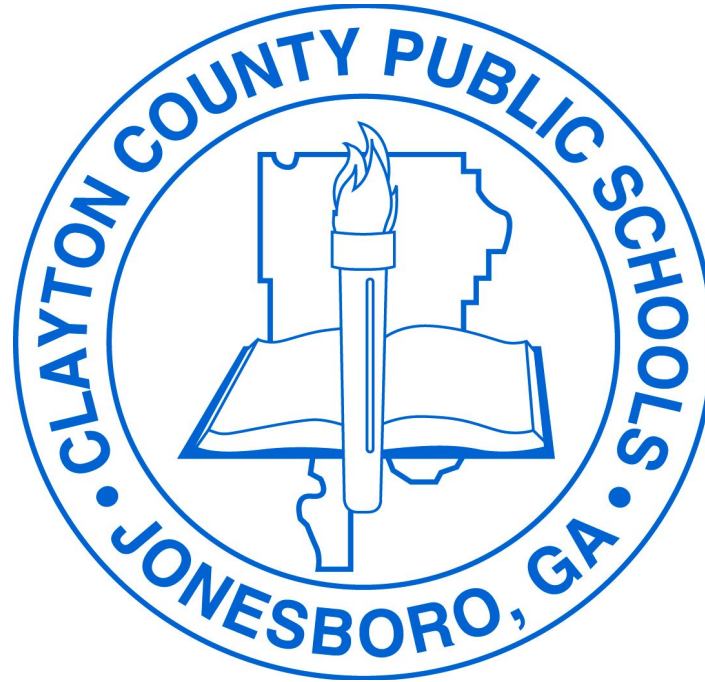


Comprehensive School Improvement Plan



Lillie E. Suder 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: Sharon Jones, Ed.D.

Assistant Principal(s): Linda Smith, Ed.S.

School Leadership/Improvement Team	
Name	Position
Sharon Jones	Principal
Linda Smith	Assistant Principal
Dexter McSwain	Counselor
Crystal Smith	Parent Liaison
Pamela Prather	EIP Teacher
Tequila Jackson	Kindergarten Teacher
Joan Bochnacki	First Grade Teacher
Crystal LeGrand	Second Grade Teacher
Grace Marshall	Third Grade Teacher
Katrina Waller	Fourth Grade Teacher
Kimberly Owens	Fifth Grade Teacher
Amanda Payne	Fine Arts Department Chair
Kelly Brown	Media Specialist
Tarsha Burrell	ESOL Teacher
Evelyn Hodges	SCORE Teacher
Gina Fitzpatrick	DES Department Chair
Rosa Desay	Paraprofessional Lead

CCRPI Score																								
2014-2015	2015-2016	2016-2017	2017-2018	2016-2020 Goals																				
Overall CCRPI Score: 72.3	Overall CCRPI Score: 58.9	Overall CCRPI Score: 69.2	Overall CCRPI Score:	2016 Goal: To gain 5 points in all areas overall 2017 Goal: To gain 5 points in all areas overall 2018 Goal: To gain 5 points in all areas overall 2019 Goal: 2020 Goal:																				
Achievement Points Earned: 27/50	Achievement Points Earned: 23.4/50	Achievement Points Earned: 25/50	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. <small>IE2 Annual Growth = (100 - 2016 CCRPI Score (without Challenge Points)) * 0.03</small>																				
Progress Points Earned: 34.9/40	Progress Points Earned: 30/40	Progress Points Earned: 35/40	Progress Points Earned: /35																					
Achievement Gap Points Earned: 5.8/10	Achievement Gap Points Earned: 4.2/10	Achievement Gap Points Earned: 6.7/10	Closing Gaps Points Earned: /15																					
Challenge Points Earned: 4.6/10	Challenge Points Earned: 1.3/10	Challenge Points Earned: 2.5/10	Readiness Points Earned: /20																					
					<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 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> </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
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																		

Intervention Data

DIBELS 2017-2018 Reading												
	BOY				MOY				EOY			
	I	S	B	A	I	S	B	A	I	S	B	A
K	34%	24%	16%	26%	25%	20%	30%	13%	27%	21%	36%	13%
1st	43%	15%	15%	27%	43%	10%	11%	36%	41%	13%	18%	28%
2nd	27%	11%	17%	45%	28%	17%	22%	33%	40%	17%	15%	28%
3rd	29%	5%	21%	44%	33%	17%	18%	32%	39%	17%	17%	34%

