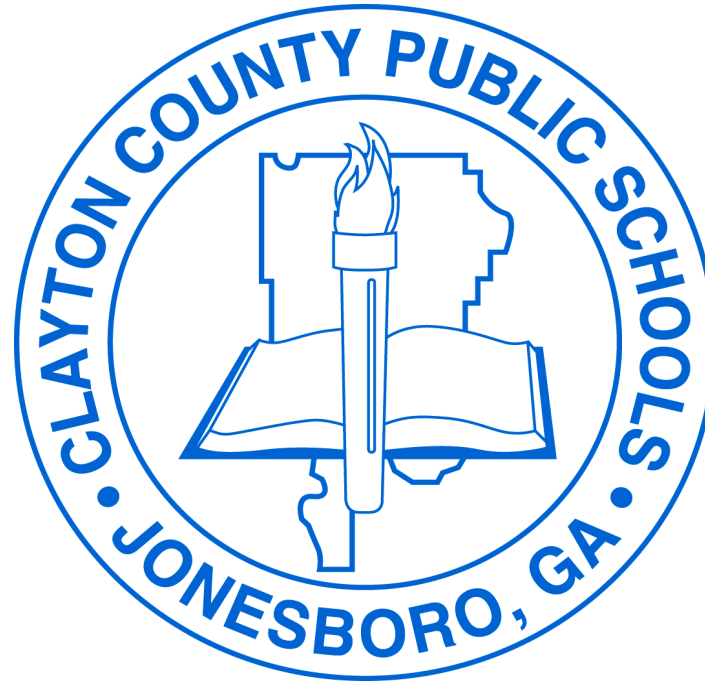


Comprehensive School Improvement Plan



Mt. Zion Elementary 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: Rochelle D. Harris
Assistant Principal(s): Wendell M. Span

School Leadership/Improvement Team	
Name	Position
Shannon Hill	3rd Grade Teacher
Joan DeWitt	4th Grade Teacher
Nichelle Burden	5th Grade Teacher
Misha Thompson	Gifted Teacher
Susan Fain	ESOL Teacher
Luanne Manning	Special Education Teacher
Tiarra Greenwood	EIP Lead
Beth Burk	MTSS Team Member
DeAnn Clarrington	Counselor
Erin Mayer	Title I Academic Coach
Kelly McKinney	Music Teacher
Wendell Span	Assistant Principal
Rochelle Harris	Principal

2014-2015	2015-2016	2016-2017	2017-2018	2016-2020 Goals																										
Overall CCRPI Score: 71.6	Overall CCRPI Score: 76.3	Overall CCRPI Score: 71.3	Overall CCRPI Score:	2016 Goal: 71.5 (.855) 2017 Goal: 72.35 2018 Goal: 73.21 2019 Goal: 74.06 2020 Goal: 74.92																										
Achievement Points Earned: 23.1/50	Achievement Points Earned: 24.9/50	Achievement Points Earned: 25.1/50	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 , ____ 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. <i>Example</i> <table><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><tr><td rowspan="2">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>1.05</td><td>66.05</td><td>67.1</td><td>68.15</td><td>69.2</td><td>70.25</td></tr></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																								
Progress Points Earned: 37.1/40	Progress Points Earned: 38.3/40	Progress Points Earned: 38.5/40	Progress Points Earned: /35																											
Achievement Gap Points Earned: 6.7/10	Achievement Gap Points Earned: 8.3/10	Achievement Gap Points Earned: 6.7/10	Closing Gaps Points Earned: /15																											
Challenge Points Earned: 4.710	Challenge Points Earned: 4.8/10	Challenge Points Earned: 1/10	Readiness Points Earned /20																											

Intervention Data

DIBELS Percentage										
School Year		BOY			MOY			EOY		
	Grade Level	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark
2017-18	Kindergarten									
	First									
	Second									
	Third	48%	8%	21%/23% Above Benchmark	36%	16%	26%/22% Above Benchmark	39%	14%	24%/23% Above Benchmark
2018-19	Grade Level									
	Kindergarten									
	First									
	Second									
	Third	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

iReady			
School Year	BOY		EOY
2017-18			
2018-19			



**"COMMITTED TO
HIGH PERFORMANCE"**
Growing Our Future



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)
Teachers will participate in professional development sessions with the Academic Coach to learn instructional strategies to target student achievement in the areas of ELA, Math, Science, and Social Studies. Upon learning effective instructional strategies teachers will be able to increase rigor and relevance in all content areas.	August 2018- May 2019	Academic Coach(PL) Principal and Assistant Principal (monitor)	Rigor and Relevance framework	<ul style="list-style-type: none"> Teachers will learn research based instructional strategies to assist students in all content areas Professional development minutes will be documented and submitted to principal Rigor and relevance rubric will be utilized to determine level of proficiency in using instructional strategies 	Professional Development days are earmarked for each Wednesday of the month as needed and scheduled

Use needs based small groups for math and ELA to tailor instruction to the specific needs of students.	August 2018-May 2019	All teachers <u>Monitor</u> Principal Asst. Principal Academic Coach	Title I funding for materials Ready Math iReady Wonders Leveled readers	<ul style="list-style-type: none"> Teachers will differentiate instruction based on identified needs Lesson plans detailing small group instruction weekly Grade level planning log submitted to admin. and Academic Coach weekly 	Professional Development days are earmarked for each Wednesday of the month as needed and scheduled
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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
<ul style="list-style-type: none"> Utilize additional iReady sessions Utilize MYON Increase small group instruction Utilize parent liaison Use the Circle of Support 	<ul style="list-style-type: none"> Utilize additional iReady sessions Utilize MYON Increase small group instruction Use Counselor and Social worker Circle of Support Community organizations
English Learners	Migrant
<ul style="list-style-type: none"> Imagine Learning WIDA model/Can do descriptors Targeted vocabulary instruction via reading wonders Documents in home language Provide interpreters for conference and programs 	Currently we do not have any migrant students, but if we receive any we will use the Circle of Support.
Race/Ethnicity/Minority	Students with Disabilities
<ul style="list-style-type: none"> Utilize additional iReady sessions Utilize MYON 	<ul style="list-style-type: none"> Adhere to their IEP Provide students their accommodations and/or modifications

