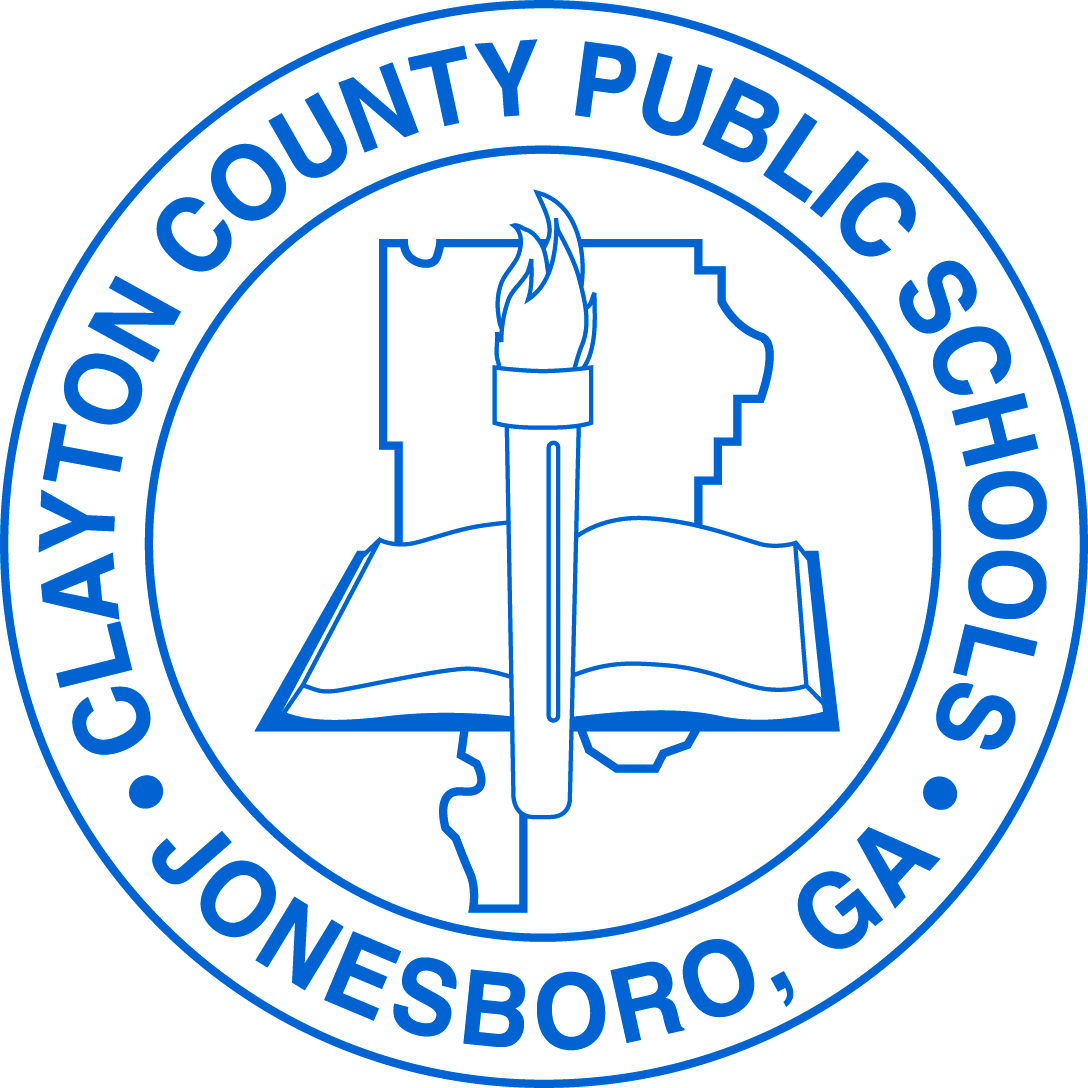
Comprehensive School Improvement Plan



River’s Edge Elementary School

2019-2020

**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: Alisha Mohr

Assistant Principal(s): Tonishia Whitlow

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| School Leadership/Improvement Team | |
| Name | Position |
| Adrianne Rorie | Kindergarten Chairperson |
| Deborah Morrow | 1st Grade Chairperson |
| Malesha Hudson | 2nd Grade Chairperson |
| Carla Williams | 3rd Grade Chairperson |
| Travis Etheridge | 4th Grade. Chairperson |
| Sherita Hill | 5th Grade Chairperson |
| Lesley Metts | Media Specialist |
| Terri Lundstrom/Brandi Pennington | EIP Chairperson/Co-Chair |
| Tia Byrd | ESOL |
| Tomika Courtney | Gifted Teacher |
| Angela Lee | Art Teacher-Specials Chairperson |
|  | *Instructional Support Teacher- District level* |
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|  | | | | | CCRPI Score | |
| 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | | 2016-2020 Goals |
| Overall CCRPI Score:  61.3 | Overall CCRPI Score:  65.7 | Overall CCRPI Score:  77.5 | Overall CCRPI Score:  72.6 | Overall CCRPI Score:  TBD | | 2016 Goal: 65.7 2019 Goal: 68.79  2017 Goal: 66.73 2020 Goal: 69.82  2018 Goal: 67.76  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**, River’s Edge Elementary School will increase its College and Career Ready Performance Index (CCRPI) score with *Challenge Points* by 3% of the gap between the baseline year CCRPI score and 100.  *Example*   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Baseline CCRPI Score** | **Expected Annual Growth** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | | 65 | (100 – 65) (.03) | 65 + 1(1.05) | 65 + 2(1.05) | 65 + 3(1.05) | 65 + 4(1.05) | 65 + 5(1.05) | | 1.05 | 66.05 | 67.1 | 68.15 | 69.2 | 70.25 | |
