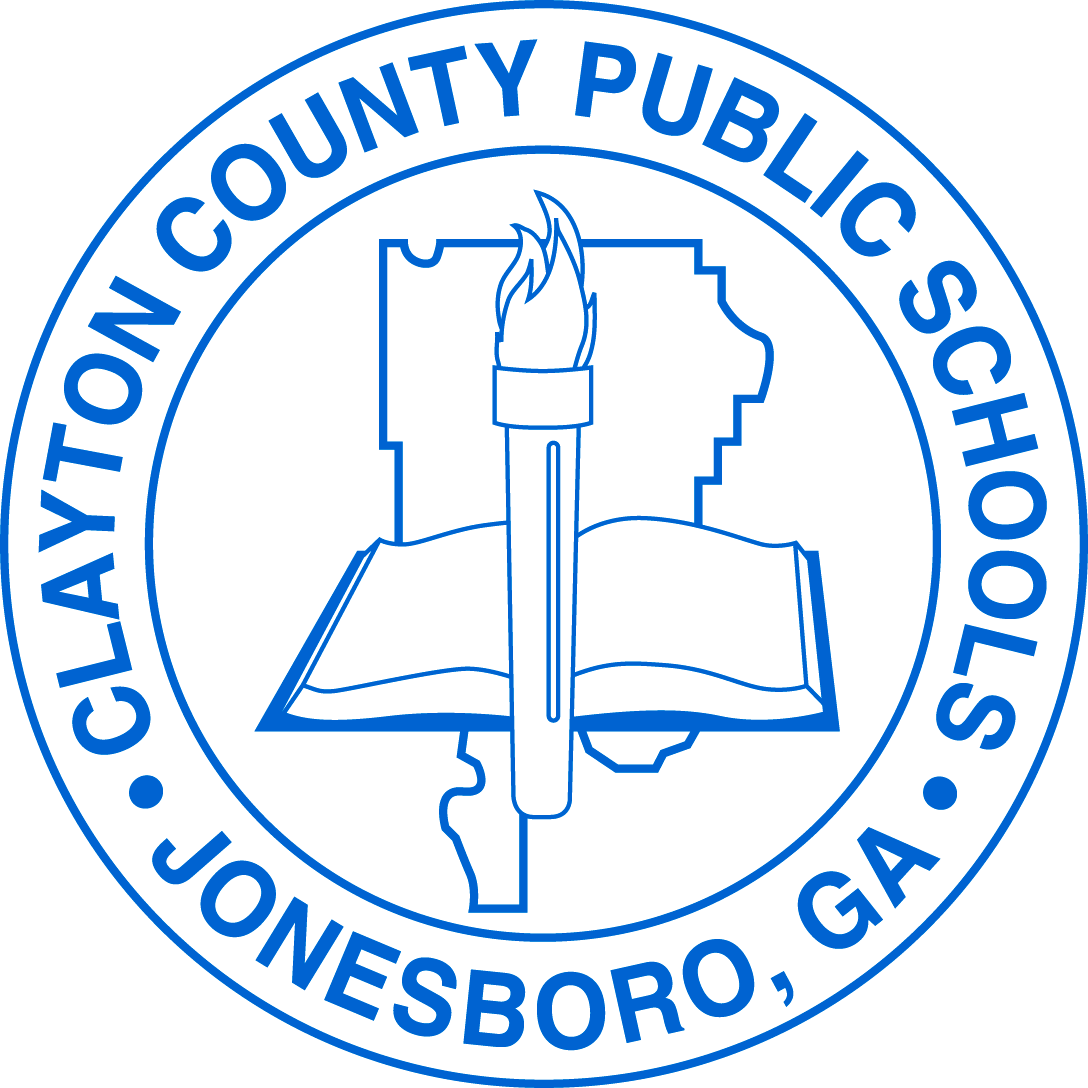
Comprehensive School Improvement Plan



William M. McGarrah 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.

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| **CCRPI** | | | | | | | | |
| **School Year** | **CCRPI Score** | **Content Mastery** | **School Progress** | **Closing the Gaps** | **Readiness** | **Climate Rating** | **Star Rating** | **PPE Percentile**  **(Per Pupil Expenditure)** |
| **2017-2018** | **76.5** | **58.2** | **85.1** | **93.8** | **75.8** | **89.8** | **3** | **43rd** |
| **2018-2019** | **70.4** | **58.4** | **89.7** | **43.8** | **74.6** | **93.8** | **4** |  |



