2015-2016		2016-2017	
Total OSS Days		8		14			
Total OSS Incidents		5		20			
Total ISS Days		2		13			
Total ISS Incidents		2		11			

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 Disrespectful Behavior	90%	1 Disrespectful Behavior	85%		
2 Unauthorized Area	10%	2 Unauthorized Area	10%		
3 Sexual Misconduct	3%	3 Sexual Misconduct	5%		
4					
5					

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
98%	97%		8%	6%		3%	2%		10%	2%	

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
32	32	40	40		

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, the percentage of students scoring at meets and exceeds levels on all end of course tests will increase by at 3 points or will exceed the CCRPI performance targets.				CCRPI Alignment:	
				<ul style="list-style-type: none"> Percent of students scoring at meets and/or exceeds on the ELA end of course exam 	
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 professional learning to all ELA teachers in the areas of differentiated instruction and building teacher's capacity.	August 2016 & On-going	Principal and Instructional Site Facilitator	Title I and PL Funds	Improved ELA scores as determined by benchmark, formative and summative assessments.	-Differentiated Instruction - Building Teacher's Capacity
Teachers will utilize Princeton Review & College Board prep sites to provide college board approved activities in preparation for Advanced Placement, SAT and ACT tests.	On-going	Teachers Instructional Facilitator	Professional Learning PD	Students will increase scores on national tests such as AP, SAT and ACT.	-SAT Resource Center http://sat.collegeboard.org/practice
Develop and implement a Summer Bridge Program to acclimate all incoming 9 th graders on High School Courses and Curriculum	August 2016	Principal and Instructional Site Facilitator	Title I Funds	All students will develop effective constructed and extended responses	-Summer Bridge Institute
Utilize Scholastic Reading Inventory Data (SRI) to identify current lexile levels to form intervention groups and identify College and Career Readiness strategies for students.	September 2016	Principal and Instructional Site Facilitator	General School Funds	Students will increase scores on formative and summative assessments.	-Administer SRI 3x's per year
Media Specialist will participate in collaborative planning to assist teachers with infusing technology in lesson plans to support teaching and learning in the 21 st century classroom.	February 2017	Media Specialist All Faculty/Staff	None	Technology infused lesson plans.	-Bi-weekly
Facilitate GMAS curriculum night for parents and students to review content and strategies to assist students on the Spring 2017 GMAS	March 2017	ELA Teacher Instructional Site Facilitator	Title I and PL Funds	Improved ELA scores as determined by Spring 2016 GMAS	-ELA Curriculum Night

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, the percentage of students scoring at meets and exceeds levels on all end of course tests will increase by at 3 points or will exceed the CCRPI performance targets.

CCRPI Alignment:

- Percent of students scoring at meets and/or exceeds on the Math end of course exam

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 professional learning to all Math teachers in the areas of differentiated instruction, building teacher’s capacity, flipped classroom, unpacking standards for concepts, and hands-on activities.	August 2016 & On-going	Principal and Instructional Site Facilitator	Title I and PL Funds	Improved math scores as determined by benchmark, formative and summative assessments.	-Differentiated Instruction - Building Teacher’s Capacity -Deconstructing standards
Teachers will utilize Princeton Review & College Board prep sites to provide college board approved activities in preparation for Advanced Placement, SAT and ACT tests.	On-going	Teachers Instructional Site Facilitator	Professional Learning PD	Students will increase scores on national tests such as AP, SAT and ACT.	-SAT Resource Center http://sat.collegeboard.org/practice
Develop and implement a Summer Bridge Program to acclimate all incoming 9 th graders on High School Courses and Curriculum	August 2016	Principal and Instructional Site Facilitator	Title I Funds	All students will develop effective constructed and extended responses	-Summer Bridge Institute
Media Specialist will participate in collaborative planning to assist teachers with infusing technology in lesson plans to support teaching and learning in the 21 st century classroom.	February 2017	Media Specialist All Faculty/Staff	None	Technology infused lesson plans.	-Bi-weekly
Facilitate GMAS curriculum night for parents and students to review content and strategies to assist students on the Spring 2017 GMAS	March 2017	Math Teachers Instructional Site Facilitator	Title I and PL Funds	Improved Math scores as determined by Spring 2016 GMAS	-Math Curriculum Night
GMAS remediation sessions prior to administering Spring 2017 GMAS- use of data and tracking to conduct review stations after school to provide safety nets or re-teaching and remediation for students on bubble of proficiency to help increase students to distinguished learners	March 2017	ELA Teacher Instructional Site Facilitator	Title I and PL Funds	Improved Math scores as determined by Spring 2016 GMAS	-GMAS Remediation Plan

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, the percentage of students scoring at meets and exceeds levels on all end of course tests will increase by at 3 points or will exceed the CCRPI performance targets.

