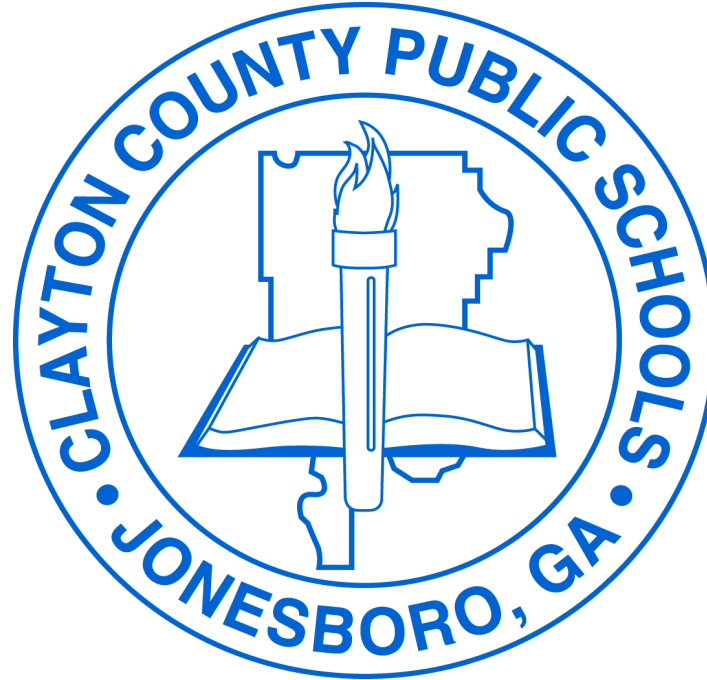


Comprehensive School Improvement Plan



Harper 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.

Principal: Dr. Denise Stevens

Assistant Principal(s): Dr. Malika Gonzales and Mr. Marques Strickland

School Leadership/Improvement Team	
Name	Position
Dr. Denise Stevens	Principal
Dr. Malika Gonzales	Assistant Principal
Mr. Marques Strickland	Assistant Principal
Ms. Robin Woodyard	Counselor
Mrs. Debra Patrick	Academic Coach
Ms. Davida Smith	Kindergarten Grade Level Chair
Ms. Dinah Baldwin	Media Specialist
Mrs. Neomia Coleman	Parent Liaison
Ms. Felicia Pryor	3rd Grade Teacher

CCRPI Score																											
2014-2015	2015-2016	2016-2017	2017-2018	2016-2020 Goals																							
Overall CCRPI Score: 62.5	Overall CCRPI Score: 60.6	Overall CCRPI Score: 75.2	Overall CCRPI Score:	2016 Goal: 60.81 2017 Goal: 62.02 2018 Goal: 63.23	2019 Goal: 64.44 2020 Goal: 65.65																						
Achievement Points Earned: 38.2/50	Achievement Points Earned: 22.6/50	Achievement Points Earned: 25.9/50	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 , Harper Elementary 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.																							
Progress Points Earned: 14.8/40	Progress Points Earned: 32.8/40	Progress Points Earned: 38.3/40	Progress Points Earned: /35	IE2 Annual Growth $= (100 - 2016 \text{ CCRPI Score (without Challenge Points)}) \times 0.03$																							
Achievement Gap Points Earned: 9/10	Achievement Gap Points Earned: 4.2/10	Achievement Gap Points Earned: 6.7/10	Closing Gaps Points Earned: /15	<i>Example</i> <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>65</td> <td>(100 – 65)(.03)</td> <td>65 + 1(1.05)</td> <td>65 + 2(1.05)</td> <td>65 + 3(1.05)</td> <td>65 + 4(1.05)</td> <td>65 + 5(1.05)</td> </tr> <tr> <td></td> <td>1.05</td> <td>66.05</td> <td>67.1</td> <td>68.15</td> <td>69.2</td> <td>70.25</td> </tr> </tbody> </table>			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
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																					
Challenge Points Earned: .5/10	Challenge Points Earned: 1/10	Challenge Points Earned: 4.3/10	Readiness Points Earned /20																								

