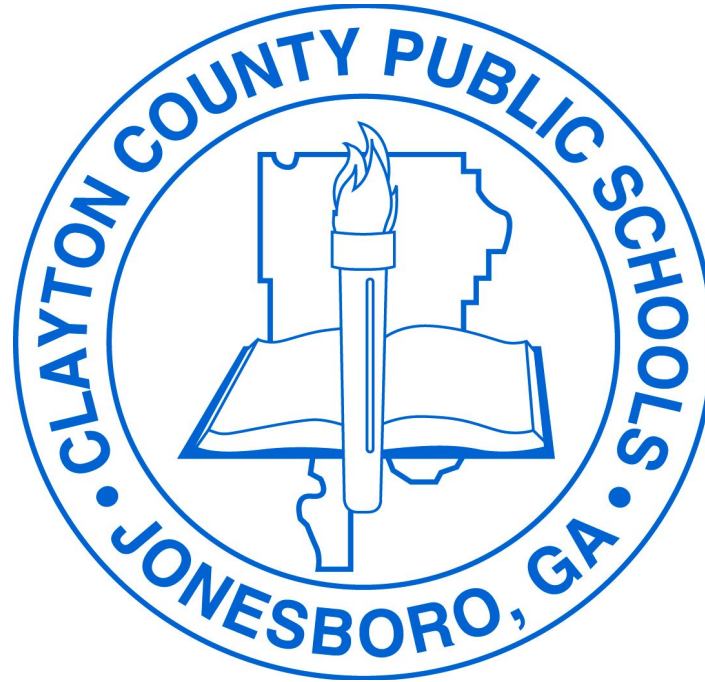


# Comprehensive School Improvement Plan



## Northcutt 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: Arlando Dawson**  
**Assistant Principal(s): Crystal Haines**

<b>School Leadership/Improvement Team</b>	
<b>Name</b>	<b>Position</b>
<b>Angelia Jacob</b>	<b>Kindergarten Chair</b>
<b>Terry Winson</b>	<b>1st Grade Chair</b>
<b>Jasmine Lawrence</b>	<b>2nd Grade Chair</b>
<b>Loretta Keith</b>	<b>3rd Grade Chair</b>
<b>Dr. Chantara Rumph-Carter</b>	<b>4th Grade Chair</b>
<b>Tisha Staples</b>	<b>5th Grade Chair</b>
<b>Aynisha Taylor</b>	<b>Gifted Lead Teacher</b>
<b>Stephanie Adside</b>	<b>DES Lead Teacher</b>
<b>Audrey Akins</b>	<b>ESOL Lead Teacher</b>
<b>Shauna Copeland</b>	<b>EIP Lead Teacher</b>
<b>Keondra Barron</b>	<b>Counselor</b>
<b>Cassandra Henry</b>	<b>Parent Liaison</b>

CCRPI Score																											
2014-2015	2015-2016	2016-2017	2017-2018	2016-2020 Goals																							
Overall CCRPI Score: 60.2	Overall CCRPI Score: 56.8	Overall CCRPI Score: 61.4	Overall CCRPI Score: 52.9	2016 Goal: 58.09 2017 Goal: 59.38 2018 Goal: 60.67	2019 Goal: 61.96 2020 Goal: 63.25																						
Achievement Points Earned: 22/50	Achievement Points Earned: 21.4/50	Achievement Points Earned: 22/50	Content Mastery Points Earned: 11.07/30	Overall CCRPI Goals based on the following formula: <b>CCPRI Performance Goals</b> 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, Northcutt 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: 31.9/40	Progress Points Earned: 30.2/40	Progress Points Earned: 35.1/40	Progress Points Earned: 27.75/35	$IE2 \text{ Annual Growth} = (100 - 2016 \text{ CCRPI Score (without Challenge Points)}) \times 0.03$																							
Achievement Gap Points Earned: 5/10	Achievement Gap Points Earned: 4.2/10	Achievement Gap Points Earned: 3.3/10	Closing Gaps Points Earned: 0 /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>56.8</td> <td>(100 – 56.8)(.03)</td> <td>56.8 + 1(1.05)</td> <td>56.8+ 2(1.05)</td> <td>56.8 + 3(1.05)</td> <td>56.8 + 4(1.05)</td> <td>56.8 + 5(1.05)</td> </tr> <tr> <td></td> <td>1.29</td> <td>58.09</td> <td>59.38</td> <td>60.67</td> <td>61.96</td> <td>63.25</td> </tr> </tbody> </table>			Baseline CCRPI Score	Expected Annual Growth	Year 1	Year 2	Year 3	Year 4	Year 5	56.8	(100 – 56.8)(.03)	56.8 + 1(1.05)	56.8+ 2(1.05)	56.8 + 3(1.05)	56.8 + 4(1.05)	56.8 + 5(1.05)		1.29	58.09	59.38	60.67	61.96	63.25
Baseline CCRPI Score	Expected Annual Growth	Year 1	Year 2	Year 3	Year 4	Year 5																					
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	1.29	58.09	59.38	60.67	61.96	63.25																					
Challenge Points Earned: 1.3/10	Challenge Points Earned: 1/10	Challenge Points Earned: 1/10	Readiness Points Earned 14.1/20																								

