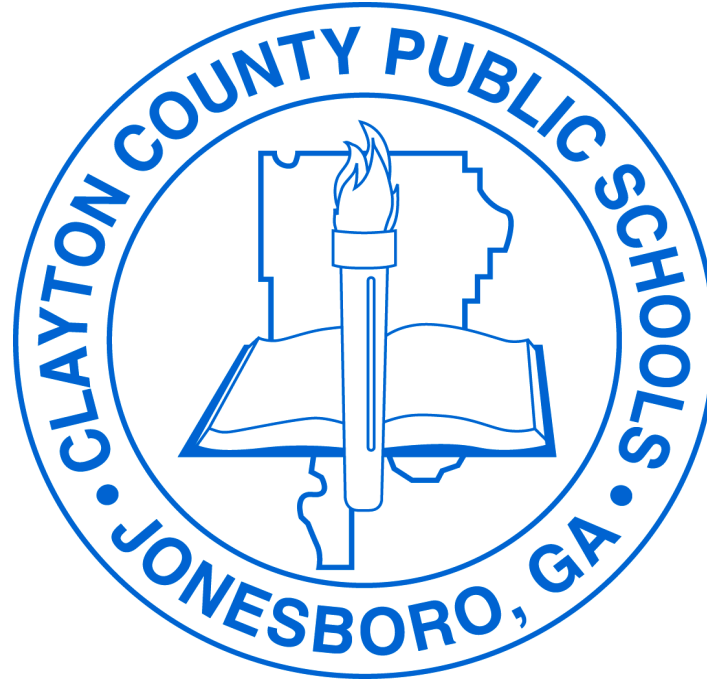


# Comprehensive School Improvement Plan



## Church Street Elementary School 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.



# "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

## Action Plan

**Performance Objective 1: By 2023, Clayton County Public Schools will demonstrate three percentage points growth each school year, for students scoring at the proficiency levels at or above proficient as evidenced by stated, national, and international assessments.**

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

<b>Action Steps/ Tasks</b> <i>Consider action steps/tasks that support a face-to-face learning environment and/or a remote learning environment.</i>	<b>Timeline</b>	<b>Project Leader(s) and School Level Person(s) Monitoring</b>	<b>Resources/ Funding</b>	<b>Check Points/ Related Artifacts and Evidence</b>	<b>Professional Learning Activity and Date (where applicable)</b>
Implement collaborative planning protocols that support virtual and/or face to face learning.	Check point 10/2020, 2/ 2021	LeKisha Anderson Rochelle Taylor Grade Level Chairs	Collaborative Planning Protocol	Completed Collaborative Planning Protocol Checklist. Rubric, Agendas, sign-in sheets from each session.	Faculty Meeting – August 2020
Incorporate Early Learning Parent Resources and Parent Virtual Learning Series into our monthly workshops	Check point: 10/2020, 2/ 2021	Joseph Smith, Parent Liaison	CCPS Parent Virtual Toolkit	Agendas, sign-in sheets, flyers	Monthly meeting with Parent Liaison (2 <sup>nd</sup> Fridays)
Implement semi-monthly (2 <sup>nd</sup> /4 <sup>th</sup> Fridays) Professional Development (K-5) utilizing the Teacher Toolbox in iReady to build staff capacity in Math and ELA	September – April 2021	Keri Sims LeKisha Anderson Rochelle Taylor	iReady Reports	Agenda and sign-in sheets from PD Teacher Usage Reports	Designated 2 <sup>nd</sup> and 4 <sup>th</sup> Fridays

<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Economically Disadvantaged Learners.	Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Foster and Homeless students.
<b>English Learners</b>	<b>Migrant</b>
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our English Learners.	Utilize reports/data from attendance, interventions, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Migrant students.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our diverse student population.	Utilize reports/data from interventions, attendance, 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**

<b>Action Steps/Tasks</b> <i>Consider action steps/tasks that support a face-to-face learning environment and/or a remote learning environment.</i>	<b>Timeline</b>	<b>Project Leader(s) and School Level Person(s) Monitoring</b>	<b>Resources/Funding</b>	<b>Check Points/ Related Artifacts and Evidence</b>	<b>Professional Learning Activity and Date (where applicable)</b>
Focus on attendance data and provide support to teachers in assisting in monitoring absences	September – May 2021	Kennesha Smith, SSW Sherri Scotton Attendance Sec.		Weekly / Monthly attendance reports	August 28, 2020
Incorporate Remote Learning Support for Families as part of the Monthly Principal Message to strengthen parent and family engagement.	Check Point 10/2020 1/2020	Joseph Smith	Title One	Flyers, online links from Parent Portal	September 11, 2020
Conduct bi-weekly Pulse Checks with parents/guardians	August – May 2021	LeKisha Anderson Rochelle Taylor		Pulse Check Reports	Monthly Faculty Meeting (2 <sup>nd</sup> and 4 <sup>th</sup> Fridays)

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

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

**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**

<b>Action Steps/Tasks</b> <i>Consider action steps/tasks that support a face-to-face learning environment and/or a remote learning environment.</i>	<b>Timeline</b>	<b>Project Leader(s) and School Level Person(s) Monitoring</b>	<b>Resources/ Funding</b>	<b>Check Points/ Related Artifacts and Evidence</b>	<b>Professional Learning Activity and Date (where applicable)</b>
Collaborate with School Social Worker and Counselors on attendance initiative to support school wide monitoring of absences (excused, unexcused, technical difficulty, etc.)	Each Nine Weeks: 08/2020 – May 2021	Kennesha Smith, Tanya Rankin, Octavia Chenault		Attendance Reports generated via Infinite Campus	September 4 <sup>th</sup>
Teachers incorporate resources from the CIA department curriculum hubs in their collaborative planning sessions to enhance weekly lesson plans	September – May 2021	Keri Sims, LeKisha Anderson, Rochelle Taylor		Lesson Plans	September 25 <sup>th</sup>

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

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

<b>Action Steps/Tasks</b> <i>Consider action steps/tasks that support a face-to-face learning environment and/or a remote learning environment.</i>	<b>Timeline</b>	<b>Project Leader(s) and School Level Person(s) Monitoring</b>	<b>Resources/ Funding</b>	<b>Check Points/ Related Artifacts and Evidence</b>	<b>Professional Learning Activity and Date (where applicable)</b>
Celebrate teacher, staff and student member of the month	September – May 2021	LeKisha Anderson Rochelle Taylor Sam West		EOTM and TOTM Recognition Program	
Review behavior lessons with students on a monthly and/or as needed basis. Reward positive behavior.	September – May 2021 (11/2020; 2/2021)	Grade Level Teachers		Monthly Discipline Reports Virtual Behavior Incentives for students Virtual Class Recognitions	
SEL lessons/activities incorporated into daily schedule	August – May 2021 (12/2020)	Octavia Ferguson-Chenault, Tanya Rankin, Keri Sims		Lesson plans, power points, etc. ReThink Ed Usage Reports	August 28, 2020

<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Economically Disadvantaged students.	Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Foster and Homeless students.
<b>English Learners</b>	<b>Migrant</b>
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our English Learners.	Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Migrant students.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our diverse student population.	Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Students With Disabilities.