CCRPI Alignment:

- Percent of students scoring at meets and/or exceeds on the Science end of course exam

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 professional learning to all Science teachers in the areas of differentiated instruction, building teacher’s capacity, flipped classroom, unpacking standards for concepts and previewing lab investigations, and hands-on activities.	August 2016 & On-going	Principal Instructional Site Facilitator	Title I and PL Funds	Improved Science scores as determined by benchmark, formative and summative assessments.	-Differentiated Instruction - Building Teacher’s Capacity -Unpacking standards
Media Specialist will participate in collaborative planning to assist teachers with infusing technology in lesson plans to support teaching and learning in the 21 st century classroom.	February 2017	Media Specialist All Faculty/Staff	None	Technology infused lesson plans.	-Bi-weekly
Facilitate GMAS curriculum night for parents and students to review content, and strategies to assist students on the Spring 2017 GMAS	March 2017	Science Teachers Instructional Site Facilitator	Title I and PL Funds	Improved Science scores as determined by Spring 2016 GMAS	-Science Curriculum Night
GMAS remediation sessions prior to administering Spring 2017 GMAS- use of data and tracking to conduct review stations after school to provide safety nets or re-teaching and remediation for students on bubble of proficiency to help increase students to distinguished learners	April 2017	Science Teachers	Title I Funds	Improved Science scores as determined by Spring 2016 GMAS	-GMAS Remediation Plan

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, the percentage of students scoring at meets and exceeds levels on all end of course tests will increase by at 3 points or will exceed the CCRPI performance targets.

CCRPI Alignment:

- **Percent of students scoring at meets and/or exceeds on the Social Studies end of course exam**

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 professional learning to all Social Studies teachers in the areas of differentiated instruction and building teacher's capacity.	August 2016	Principal and Instructional Site Facilitator	Title I and PL Funds	Improved Social Studies scores as determined by benchmark, formative and summative assessments.	-Differentiated Instruction - Building Teacher's Capacity
Facilitate GMAS curriculum night for parents and students to review content, and strategies to assist students on the Spring 2017 GMAS	March 2017	Social Studies Teachers Instructional Site Facilitator	Title I and PL Funds	Improved Social Studies scores as determined by Spring 2017 GMAS	-Social Studies Curriculum Night
Media Specialist will participate in collaborative planning to assist teachers with infusing technology in lesson plans to support teaching and learning in the 21 st century classroom.	February 2017	Media Specialist All Faculty/Staff	None	Technology infused lesson plans.	-Bi-weekly
GMAS remediation sessions prior to administering Spring 2017 GMAS- use of data and tracking to conduct review stations after school to provide safety nets or re-teaching and remediation for students on bubble of proficiency to help increase students to distinguished learners	April 2017	Social Studies Teachers	Title I Funds	Improved Social Studies scores as determined by Spring 2016 GMAS	-GMAS Remediation Plan
Social Studies teachers will engage in monthly "Best Practices" and "Professional Development" by sharing out ideas used in the classroom.	August 2016-May 2017	Social Studies Teachers	None	Improved Social Studies scores as determined by Spring 2016 GMAS	Collaborative Planning Meetings
Social Studies teachers will engage in weekly formative assessments using a variety of programs: ZipGrade, Edutrax, Quia, Socrative, Kahootz to collect data and assess student learning	August 2016-May 2017	Social Studies Teachers	None	Improved Social Studies scores as determined by Spring 2016 GMAS	Collaborative Planning Meetings
Social Studies teachers will create a calendar of formative assessments prior to giving a summative assessment.	August 2016-May 2017	Social Studies Teachers	None	Improved Social Studies scores as determined by Spring 2016 GMAS	Collaborative Planning Meetings and Individual Planning

Safe-Orderly-Secure Learning Environments

Goal 2: To provide and maintain a safe, orderly and secure learning environment.