**Action Plan**

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| **Performance Objective 1: By 2023, Clayton County Public Schools will increase the percentage of students 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)** |
| **Sustaining a Culture of Writing a**  **across the curriculum** | | **August, 2019 - May, 2020** | **Administrators, Academic Coach, Counselor** | **General Fund** | **Monthly Checkpoints** |  |
| A. | Implement the K-5 Writing Plan | August, 2019 | Administrators, Academic Coach, All Classroom Teachers | General  Funds | Evidence of writing samples, writing rubrics and lesson plans | \ |
| B. | Teachers collected a beginning of the year writing samples and establish a writing baseline. | August, 2019 | Academic Coach  All Classroom Teachers | General  Funds | Evidence of writing samples and student conferences |  |
| C. | Vocabulary/Word Walls in ALL classes including Specials (Art, Music, PE) classes and the computer labs | September, 2019 | Academic Coach, Classroom Teachers | General  Funds | Evidence in classrooms as seen through walk-throughs, photos of word walls | August 27th during P.A.W.S  (Specials Teachers at 8:00) |
| D. | School wide story…The Adventure of William! | September, 2019 | Academic Coach, Classroom Teachers | General  Funds | Evidence of story written on chart paper in school hallways. Classes will be assigned by academic coach. Teachers will be able to follow the Adventures of William Writing Calendar. | McGarrah University, August 2, 2019 |
| E. | Professional development will be provided to teachers in areas of writing and vocabulary | September, 2019 | Academic Coach  District ELA Lead  3 -5 grade teachers | General  Funds | Evidence will be presentations, agendas, sign-in, evaluations | September 9, 2019- Effective Strategies to teach Vocabulary (3rd-5th teachers). |
| F. | Effective Writing Strategies Across the Curriculum…Writing Process Instructional Plan | November, 2019 | Academic Coach  Writing Team | General Funds | Evidence will be presentations, agendas, sign-in, evaluations | November 4, 2019  Faculty Meeting |
| G. | Planning and Analyzing Writing Samples | November, 2019 | Academic Coach  Teachers | General Funds | Evidence will be writing samples, graphic organizers, templates, writing rubrics |  |
| **Mapping Our Way Through Assessments** | | **August 2019 -**  **May, 2020** | **Academic Coach**  **Administrators** | **General Funds** | **Monthly Checkpoints** |  |
| A. | Teachers received training on Illuminate and MAP (Measures of Academic Progress) platforms for assessment purposes | August, 2019 | Illuminate and MAP Contacts  Academic Coach | General Funds | Contacts will continue to work with teachers on the new platforms when needed. | July 30, 2019  August 8, 2019 |
| B. | Students in grades 3 - 5 to take Benchmark Assessments on MAP platform | August, 2019 | Classroom Teachers | General  Funds | Class roster completion | August 12 - 16, 2019 |
| C. | Teachers have attended training on new DIBELS 8 edition and GKIDS 2.0 assessments. | August , 2019 | Assistant Principal  EIP Lead Teacher  K/1 teachers | General  Funds | Agendas, sign-in sheets, powerpoint presentations | August 1, 2019  August 19, 2019  September 16, 2019 |
| D. | Teachers will map assessments on our school-wide data excel spreadsheet and present information from student assessments, lexile, absences, etc. | Beginning September 2019 | Administrators and Teachers | General Funds | Agendas, sign-in sheets, data presentations/excel spreadsheets | September 12, 2019 |
| E. | Creating assessments in Illuminate | November, 2019 | Academic Coach | General Funds | Agendas, sign-in sheets |  |

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| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | |
| **Economically Disadvantaged** | **Foster and Homeless** |
| Differentiated and small group instruction targeting student deficit areas. | Students will receive the same services as Economically Disadvantaged students. |
| **English Learners** | **Migrant** |
| * Imagine Learning * Continue to develop language standards with teachers to implement in the classroom with access to writing across the curriculum. * Increase vocabulary by using domain specific vocabulary and displaying during academic discourse. |  |
| **Race/Ethnicity/Minority** | **Students with Disabilities** |
| Differentiated and small group instruction targeting student deficit areas | * Small group instruction with explicit instructions for writing strategies. * Promote writing through corrective reading strategies. * Increase vocabulary by using domain specific vocabulary and displaying during academic discourse |

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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)** |
| Creating a Culture of Rigor and Relevance | |  |  |  |  |  |
| A. | Introduce learner engagement rubric from ICLE and explain how this rubric will be our RIGOR focus for the first few months of school. | August, 2019 | Administration  Academic Coach | General Funds | Sign in, PowerPoint, handouts | McGarrah University 8-2-2019 |
| B. | Teachers will perform a CLOSE READ of the Learner Engagement Rubric from ICLE and develop effective active participation, learner environment and formative assessment protocols as it relates to the learner engagement rubric | August -October, 2019 | Administration  Academic Coach | General Funds | 10 min walkthroughs feedback (Looks like, sounds like, feels like), P.A.W.S (Professionals at Work Session) handouts, agendas, sign-ins, pictures, videos | 8-27-19 P.A.W.S. |
| C. | Academic Coach provides instructional strategies and tips to provide support with learner engagement in the class. | August, 2019 | Academic Coach | General Funds | CIA Weekly updates newsletter |  |
| D. | Introduce the Relevance Rubric and how to create relevance for the students during the lesson. | November, 2019 | Academic Coach | General Funds | Sign n sheets, PowerPoint, handouts |  |