- Increase small group instruction
- Circle of support

- Collaborate with DES teachers
- Utilize school psychologist

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)
Identify Lexile scores for each student and determine appropriate reading levels and text. Ensure students are reading varied texts as documented by the MyOn usage and progress. Check MyON usage and progress every nine weeks to ensure we are on track to reach our goal.	September 2018-May 2019	All teachers Academic Coach	Title I MyOn	<ul style="list-style-type: none"> • Students will show an increase in reading proficiency as indicated by MyOn report • Monthly checkpoints via MyOn reports • MyOn Lexile Progress reports will be analyzed each nine weeks 	Refresher for returning teachers and training for new teachers on TBD (waiting to confirm date with rep)

Implement math problem of the week for all grade levels. In departmentalized classrooms, this will take place in the math class. 3rd grade teachers will add the math problem of the week to their morning spiral review.	September 4, 2018-May 2019	Academic Coach Math Lead(Melvin) Classroom Teachers	Math problems aligned to the standards. Ready Math	<ul style="list-style-type: none"> •Students will become proficient with basic math facts and gain exposure to key math terms •Students will have increased practice in solving math problems with written response •Weekly responses will be submitted to the Academic Coach 	Collaborative work sessions with the Academic Coach and math lead
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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
<ul style="list-style-type: none"> • MyOn additional sessions • iReady online practice • Ready Math supplemental activities 	<ul style="list-style-type: none"> • Utilize additional iReady sessions • Utilize MYON • Increase small group instruction • Use Counselor and Social worker • Circle of Support • Community outreach
English Learners	Migrant
<ul style="list-style-type: none"> • WIDA model/Can do descriptors • Targeted vocabulary instruction to highlight math terms • Documents in home language • Provide interpreters for conference and programs 	Currently we do not have any migrant students, but if we receive any we will use the Circle of Support.
Race/Ethnicity/Minority	Students with Disabilities
<ul style="list-style-type: none"> • Utilize additional iReady sessions • Utilize MYON • Increase small group instruction 	<ul style="list-style-type: none"> • Adhere to their IEP • Provide students their accommodations and/or modifications • Collaborate with DES teachers

- Circle of Support

- Circle of Support

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)
Monitor highest classroom attendance for the month and reward the class with a pizza party	September 2018-May 2019	Counselor	Church will donate the pizza monthly	Attendance monitored monthly via Infinite Campus	NA
Monthly perfect attendance incentives for students with perfect attendance for the month	September 2018-May 2019	Counselor	School funds Partners in Education	Attendance monitored monthly via Infinite Campus	NA

Daily announcements via the morning news broadcast to encourage students to attend school daily and highlight the incentives	August 2018-May 2019	Counselor Principal Asst. Principal		Daily news broadcast	NA
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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
<ul style="list-style-type: none"> • Social Worker support via home visits as needed • Counselor small group sessions • Circle of support 	<ul style="list-style-type: none"> • Circle of support • Social worker • Counselor small group
English Learners	Migrant
<ul style="list-style-type: none"> • ESOL parent meeting • Documents sent in home language • Parent Liaison 	Currently we do not have any migrant students, but if we receive any we will use the Circle of Support.
Race/Ethnicity/Minority	Students with Disabilities
<ul style="list-style-type: none"> • Social Worker • Counseling sessions • Circle of Support 	<ul style="list-style-type: none"> • Circle of Support • Counseling sessions • DES team meetings

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)
Daily reminders of the behavior matrix and expected outcomes via the morning announcements and followed up by the classroom teachers	August 2018- May 2019	Asst. Principal Principal Faculty and Staff	School funds for incentives for the students Title I funds	<ul style="list-style-type: none"> Students will know and follow the expectations set for the school District walkthrough will result in 5 out of 5 scores Behavior Matrix displayed and referenced throughout the school Via morning announcements students will be reminded of the school wide expectations Homeroom announcements by teacher Students will exhibit positive desired outcomes 	Discipline Committee will meet monthly and provide updates as needed via faculty meetings, grade level meetings, and/or emails
Merit system for positive behavior. Students will earn merits for demonstrating positive behaviors as indicated by the behavior matrix	September 2018- May 2019	Asst. Principal Discipline committee	School funds Title I	<ul style="list-style-type: none"> Students will earn merits as indicated by the plan Students will display positive behaviors Review discipline report monthly 	
Monthly Lunch Bunch with the principal. 2 students from each class are selected to eat lunch with the principal for displaying positive behaviors	September 2018- April 2019	Counselor Principal	School Funds Title I	<ul style="list-style-type: none"> Teachers select 2 students each month Students must follow the behavior matrix and be model students 	NA

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
<ul style="list-style-type: none"> • Circle of Support • Positive Recognition • Teacher will contact parents 	<ul style="list-style-type: none"> • Positive recognition and interactions • Circle of Support
English Learners	Migrant
<ul style="list-style-type: none"> • Circle of Support • Positive Recognition • Teacher will contact parents 	Currently we do not have any migrant students, but if we receive any we will use the Circle of Support.
Race/Ethnicity/Minority	Students with Disabilities
<ul style="list-style-type: none"> • Positive reinforcement of the matrix • Positive parent contact 	<ul style="list-style-type: none"> • Circle of Support • Teacher will contact the parents • Positive recognition of desired behaviors