Color Code

Intensive	
Strategic	
Benchmark	
Above Benchmark	

iReady Math Intervention Screen						
School Year	BOY		MOY		EOY	
2017-18	29%		20%		20%	
	29%		54%		45%	
	42%		20%		35%	
2018-19	15%					
	22%					
	64%					



"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)
Teachers will implement the following strategies into their instruction: <ul style="list-style-type: none"> ● Common academic vocabulary (rigor and relevance verbs from all quadrants) across grades K-5 ● Common question stems across grades K-5 ● Differentiated Instruction 	Aug. 1 - Oct. 19, 2018 Oct. 22 - Dec. 3, 2018 Dec. 4, 2018 - Mar. 4, 2019 Mar. 5 - Apr. 15, 2019	Grade/Dept. Chairs Instructional Coaches Teachers Administrators	Title I School Level Funds iReady Resources	<ul style="list-style-type: none"> ● Rigorous Learning Toolkit ● Quadrants verbs posted in classrooms and in the Data Room ● Academic vocabulary posted on the walls around the school ● Lesson Planning using the CCPS Framework for High Performance <ul style="list-style-type: none"> ● Student Writings ● Teacher/Student Data Notebooks <ul style="list-style-type: none"> ● Student Data Chats 	Rigor and Relevance Professional Development (10-10-18) Collaborative Planning Meetings (Wednesdays 3 PM) Vertical Team Meeting (Bi-Monthly 3 PM) Grade Level Meetings (Mondays during planning)

<p>Leadership will provide collaborative planning opportunities for teachers to:</p> <ul style="list-style-type: none"> Plan units/lessons using the S.T.A.R.T.S. model and High Impact Practices for rigorous instruction. Engage in extended day planning during the instructional day. Discuss formative and summative data for flexible groupings to accommodate learning needs. <p>Leadership will provide teachers with the necessary resources to effectively plan engaging and grade appropriate interdisciplinary lessons.</p>	<p>Aug. 1 - Oct. 19, 2018</p> <p>Oct. 22 - Dec. 3, 2018</p> <p>Dec. 4, 2018 - Mar. 4, 2019</p> <p>Mar. 5 - Apr. 15, 2019</p>	<p>Grade/Dept. Chairs Instructional Coaches Teachers Administrators</p>	<p>Title I School Level Funds</p>	<ul style="list-style-type: none"> Extended Day Schedule High Impact Strategies for Core Content Quadrant Question Stems in lesson plans <ul style="list-style-type: none"> Agendas Data Notebooks Data Analysis Form/Action Plan/Self Reflection Integrated/Small Group Lesson Plans Observations/Critical Conversations <ul style="list-style-type: none"> Mater Schedule 	<p>Introduction to Rigor and Relevance Professional Development (9/27/18, Oct. TBD)</p> <p>Rigor and Relevance Professional Development (10-10-18)</p> <p>Part I: Deconstructing, classifying and categorizing standards and assessment items by DOK levels. (11/8/18)</p> <p>Part II: Identify teacher-made assessment items aligned to knowledge and cognitive process dimensions in which students are expected to demonstrate. (11/12/18)</p> <p>Collaborative Planning Meetings (Wednesdays 3 PM)</p> <p>Vertical Team Meeting (Bi-Monthly 3 PM)</p> <p>Grade Level Meetings (Mondays during planning)</p>
<p>Students in grades K-5 will compose Evidenced Based Writings using the following writing strategies:</p> <ul style="list-style-type: none"> RACE (K-2) RAISE(3-5) 	<p>Aug. 1 - Oct. 19, 2018</p> <p>Oct. 22 - Dec. 3, 2018</p> <p>Dec. 4, 2018 - Mar. 4, 2019</p>	<p>ELA Content Lead Grade Level Chairs Administration Teachers</p>	<p>Title I School Level Funds</p>	<ul style="list-style-type: none"> 4 ½ week writing prompts RACE/RAISE poster in each classroom <ul style="list-style-type: none"> ELA Culminating Task Typed responses in Google Classroom 	<p>5 Components of Writing Professional Development (1st Wed. of each month)</p> <p>RACE/RAISE Professional Development (10/17/18)</p>