Intervention Data

DIBELS Percentage										
School Year	Grade Level	BOY			MOY			EOY		
		Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark
2017-18	Kindergarten	49%	19%	12% (blue 20%)	17%	21%	31% (blue 38%)	12%	12%	27% (blue 49%)
	First	37%	15%	17% (blue 31%)	33%	12%	16% (blue 39%)	35%	9%	24% (blue 32%)
	Second	35%	14%	21% (blue 30%)	27%	11%	25% (blue 37%)	29%	17%	17% (blue 37%)
	Third	36%	11%	25% (blue 28%)	35%	14%	20% (blue 31%)	33%	16%	25% (blue 26%)
2018-19	Grade Level									
	Kindergarten	46%	17%	16% (blue 21%)						
	First	33%	18%	10% (blue 39%)						

iReady

- Tier 1: On/Above
- Tier 2: Two grade Levels Below
- Tier 3: Three grade Levels Below

MATH						
	K	1	2	3	4	5
Tier 1	100%	73% (93)	60% (79)	49% (74)	62% (89)	55% (92)
Tier 2	-	27% (34)	39% (51)	38% (51)	18% (26)	19% (31)
Tier 3	-	-	2% (2)	13% (19)	20% (29)	26% (44)

READING						
	K	1	2	3	4	5
Tier 1			63% (83)	48% (72)	60% (86)	45% (74)
Tier 2			32% (42)	35% (53)	15% (22)	30% (49)
Tier 3			5% (7)	17% (25)	25% (36)	26% (43)



"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)
<p>Develop and implement close reading strategies to increase academic achievement in Reading/ELA for grades 3, 4, and 5.</p>	<p>*8/27/18 – Ongoing *Weekly (leadership meetings)</p>	<p>*Principal *Assistant Principal *Academic Coach *Teachers</p>	<p>*Time *Professional Development *Articles *Modeling (Coach)</p>	<p>*Student work *Feedback notes *Lesson plans *Videos</p>	<p>*Daily walkthroughs/feedback - (Principal, Asst. Principals – Specific Grade-levels and Academic Coach) *Weekly collaborative planning (Tuesdays) *Close Read PD Administrators – 8/20/18 Teachers - 8/21/18</p>
<p>Adopt cooperative learning as a school-wide strategy for Reading/ELA to improve academic discussions.</p>	<p>*10/1/18 – Ongoing *Weekly (leadership meetings)</p>	<p>*Principal *Assistant Principal *Academic Coach *Teachers</p>	<p>*Time *Professional Development *Articles *Modeling (Coach)</p>	<p>*Student work *Feedback notes *Lesson plans *Videos</p>	<p>*Daily walkthroughs (Principal) *Daily walkthroughs/feedback (Asst. Principals – Specific Grade-levels and Academic Coach) *Weekly collaborative planning (Tuesdays) *Cooperative Learning/Academic Discussions PD Administrators – 9/21/2018 Teachers - 9/25/18</p>

<p>Provide professional development on the Rigor and Relevance Framework and how it can be used to impact student achievement.</p>	<p>*September 2018 - Ongoing *Weekly (leadership meetings)</p>	<p>*Principal *Assistant Principal *Academic Coach *Teachers</p>	<p>*Time *Professional Development *Rigor and Relevance Framework *Articles *Modeling (Coach)</p>	<p>*Student work *Feedback notes *Lesson plans *Videos</p>	<p>*Daily walkthroughs (Principal) *Daily walkthroughs/feedback (Asst. Principals –Specific Grade-levels and Academic Coach) *Weekly collaborative planning (Tuesdays) *Rigor and Relevance Framework PD Administrators – September 2018 Teachers – September 2018</p>
<p>Implement an integrated approach to instruction in K-2 classrooms.</p>	<p>*September 2018 - Ongoing *Weekly (leadership meetings)</p>	<p>*Principal *Assistant Principal *Academic Coach *Teachers</p>	<p>*Time *Observations *Modeling (Coach)</p>	<p>*Student Work *Lesson Observations *Lesson Plans *Feedback Notes *Videos</p>	<p>*Daily walkthroughs (Principal) *Daily walkthroughs/feedback (Asst. Principals –Specific Grade-levels and Academic Coach) *Administrators – September 2018 *Teachers – September 2018</p>