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| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | |
| **Economically Disadvantaged** | **Foster and Homeless** |
| Differentiated and small group instruction targeting student deficit areas. | Students will receive the same services as Economically Disadvantaged students. |
| **English Learners** | **Migrant** |
| * Imagine Learning * Continue to develop language standards with teachers to implement in the classroom with access to writing across the curriculum. * Increase vocabulary by using domain specific vocabulary and displaying during academic discourse. |  |
| **Race/Ethnicity/Minority** | **Students with Disabilities** |
| Differentiated and small group instruction targeting student deficit areas | * Small group instruction with explicit instructions for writing strategies. * Promote writing through corrective reading strategies. * Increase vocabulary by using domain specific vocabulary and displaying during academic discourse |

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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)** |
| **Implement Attendance Matters Campaign** | **August, 2019 -**  **May, 2020** | **Counselor**  **Administrators**  **School Social Worker** | **General Funds** | **Monthly Checkpoints** |  |
| 1. Establish an Attendance Committee | August, 2019 | Counselor  Social Worker  Teachers | General Funds | Meeting agendas, sign-in sheets |  |
| B. Attendance Awareness Month | September, 2019 | Counselor  Administrators  Teachers | General Funds | Calling post message to parents, morning and afternoon announcements, |  |
| 1. SAC meetings with parents | September, 2019 | Attendance Committee | General Funds | Attendance letters, Documentation in IC |  |
| 1. Attendance Week Campaign | October, 2019 | Counselor, Administrators,  Teachers | General Funds | Attendance announcements, attendance posters, attendance student particiaption |  |

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| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | |
| **Economically Disadvantaged** | **Foster and Homeless** |
| All students will benefit from the initiatives that will be implemented. | All students will benefit from the initiatives that will be implemented. |
| **English Learners** | **Migrant** |
| All students will benefit from the initiatives that will be implemented. | All students will benefit from the initiatives that will be implemented. |
| **Race/Ethnicity/Minority** | **Students with Disabilities** |
| All students will benefit from the initiatives that will be implemented. | All students will benefit from the initiatives that will be implemented. |

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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)** |
| **Increase Positive Reinforcement School-Wide** | **August, 2029 -**  **May, 2020** | **Administrators**  **Counselor**  **SST Chairs** | **General Funds** | **Monthly Checkpoints** |  |
| 1. Establishing professional decorum, safe and orderly learning environments and social/emotional cues were discussed;   All homeroom teachers contacted parents to provide a “welcome back to the new school year” and to answer any immediate questions they may have had. | August, 2019 | Administrators | General Funds | Walkthroughs/Observations, Office Referrals, Parent Contact Log | McGarrah University  August 2, 2019 |
| B. Implement “Pop Up PAW Praise” monthly rewards | Monthly, beginning August 2019 | Assistant Principal | General Funds | Cats Cash | Ongoing, Monthly |
| C. Monthly article/literature on positive reinforcement provided to staff to further educate on the benefits of using positive reinforcement | Each month beginning September 2019 | Assistant Principal | General Funds | Article handout or link provided during grade level meetings | Monthly |
| D. Monthly C.I.A. (Curriculum,  Instruction, Assessment) shout-outs | During monthly staff meetings, beginning August 2019 | McIntyre-Academic Coach | General Funds | Monthly staff meeting agendas |  |
| E. PAW store | November, 2019 | Assistant Principal  Discipline Committee | General Funds | Students spend Cat Cash at the PAW Store |  |
| F. DoJo Shout outs-85% or better average for class dojo points | November, 2019  (weekly) | Assistant Principal  Discipline Committee | General Funds | Shout-out occur during morning announcements |  |

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| ***Supplemental Supports:*** What supplemental action steps will be implemented for these subgroups? | |
| **Economically Disadvantaged** | **Foster and Homeless** |
| Continue to reinforce in all content settings expectations for behavior and allowing students opportunities to provide dialogue on appropriate and inappropriate behaviors. | Continue to reinforce in all content settings expectations for behavior and allowing students opportunities to provide dialogue on appropriate and inappropriate behaviors. |
| **English Learners** | **Migrant** |
| Continue to reinforce in all content settings expectations for behavior and allowing students opportunities to provide dialogue on appropriate and inappropriate behaviors. | Continue to reinforce in all content settings expectations for behavior and allowing students opportunities to provide dialogue on appropriate and inappropriate behaviors. |
| **Race/Ethnicity/Minority** | **Students with Disabilities** |
| Continue to reinforce in all content settings expectations for behavior and allowing students opportunities to provide dialogue on appropriate and inappropriate behaviors. | Continue to reinforce in all content settings expectations for behavior and allowing students opportunities to provide dialogue on appropriate and inappropriate behaviors. |