	Mar. 5 - Apr. 15, 2019				
Students in grades K-5 will utilize the Double Bubble Thinking Map to organize their thoughts during the writing process.	Aug. 1 - Oct. 19, 2018 Oct. 22 - Dec. 3, 2018 Dec. 4, 2018 - Mar. 4, 2019 Mar. 5 - Apr. 15, 2019	ELA Content Lead Grade Level Chairs Administration Teachers	Title I School Level Funds	<ul style="list-style-type: none"> • Writing Center • Graded Writing Folders with 4pt./7pt. rubrics • Typed writings in Google Classroom 	Thinking Maps Training Professional Development (Oct. TBD) Collaborative Planning Meetings (Wednesdays 3 PM) Vertical Team Meeting (Bi-Monthly 3 PM) Grade Level Meetings (Mondays during planning)

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

Economically Disadvantaged	Foster and Homeless
Students will be provided with writing journals/folders. Access to technology.	Students will be provided with writing journals/folders. Access to technology.
English Learners	Migrant
English Learners will be supported with the use of word banks, sentence/paragraph stems, visuals, and interactive vocabulary/writing journals.	N/A
Race/Ethnicity/Minority	Students with Disabilities
Learners will be supported with the use of word banks, sentence/paragraph stems, visuals, and interactive vocabulary/writing journals.	Students will receive assistance with all activities using accommodations and/ or modifications as aligned in their IEP. Students will receive sentence and paragraph starters, word banks when appropriate, extended time, modeled and guided practice. Students will participate in writing bootcamp. Writing journals will be provided.

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)
Students in grades K thru 5th will increase their awareness of various careers through classroom guidance, Georgia Department of Education videos, and Career Day.	Sept. 10 - May 24, 2018 Oct. 17, 2018 Mar. 14, 2019	McSwain Coleman Burrell C. Smith Williams K thru 5 teachers	N/A	<ul style="list-style-type: none"> • Career Activities • Interest Inventory • Career Day Graphic Organizer 	Overview of Career Classroom Guidance Professional Development (10/17/18 3 PM)
Students in the 5th grade will complete a career portfolio.	Oct. 22 - Dec. 3, 2018 Dec. 4, 2018 - Mar. 4, 2019 Mar. 29, 2019	McSwain Coleman Burrell C. Smith 5th grade teachers	N/A	<ul style="list-style-type: none"> • Research paper and/or Powerpoint 	N/A

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

Economically Disadvantaged	Foster and Homeless
Students will be given access to Google Drive and allowed additional time/support at school to complete the portfolio in the computer lab.	Students will be given access to Google Drive and allowed additional time/support at school to complete the portfolio in the computer lab.

English Learners	Migrant
Interpreters and translated materials will be available during the college fair. The college fair presentations will appeal and address a diverse audience. Students will be provided appropriate instructional strategies and accommodations to assist with the compilation of their career portfolios.	N/A
Race/Ethnicity/Minority	Students with Disabilities
The college fair presentations will appeal and address a diverse audience. Students will be provided appropriate instructional strategies and accommodations to assist with the compilation of their career portfolios.	Modified and/or accommodations will be used to assist with portfolios. List of professionals with disabilities who attended college/university will be provided for the college fair and career portfolios.

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)
<p>Individual Student Perfect Attendance</p> <p>AppleBee’s Attendance Incentive Cards: Students who have perfect attendance every 9 weeks will receive an Apple Bee’s Attendance Incentive Card. Mr. McSwain/Parent Liaison will place cards in the teachers’ mailbox. The students will have their names displayed on the Never Been Absent (NBA) Board.</p>	<p>9 wks.: Oct 10, Dec. 19, Mar. 14, May 24</p> <p>Sunday Nights: Aug. 5 - May 20</p>	<p>McSwain Parent Liaison Social Worker</p>	<p>N/A</p>	<ul style="list-style-type: none"> ● School Level Weekly Attendance Report <ul style="list-style-type: none"> ● Picture(s) of NBA Board ● Apple Bee’s Gift Cards <ul style="list-style-type: none"> ● LES TVMcc 	<p>Kim Coleman (Social Worker) will conduct QUAD a Professional Development (11/7/18 3 PM)</p> <p>Social Emotional Learning (SEL) Professional Development - Oct. 5, 2018</p> <p>McKinney Vento Act (Family Homeless) Professional Development - Oct. 5, 2018</p>
<p>Per Grade Level Classroom Attendance - Entire Class Present for the 4 ½ Weeks:</p> <p>Classes with the most students present for the 4 week period will be presented with the MPAT (Monthly Perfect Attendance Trophy) to display inside the classroom and a Perfect Attendance Banner to display outside the classroom.</p>	<p>Last day of each month (4 weeks): Sept. 28 - May 24, 2018</p>	<p>McSwain Parent Liaison ESOL Teacher Media Specialist Coleman, Social Worker</p>	<p>N/A</p>	<ul style="list-style-type: none"> ● School Level Weekly Attendance Report <ul style="list-style-type: none"> ● Perfect Attendance Banner ● Pictures of Banner on door <ul style="list-style-type: none"> ● Trophy ● LES TV ● County Level Monthly Attendance Summary (Ranking) 	<p>N/A</p>