<p>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</p>	
<p>Economically Disadvantaged</p>	<p>Foster and Homeless</p>
<p>Scaffolding the complexity of the text during small groups (Differentiation) Media Center access to leveled readers and informational text</p>	<p>Scaffolding the complexity of the text during small groups (Differentiation) Media Center access to leveled readers and informational text</p>
<p>English Learners</p>	<p>Migrant</p>
<p>Scaffolding the complexity of the text during small groups (Differentiation) Sentence Starters Graphic Organizers Anchor Charts Include ESOL teachers in planning sessions</p>	<p>N/A</p>

Media Center access to leveled readers and informational text	
Race/Ethnicity/Minority	Students with Disabilities
Scaffolding the complexity of the text during small groups (Differentiation) Media Center access to leveled readers and informational text	Scaffolding the complexity of the text during small groups (Differentiation) Implementation of DES Accommodations Sentence Starters Graphic Organizers Include DES teachers in planning sessions Media Center access to leveled readers and informational text

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)
Review school data, goals, and plans for improvement with all stakeholders to include collaborative conversations.	*August 17, 2018- Ongoing *Bi-monthly	Administrators Parent Liaison Academic Coach Counselors Teachers	n/a	Increased knowledge of school data and the strategies being implemented for improvement -Agendas -Sign-in sheets -Flyers and Invitations -Parent Input Form	Collaborative Planning (weekly/Tuesday) Data Digs Refer to PD Calendar
Faculty and staff are provided resources to participate in professional development in order to increase student achievement.	*August. 2018- Ongoing *Weekly (Tuesday Collaborative Planning)	Administrators Academic Coach Parent Liaison	Title 1 Funds PL Funds	Agendas Sign-in Sheets PD Transcripts PD Presentations Videos	Various In-house and District instructional trainings Collaborative Planning (weekly/Tuesday)
Teachers will participate in ongoing Professional Learning in the area of RTI/SST in order to meet the needs and challenges of all students.	*August. 2018- Ongoing *Every three (3) weeks	Administrators RTI/SST Lead Counselor School Psychologist	School Funds	Early identification of students experiencing academic, social, and/or behavioral difficulties; Use of research-based instructional and behavior management strategies to promote success in general education programs. -Sign-in sheets - Agendas -Meeting Minutes	Onsite Professional Learning conducted by RTI/SST Lead 8/14/2018 & ongoing Ongoing RTI/SST meetings based on academics and/or behaviors.
Grade level administrators will run a failure rate report every 4 ½ weeks to ensure students are passing their classes. Meetings will be held to discuss student performance and next steps.	*September 2018 – Ongoing *Every 4 ½ weeks	Administrators RTI/SST Lead Counselor Teacher Parent	n/a	-Failure rate reports for each grade level -Conference agendas/sign-in sheets	n/a

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Parent Conferences Student Lead Conferences Utilizing Data Notebooks/Goal-Setting Small Group Support (Needs Based) Small Counseling Support Groups Classroom Guidance Lessons Provide in-house remediation	Parent Conferences Student Lead Conferences Utilizing Data Notebooks/Goal-Setting Provide in-house remediation Small Group Support (Needs Based) Small Counseling Support Groups Classroom Guidance Lessons
English Learners	Migrant
Parent Conferences Student Lead Conferences Utilizing Data Notebooks/Goal-Setting Provide in-house remediation ESOL Support Small Counseling Support Groups Classroom Guidance Lessons	N/A
Race/Ethnicity/Minority	Students with Disabilities
Parent Conferences Student Lead Conferences Utilizing Data Notebooks/Goal-Setting Small Counseling Support Groups Classroom Guidance Lessons Provide in-house remediation	Parent Conferences Student Lead Conferences Utilizing Data Notebooks/Goal-Setting Provide in-house remediation DES Support Small Counseling Support Groups Classroom Guidance Lessons

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)
Harper Attendance Team (HAT) incentives and celebrations (attendance banners per grade level, pizza parties, ice-cream social, etc.)	*Aug. 2018- Ongoing *Monthly	Administrators Counselors Homeroom Teachers Attendance Secretary Parent Liaison School Social Worker	Treasure Box/ General Fund PTA	Monthly Attendance Reports Attendance Letters to Parents	Counselor Attendance PD