## Intervention Data

DIBELS Percentage													
School Year	BOY					MOY				EOY			
	Grade Level	Intensive	Strategic	Benchmark	Above Benchmark	Intensive	Strategic	Benchmark	Above Benchmark	Intensive	Strategic	Benchmark	Above Benchmark
2017-18	Kindergarten	34%	14%	14%	38%	11%	15%	18%	56%	14%	15%	21%	50%
	First	35%	11%	12%	42%	38%	8%	16%	38%	37%	5%	20%	38%
	Grade Level	Intensive	Strategic	Benchmark	Above Benchmark	Intensive	Strategic	Benchmark	Above Benchmark	Intensive	Strategic	Benchmark	Above Benchmark
2018-19	Kindergarten	47%	23%	17%	13%	26%	19%	22%	33%				
	First	32%	11%	13%	44%	30%	13%	13%	44%				
	Grade Level	Intensive	Strategic	Benchmark	Above Benchmark	Intensive	Strategic	Benchmark	Above Benchmark	Intensive	Strategic	Benchmark	Above Benchmark

IReady										
School Year	BOY			MOY			EOY			
	Grade Level	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
READING	Kindergarten									
	First									
	Second	42%	38%	20%	23%	41%	36%			
	Third	45%	32%	23%	40%	24%	36%			
	Fourth	64%	27%	8%	37%	49%	15%			
	Fifth	64%	22%	14%	59%	23%	19%			
MATH	Kindergarten		94%	6%		63%	37%			
	First	21%	74%	5%	5%	73%	22%			
	Second	49%	47%	4%	15%	70%	15%			
	Third	57%	36%	7%	32%	50%	18%			
	Fourth	66%	27%	6%	39%	40%	21%			
	Fifth	59%	30%	11%	54%	30%	16%			





# "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

<b>Growth Goals</b>								
Grade Level/ Subject	Baseline	Annual Growth Needed Each Year	Points Needed for SY18-19	SY 2018-2019	SY 2019-2020	SY 2020-2021	SY 2021-2022	SY 2022-2023
<b>3rd ELA</b>	15	11	22	37	47	58	69	80
<b>4th ELA</b>	16	11	21	37	48	59	69	80
<b>5th ELA</b>	20	10	20	40	50	60	70	80
<b>3rd Math</b>	18	10	21	39	49	59	70	80
<b>4th Math</b>	25	9	18	43	52	62	71	80
<b>5th Math</b>	18	10	21	39	49	59	70	80
<b>5th Science</b>	24	9	19	43	52	61	71	80
<b>5th Social Studies</b>	11	12	23	34	45	57	68	80

Reading & Writing Growth Goals								
Grade Level/ Subject	Baseline	Annual Growth Needed Each Year	Points Needed for SY18-19	SY 2018-2019	SY 2019-2020	SY 2020-2021	SY 2021-2022	SY 2022-2023
3rd-5th Reading	49.57	8	15	65	72	80	87	95
<b>Idea Development, Organization, and Coherence Goals</b>								
3rd Writing	4.10	13	25	29	42	55	67	80
4th Writing	3.79	13	25	29	42	55	67	80
5th Writing	18.26	10	21	39	49	59	70	80
<b>Language Usage and Conventions Goals</b>								
3rd Writing	3.28	13	26	29	42	54	67	80
4th Writing	2.27	13	26	28	41	54	67	80
5th Writing	17.39	10	21	38	49	59	70	80
<b>Narrative Writing Response Goals</b>								
3rd Writing	5.74	12	25	30	43	55	68	80
4th Writing	4.54	13	25	30	42	55	67	80
5th Writing	6.96	12	24	31	43	56	68	80