| Achievement Points Earned: 25/50 | Achievement Points Earned: 25.4/50 | Achievement Points Earned: 28.8/50 | Content Mastery Points Earned:  58.7 | Content Mastery Points Earned: | |
| Progress Points Earned: 28.8/40 | Progress Points Earned: 33.1/40 | Progress Points Earned: 39.3/40 | Progress Points Earned:  86.9 | Progress Points Earned: | |
| Achievement Gap Points Earned: 5/10 | Achievement Gap Points Earned: 6.7/10 | Achievement Gap Points Earned: 6.7/10 | Closing Gaps Points Earned:  59.4 | Closing Gaps Points Earned: | |
| Challenge Points Earned: 2.5/10 | Challenge Points Earned: .5/10 | Challenge Points Earned: 2.7/10 | Readiness Points Earned 78.5 | **Readiness**  **Points**  **Earned** | |

Intervention Data

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| DIBELS Percentage | | | | | | | | | | |
| School Year |  | BOY | | | MOY | | | EOY | | |
| 2017-18 | Grade Level | Intensive | Strategic | Benchmark | Intensive | Strategic | Benchmark | Intensive | Strategic | Benchmark |
| Kindergarten | 27 | 18 | 63 | 18 | 32 | 56 | 11 | 17 | 74 |
| First | 21 | 11 | 48 | 14 | 8 | 59 | 17 | 6 | 66 |
| Second | 11 | 11 | 79 | 12 | 6 | 79 | 11 | 11 | 73 |
| Third | 12 | 11 | 59 | 21 | 12 | 61 | 18 | 10 | 65 |
| 2018-19 | Grade Level | Intensive | Strategic | Benchmark | Intensive | Strategic | Benchmark | Intensive | Strategic | Benchmark |
| Kindergarten | 25 | 16 | 59 | 16 | 20 | 64 |  |  |  |
| First | 32 | 16 | 52 | 24 | 9 | 67 | 18 | 9 | 73 |
| Second |  |  |  |  |  |  |  |  |  |
| Third |  |  |  |  |  |  |  |  |  |



