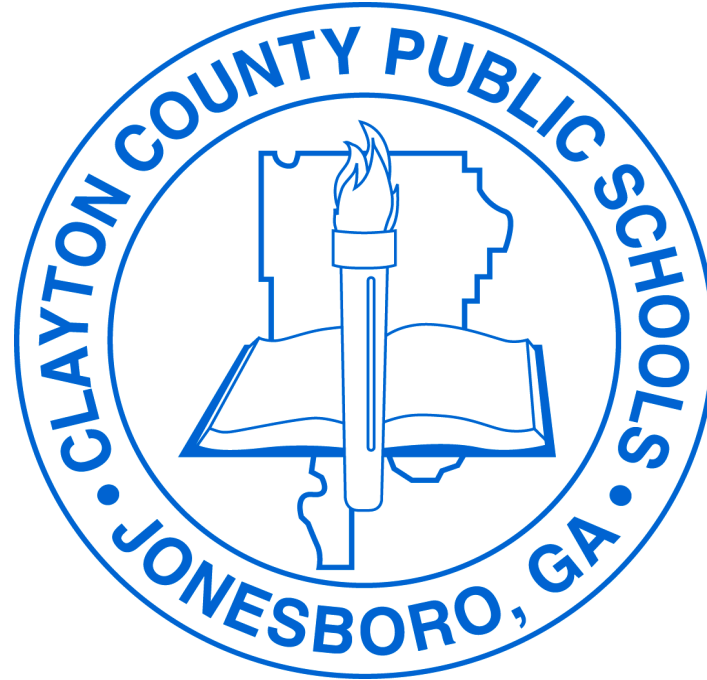


Comprehensive School Improvement Plan



Church Street Elementary School 2018-2019

Vision Statement

The vision of Clayton County Public Schools is to be a district of high performance ALL students to live and compete successfully in a global society.

Mission Statement

The mission of Clayton County Public Schools is to empower students to achieve academic and personal goals.



"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 Collaborative Planning Protocols	August – May 2019	Principal Academic Coach	Collaborative Planning Protocol		Faculty Meeting / August 2018
Administrators and Academic Coach will attend weekly Collaborative Planning and complete the Collaborative Planning Checklist.	August – May 2019	Principal, Assistant Principals and Academic Coach	Collaborative Planning Protocol	Completed Collaborative Planning Protocol Checklist. Agendas, sign-in sheets from each session.	

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

Economically Disadvantaged	Foster and Homeless
Utilize reports/data from interventions, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Economically Disadvantaged Learners.	Utilize reports/data from interventions, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Foster and Homeless students.
English Learners	Migrant
Utilize reports/data from interventions, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our English learners.	Utilize reports/data from interventions, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Migrant learners.
Race/Ethnicity/Minority	Students with Disabilities
Utilize reports/data from interventions, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our diverse student population.	Utilize reports/data from interventions, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our students with disabilities.

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)
Focus on attendance data and provide support to teachers in assisting in monitoring absences.	August – May 2019	Administration, Student Attendance Committee & Teachers		Weekly/Monthly Attendance Reports. SAC letters to parents.	

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

Economically Disadvantaged	Foster and Homeless
Utilize reports/data from interventions, attendance reports, meetings with student attendance committee and adjust instruction (small group, whole group) and/or include circle of support services to meet the needs of our economically disadvantaged students.	Utilize reports/data from interventions, attendance reports, meetings with student attendance committee and adjust instruction (small group, whole group) and/or include circle of support services to meet the needs of our economically disadvantaged students.
English Learners	Migrant
Utilize reports/data from interventions, attendance reports, meetings with student attendance committee and adjust instruction (small group, whole group) and/or include circle of support services to meet the needs of our economically disadvantaged students.	Utilize reports/data from interventions, attendance reports, meetings with student attendance committee and adjust instruction (small group, whole group) and/or include circle of support services to meet the needs of our economically disadvantaged students.
Race/Ethnicity/Minority	Students with Disabilities
Utilize reports/data from interventions, attendance reports, meetings with student attendance committee and adjust instruction (small group, whole group) and/or include circle of support services to meet the needs of our economically disadvantaged students.	Utilize reports/data from interventions, attendance reports, meetings with student attendance committee and adjust instruction (small group, whole group) and/or include circle of support services to meet the needs of our economically disadvantaged students.

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)
Implement NBA Initiative. Students who are present/not absent each grading period will receive an incentive.	August – May 2019	Attendance Committee / Attendance Secretary		Absentee Reports (generated via IC)	

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

Economically Disadvantaged	Foster and Homeless
Utilize reports/data from interventions, attendance reports, meetings with student attendance committee and adjust instruction (small group, whole group) or include circle of support services to meet the needs of our economically disadvantaged students.	Utilize reports/data from interventions, attendance reports, meetings with student attendance committee and adjust instruction (small group, whole group) or include circle of support services to meet the needs of our foster and homeless students.
English Learners	Migrant
Utilize reports/data from interventions, attendance reports, meetings with student attendance committee and adjust instruction (small group, whole group) or include circle of support services to meet the needs of our English Learners.	Utilize reports/data from interventions, attendance reports, meetings with student attendance committee and adjust instruction (small group, whole group) or include circle of support services to meet the needs of our migrant students.
Race/Ethnicity/Minority	Students with Disabilities
Utilize reports/data from interventions, attendance reports, meetings with student attendance committee and adjust instruction (small group, whole group) or include circle of support services to meet the diverse needs of our students.	Utilize reports/data from interventions, attendance reports, meetings with student attendance committee and adjust instruction (small group, whole group) or include circle of support services to meet the needs of our students with disabilities.

Performance Objective 4: By 2023, Clayton County Public Schools will decrease the number of discipline infractions while increasing employee morale and community support.

GADOE School Improvement Systems: Effective Leadership, Supportive Learning Environment, Family and Community Engagement, Professional Capacity

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Review behavior lessons with students on a monthly and/or as needed basis. Reward positive behavior.	August – May 2018	Admin Attendance Secretary Teachers	N/A	Monthly Discipline (ISS/OSS Reports)	
Recognize teacher/staff member of the month.	September – May 2019	Administration		EOTM Recognition	

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

Economically Disadvantaged	Foster and Homeless
Utilize reports/data from interventions, attendance reports, meetings with student attendance committee and adjust instruction (small group, whole group) and/or include circle of support services and PTA/School Council to meet the needs of our economically disadvantaged students and increase community support.	Utilize reports/data from interventions, attendance reports, meetings with student attendance committee and adjust instruction (small group, whole group) and/or include circle of support services and PTA/School Council to meet the needs of our foster and homeless students and increase community support.
English Learners	Migrant
Utilize reports/data from interventions, attendance reports, meetings with student attendance committee and adjust instruction (small group, whole group) and/or include circle of support services and PTA/School Council to meet the needs of our English learners.	Utilize reports/data from interventions, attendance reports, meetings with student attendance committee and adjust instruction (small group, whole group) and/or include circle of support services and PTA/School Council to meet the needs of our migrant students and increase community support.
Race/Ethnicity/Minority	Students with Disabilities
Utilize reports/data from interventions, attendance reports, meetings with student attendance committee and adjust instruction (small group, whole group) and/or include circle of support services and PTA/School Council to meet the needs of our diverse students and increase community support.	Utilize reports/data from interventions, attendance reports, meetings with student attendance committee and adjust instruction (small group, whole group) and/or include circle of support services and PTA/School Council to meet the needs of our students with disabilities and increase community support.