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

Economically Disadvantaged

Foster and Homeless

Parent Liaison and Social Worker (when needed) will make home visits to address attendance. Homeroom teachers will call the parent after three consecutive absences. Community/School Partnership: Through the Backpack Buddy program, students will be provided a variety of food every Friday. The Principal clearly communicates the school's attendance goals and policies with parents via the Remind 101 app (text messages, Connect-Ed Sunday Evening Calling Post, correspondence, community meetings).	Parent Liaison and Social Worker (when needed) will make home visits to address attendance. Homeroom teachers will call the parent after three consecutive absences. Community/School Partnership: Through the Backpack Buddy program, students will be provided a variety of food every Friday. The Principal clearly communicates the school's attendance goals and policies with parents via the Remind 101 app (text messages, Connect-Ed Sunday Evening Calling Post, correspondence).
English Learners	Migrant
The ESOL Teacher and Parent Liaison will address the importance and benefits of attendance during ESOL Parent Informational Meeting. Parents will receive multilingual attendance correspondence. The school will provide programs that promote diversity.	N/A
Race/Ethnicity/Minority	Students with Disabilities
The Parent Liaison will address the importance and benefits of attendance during Parent Informational Meetings. The school will provide programs that promote diversity.	DES teachers and Parent Liaison will address the importance and benefits of attendance during IEP 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)
<p>Implementation of Positive Behavioral Interventions and Supports (PBIS) to monitor school-wide discipline.</p> <ul style="list-style-type: none"> Provide positive incentives for students engaging in appropriate behavior school-wide including the bus. Provide regular discipline data updates at leadership team meetings through Infinite Campus (e.g. Big 7). 	<p>Aug. 1 - Oct. 19, 2018</p> <p>Oct. 22 - Dec. 3, 2018</p> <p>Dec. 4, 2018 - Mar. 4, 2019</p> <p>Mar. 5 - Apr. 15, 2019</p>	<p>Principal, AP and Discipline Committee</p> <p>Student Council Representative</p> <p>Behavior Intervention Specialist</p> <p>School Psychologist</p> <p>DES Compliance Specialist</p>	<p>School Level</p>	<ul style="list-style-type: none"> 21 Day Behavior Plan PAWS Behavioral Matrix PAWS Behavioral Chart Daily/Weekly Student Behavior Reports Big 7 Report from Infinite Campus (I.C.) 	<p>Positive Behavioral Interventions and Supports Staff Training (9/19/18 3 PM)</p> <p>Monthly PBIS Coaches Mtg.</p> <p>RTI Training (9/26/18 3 PM)</p>
<p>Monthly PAWS celebrations to highlight positive behaviour.</p>	<p>Last day of each month: 8/31, 9/28, 10/26, 11/30, 12/14, 1/25,</p>	<p>AP and Discipline Committee, Teachers</p>	<p>School Level</p>	<ul style="list-style-type: none"> Student names attending monthly PAWS celebrations based on accumulated PAW Points Daily/Weekly Student Behavior Reports PAWS Celebration Classroom Summary Point Log. 	<p>N/A</p>

	2/22, 3/29, 4/26, 5/17				
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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Host community outreach event(s) for parents who are unable to visit the school. Hold telephone/video conferences with parents to celebrate/address any behavioral concerns.	Host community outreach event(s) to parents who are unable to visit the school. Hold telephone/video conferences with parents to celebrate/address any behavioral concerns.
English Learners	Migrant
Provide parents with translated materials regarding the discipline plan.	N/A
Race/Ethnicity/Minority	Students with Disabilities
Provide parents with correspondence regarding the discipline plan in various ways.	Students will be educated and informed of discipline plan. Students will use school wide discipline and/or behavior log as aligned in their IEP to track data.