**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**

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| **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)** |
| Provide ongoing professional learning support to K-5 staff on rigor and relevance, critical thinking skills, and research-based instructional strategies. | September 2019-May 2020 | Principal  Assistant Principal  Academic Support Specialist | General Funds | Benchmark Assessment data, GMAS results, Unit Assessment data | Weekly Collaborative  Planning sessions w/District Support Personnel & Admin |
| Effectively monitor and track the iReady data for Mathematics in grades K-5 and ELA in grades 2-5, to ensure alignment of the standards Social Studies curriculum with effective teaching strategies and to support and increase student learning and academic achievement. | September 2019-May 2020 | EIP Teachers  2nd-5th Grade  Principal  Assistant Principal  Academic Support Specialist | District Funding | iReady Data Reports, Benchmark Assessment data, Common Assessment Data | Collaborative Panning sessions  District Provided PD  See schedule as needed |
| Provide on-going support and professional development in ELA (Lesson Planning, Differentiated Instruction, Curriculum & Assessment, Research Based Instructional Strategies) | September 2019-May 2020 | Principal  Assistant Principal  Academic Support Specialist | General  Funds  Title I | Benchmark Assessment data, GMAS results, iReady data, Unit Assessment data | Weekly Collaborative  Planning sessions w/District Support Personnel & Admin |
| Effectively use Common Assessments in all subject areas to monitor student learning and ensure the acquisition of skills and knowledge of specific standards being taught | September 2019-2020 | Principal  Assistant Principal  Academic Support Specialist | General Funds | Assess Biweekly using Common Assessments, iReady data, | Collaborative Planning sessions |
| Effectively utilize DBQs within the Social studies lessons for all K-5 | August 2019-May 2020 | Principal  Assistant Principal  Academic Support Specialist | General Funds | Benchmark Assessment data, GMAS results, iReady data, Unit Assessment data | Weekly Collaborative  Planning sessions w/District Support Personnel & Admin |
| Incorporate benchmark mock writing assessments for all students in 1st-5th grade to improve writing skills and Lexile levels | September 2019-May 2020 | Principal  Assistant Principal  Academic Support Specialist | General Funds  Title I | Write Score results, District benchmark assessments, UGA Mock Writing results  Stride Academy, USA TestPrep (when applicable) | Weekly Collaborative  Planning sessions w/District Support Personnel & Admin |
| Train teachers on the effective, meaningful use of technology that aligns with CCPS curriculum. | August 2019-May 2020 | Assistant Principal  Academic Support Specialist  Technology Liaison | General Funds | Agendas & Sign-n sheets, Lesson Plans, Classroom observations | Technology Liaison to hold monthly sessions with the K-5 staff  Collaborative  Planning sessions |
| Phase 1: Implement specific and orchestrated efforts to become a Dual Language Magnet School by offering Mandarin, the Chinese Language, to our student body.  Phase 2: Provide quality, rigorous instruction that enables students to learn to read and write in Mandarin. | November  2018-  May 2018  August 2019- May 2020 | Principal  Director of Second Language Learning  Support Staff  Teacher | General Funds | Training Materials & Session Agendas, Principal’s Town Hall Meeting | District Training Sessions  Chinese Bridge Delegation |

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| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | |
| **Economically Disadvantaged** | **Foster and Homeless** |
| All economically disadvantaged students will receive the iReady online intervention supplemental support program to differentiate learning according to the individual student’s specific learning needs. | All foster and homeless students will receive the iReady online intervention supplemental support program to differentiate learning according to the individual student’s specific learning needs. |
| **English Learners** | **Migrant** |
| All English Learners will receive the iReady online intervention supplemental support program to differentiate learning according to the individual student’s specific learning needs. | N/A |
| **Race/Ethnicity/Minority** | **Students with Disabilities** |
| All students from each racial and ethnic group will receive the iReady online intervention supplemental support program to differentiate learning according to the individual student’s specific learning needs. | All students with disabilities will receive the iReady online intervention supplemental support program to differentiate learning according to the students' specific needs and learning goals. |