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

Economically Disadvantaged	Foster and Homeless
Teachers will monitor daily attendance, request parent/teacher conferences to discuss attendance, etc. The school’s social worker, counselor, and parent liaison will work closely with families. Counselor will monitor student attendance for ELA/Math Class Dojo will be used to communicate with parents about attendance initiatives.	Teachers will monitor daily attendance, request parent/teacher conferences to discuss attendance, etc. The school’s social worker, counselor, and parent liaison will work closely with families. Counselor will monitor student attendance for ELA/Math Class Dojo will be used to communicate with parents about attendance initiatives.
English Learners	Migrant
Teachers will monitor daily attendance, request parent/teacher conferences to discuss attendance, etc. The school’s social worker, counselor, and parent liaison will work closely with families. Use the parent liaison/translator to communicate with non-English speaking parents. Counselor will monitor student attendance for ELA/Math	N/A

Google Classroom will be used to communicate with parents about attendance initiatives.	
Race/Ethnicity/Minority	Students with Disabilities
Teachers will monitor daily attendance, request parent/teacher conferences to discuss attendance, etc. The school's social worker, counselor, and parent liaison will work closely with families. Counselor will monitor student attendance for ELA/Math Google Classroom will be used to communicate with parents about attendance initiatives.	Teachers will monitor daily attendance, request parent/teacher conferences to discuss attendance, etc. The school's social worker, counselor, and parent liaison will work closely with families. Counselor will monitor student attendance for ELA/Math Google Classroom will be used to communicate with parents about attendance initiatives.

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)
Implementation of a school-wide C.A.R.E. and Student Ambassadors	*Aug. 2018- Ongoing *Daily	Administrators Members Leadership Team Members Systems of Care team	School Funds	Monthly Celebrations Big 7 Reports OSS/Attendance Reports Students will be able to articulate the expected behaviors of the school Posters visible in the halls and classrooms Morning announcements for C.A.R.E. Behavior Matrix Student Ambassador Buddy System	Ambassador Training Administration/Counselor PD on Attendance/Suspensions
Implementation of Parent University where administration, academic coach, counselor, media specialist, and parent liaison conduct workshops for parents. Teachers will be able to collaborate with parents on effective strategies to increase student achievement.	*Sept. 2018- Ongoing *Monthly	Administrators Parent Liaison Teachers	Title 1	Agenda Sign-in sheets Flyers and Invitations School Messenger	Writing Strategies Math Strategies Test Taking Skills

Orientation/Curriculum Nights will be held by each grade level during the month of September and again in March to explain grade level curriculum and expectations, grading practices, class/school rules, and state testing requirements.	*Sept. 2018 and Ongoing *September 2018 and March 2019	Administrators Teachers Academic Coach Counselor Parent Liason	School Funds	Sign-In sheets Flyers Agendas Powerpoints Website advertisements School Messenger	
Implementation of a communication network between parents and community to support student achievement (i.e. School-wide Friday communication folders, face-face meetings, newsletters, Class Dojo, School Messenger, Flyers, Conferences, Marquee, PTA Meetings and events)	*Aug. 2018- Ongoing *Weekly	Administration Teachers Parent Liaison Counselors Support Staff	n/a	Infinite Campus Contact Log School Messenger printouts School website Class Newsletters Class Dojo Checkpoint: Last Friday of each Month Friday Communication Folders	n/a
Teacher and Staff Member of the Month	*Sept. 2018- Ongoing *Monthly	Administration	School Funds and SunShine Fund	School Newsletter/Email Certificates Pictures Teachers will have a parking spot each month and a traveling trophy	n/a

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Parent/Teacher Conferences (ongoing) Behavioral Intervention Specialist Counseling Sessions School Social Worker Systems of Care	Parent/Teacher Conferences(ongoing) Behavioral Intervention Specialist Counseling Sessions School Social Worker Systems of Care
English Learners	Migrant
Parent/Teacher Conferences(ongoing) Behavioral Intervention Specialist Counseling Sessions School Social Worker Systems of Care Communication in Spanish Interpreter Services	N/A
Race/Ethnicity/Minority	Students with Disabilities
Parent/Teacher Conferences(ongoing) Behavioral Intervention Specialist	Parent/Teacher Conferences(ongoing) Behavioral Intervention Specialist

Counseling Sessions School Social Worker Systems of Care	Amend IEP as necessary Develop behavior intervention plan Counseling Sessions School Social Worker Systems of Care
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