Performance Objectives: During the 2016 - 2017 school year, SSOA will reduce discipline referrals by a minimum of 10%.

CCRPI Alignment:

- Reduce the number OSS and ISS

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)
SSOA will implement a multi-tiered positive behavior interventions program for all students.	August 2016	All Faculty and Staff Members	General School Funds	Discipline and attendance data. Climate Star Rating	-Post Behavioral Norms
SSOA will develop and implement a school wide emergency preparedness plan	August 2017	Administrators and Resource Officer All Faculty	General School Funds	Discipline data Climate Star Rating	-School Safety Plan

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: SSOA will establish a highly functional PTSA and School Council that will support its efforts to enhance student achievement.				CCRPI Alignment:	
				<ul style="list-style-type: none"> School or LEA Research/Evidence-based Program/Practice designed to facilitate a personalized climate in the school. 	
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)
Facilitate a parent night program to present the State of the School Address, School Improvement Plan and Title I plan	September 2016	Principal	General and Title I Funds	Parent and student survey results. Climate Star Rating	-State of the School Address -School improvement Plan -Title I Plan
Facilitate Principal Round Table discussion with parents and school community to gain input and insight on CSIP, cultural and climate.	November 2016 April 2017	Principal	General Funds	Parent and student survey results. Climate Star Rating	-Principal Round Table events

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: Utilizing multiple formats, SSOA will display and discuss the vision of CCPS.				CCRPI Alignment:	
				<ul style="list-style-type: none"> School or LEA Research/Evidence-based Program/Practice designed to facilitate a personalized climate in the school. 	
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 vision and mission of CCPS will be displayed and discussed SSOA website as well as in all functions including, but not limited to, PTSA meetings, Local School Council meetings.	Ongoing	Administrators All Faculty and Staff	None	SSOA Website Agendas from community meetings Fliers and Boucher	N/A
Develop quarterly news to send home to parents and the community outlining our accomplishments and upcoming activities/events	December 2016 March and May 2017	Principal, ISF and Department Chairs	General Funds	Quarterly News Letters	N/A

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 Objectives: SSOA’s leadership team will facilitate remediation and reinforcement to all students who exhibit deficiencies in core content areas.			CCRPI Alignment: <ul style="list-style-type: none"> Percent of students scoring at meets or exceeds on all end of course tests Percent of EOCT assessments scoring at the exceeds level Percent of first time 9th grade students earning 4 Carnegie Units in core content area (ELA, math , science and social studies) Percent of first time 9th grade students with disabilities earning 3 Carnegie Unit Credits in 3 core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all required EOCT Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test Percent of students achieving a Lexile measure greater than or equal to 1275 on the American Literature EOCT 		
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)
Teachers will employ the use of a common planning time for each content area to share instructional strategies and plan for student intervention and support.	August 2016– May 2017	Administrators Department Chairs Teachers	None	Students will be provided with multiple means of intervention and support based on data and effective collaboration.	Edutrax SLDS DOE Resources Collaborative Planning
Develop course specific formative assessments to identify deficient skills and determine the modification of instruction.	August 2016– May 2017	Administrators Department Chairs Teachers	None	Students will be provided multiple opportunities for success and will earn credit in all core content areas.	Edutrax Assessment Uses

Highly Qualified and Effective Staff

Goal 6: To recruit and retain highly qualified and effective staff.					
Performance Objectives: SSOA will hire and maintain highly qualified teachers.			CCRPI Alignment: <ul style="list-style-type: none"> 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)
SSOA will participate in all district-level recruitment job fairs.	August 2016– May 2017	Administrators	None	Potential highly qualified candidates will be identified for future positions.	None
Develop and implement a Teacher Academy for all new MESSA teachers which will meet monthly to discuss various topics on effective pedagogy. Teachers will be monitored to ensure growth is evident.	August 2016– May 2017	Administrator Instructional Facilitator New Teachers	PL Funds	Teachers will provide engaging and rigorous lessons utilizing effective best practices.	Classroom Management Differentiated Instruction in the Content Areas Creating Rigorous Lessons