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| **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)** |
| Utilize all school budgets to provide support for student achievement initiatives and promote efficiency of the total River’s Edge Elementary School program. | August 2019-May 2020 | Principal  Bookkeeper  Teachers  District Support Personnel | General Funds | Agendas, Newsletters, Emails, Social Media | District provided as required |
| Effectively monitor the RTI process to ensure fidelity of implementation for all students in Tier II and Tier III to support all students at River’s Edge Elementary. | Sept 2019-May 2020 | Principal  Assistant Principal  Academic Support Specialist | General Funds | Agendas, Newsletter, Emails, Social Media | District provided as required |

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| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | |
| **Economically Disadvantaged** | **Foster and Homeless** |
| Utilize the School Counselor and the Parent Resource Center to bridge the school community to encourage parent engagement. Conduct fall, winter, and spring conferences to communicate the academic goals and support student learning. | Utilize the School Counselor and the Parent Resource Center to bridge the school community to encourage parent engagement. Conduct fall, winter, and spring conferences to communicate the academic goals and support student learning. |
| **English Learners** | **Migrant** |
| Utilize the School Counselor and the Parent Resource Center to bridge the school community to encourage parent engagement. Conduct fall, winter, and spring conferences to communicate the academic goals and support student learning. | N/A |
| **Race/Ethnicity/Minority** | **Students with Disabilities** |
| Utilize the School Counselor and the Parent Resource Center to bridge the school community to encourage parent engagement. Conduct fall, winter, and spring conferences to communicate the academic goals and support student learning. | Utilize the School Counselor and the Parent Resource Center to bridge the school community to encourage parent engagement. Conduct fall, winter, and spring conferences to communicate the academic goals and support student learning. |

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| **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)** |
| Conduct weekly Student Attendance Committee (SAC) meetings to monitor student attendance and provide incentives during each 9-week grading period for *Perfect Attendance* | August 2019-May 2020 | Principal  Counselor  Social Worker  PK-5 Teachers | General Funds | Weekly Student Attendance Committee (SAC) meetings, Data reports, Audit reports | Provide updates during meetings with staff |
| Maintain effective communication with parents about the importance of student attendance. | August 2019-May 2020 | Principal  Counselor  Social Worker  PK-5 Teachers | General Funds | Phone calls, Class Dojo, Newsletters, PTA, School  Agendas, Emails, Social Media | Parent Workshops |

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| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | |
| **Economically Disadvantaged** | **Foster and Homeless** |
| All subgroups will be informed about the importance of attending school on a daily basis. Oral and written correspondences will be provided to communicate the attendance. | All subgroups will be informed about the importance of attending school on a daily basis. Oral and written correspondences will be provided to communicate the attendance. |
| **English Learners** | **Migrant** |
| All subgroups will be informed about the importance of attending school on a daily basis. Oral and written correspondences will be provided to communicate the attendance. | All subgroups will be informed about the importance of attending school on a daily basis. Oral and written correspondences will be provided to communicate the attendance. |
| **Race/Ethnicity/Minority** | **Students with Disabilities** |
| All subgroups will be informed about the importance of attending school on a daily basis. Oral and written correspondences will be provided to communicate the attendance. | All subgroups will be informed about the importance of attending school on a daily basis. Oral and written correspondences will be provided to communicate the attendance. |

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| **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)** |
| Effectively implement and monitor the Multi-tiered Support Model for student behavior as it relates to the PBIS model. | August 2019-May 2020 | Administrators  Discipline Committee Members | General Funds | Data Reports | Monthly |
| Actively participate in the PBIS training initiative to decrease the number of discipline infractions while increasing employee morale  during the 2019-2020 school year. | August 2019-May 2020 | Counselor  PBIS Coach  Administrators  Discipline Committee Members | General Funds | Discipline reports, School Climate Survey, CCRPI | Monthly |

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| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | |
| **Economically Disadvantaged** | **Foster and Homeless** |
| All students will equally participate in this performance objective goal. | All students will equally participate in this performance objective goal. |
| **English Learners** | **Migrant** |
| All students will equally participate in this performance objective goal. | N/A |
| **Race/Ethnicity/Minority** | **Students with Disabilities** |
| All students will equally participate in this performance objective goal. | All students will equally participate in this performance objective goal. |