**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. (What are the leaders need? What are the adult learners' need? What are the barriers to success?)**

**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>Analyzes and uses student learning data to inform planning.</p> <p>Deconstructing the standard and align the assessments and assignments with the standard for each unit.</p> <p>Demonstrates an understanding of the curriculum, subject content, and pedagogical knowledge.</p> <p>Develop a school-wide remediation program using GMAS test prep</p>	<p>Sept- May</p>	<p>Principal Assistant Principal Academic Coach Teacher</p>	<p>Title 1</p>	<p>September- Develop instructional groups based off iReady, GMAS, Benchmark, Fluency, and /or Dibels data.</p> <p>October - Instructional Framework visible in every classroom to align standard, instruction, assignments, and assessments.</p> <p>November-December: Lesson Plan Feedback in Google Classroom</p> <p>January- Eagle Enrichment Pre-Test Data</p>	<p>Sept.Data Analysis Form Oct. Lesson Plan Feedback</p> <p>Oct.-May -Classroom Checklist, Infinite Campus Reports</p> <p>Weekly collaborative planning</p> <p>CIA Team Plan</p>

Develop collaborative planning protocol for all grade levels	Sept-May	Principal Assistant Principal Academic Coach Teacher	Title 1	Sept: Collaborative planning minutes Oct: Data notebooks, student journals of charting the journey Nov: Data notebooks, student journals of charting the journey	Sept: Collaborative planning protocols Oct: Using data to inform instruction Nov: Data analysis
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<b><i>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</i></b>	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Providing journals to all students	Creating time at the end of school and in the morning for students to access the media center to use computers to complete homework
<b>English Learners</b>	<b>Migrant</b>
ESOL teachers will provide extended instruction to students to enhance classroom activities	NA
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
	DES teachers will provide extended instruction to students to enhance classroom activities

**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)
Develop a school-wide writing program using evidenced based writing(need to know what our GMAS writing scores are)				<p>September- Three student samples (proficient, developing, and beginner) of created text based/focus questions with an attached scored rubric.</p> <p>Example: classroom observations, lesson plan analysis</p> <p>September- Three student samples (proficient, developing, and beginner) of a color coded paragraph and key using the RACE writing strategy with an attached scored rubric.</p> <p>October- Three student samples (proficient, developing, and beginner) of a compare and contrast constructed response with attached scored rubric.</p> <p>November- Three students samples (proficient, developing, and beginner) of a plot graphic organizer (ex; plot foldable) and a short story</p>	Artifacts from writing PD

				responding to the scenario with an attached scored rubric. January- Mock Writing Informational February- Mock Writing Persuasive. March- Mock Writing Narrative	
Increase the Lexile levels of all students	Sept-May			Sept: Collaborative planning minutes Oct: Data notebooks, student journals of charting the journey Nov: Data notebooks, student journals of charting the journey	

<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>

**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)
School leadership will develop an attendance team to track and develop a comprehensive attendance policy	Aug-Sept	Principal, Counselor, Social Worker, Parent Liaison, Behavior Specialist	General Funds, Title 1	Aug: Team development and initial attendance policy Sept: Attendance meeting minutes Standard Operating Procedures/Practices for Student Attendance and Early Check-outs Weekly Attendance checks by Administrators Monthly attendance-- review staff meetings	IC training on correct absent codes Attendance SOP IC attendance meeting reports IC attendance forms

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

Economically Disadvantaged	Foster and Homeless
	Social worker will work to ensure proper coding of absences caused by transportation are done
English Learners	Migrant
All information will be sent home in the parents' native language	NA

Race/Ethnicity/Minority	Students with Disabilities

<p><b>Performance Objective 4: By 2023, Clayton County Public Schools will decrease the number of <b>discipline</b> infractions while increasing employee morale and community support.</b></p> <p><b>GADOE School Improvement Systems: Effective Leadership, Supportive Learning Environment, Family and Community Engagement, Professional Capacity</b></p>					
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 with fidelity the PBIS	Sept-May	PBIS Coach Administration Teachers Counselor		Standard Operating Procedures for progressive discipline  Weekly Discipline report  Teacher Notes/Artifacts  Mindset Training for Teachers	Mindset Training PBIS refresher training SST endorsement RTI training
Implement a progressive discipline plan	Sept-May	Behavior Specialist Teachers Social Worker Counselor		Standard Operating Procedures for progressive discipline  Weekly Discipline report	Big 7 Report

				Teacher Notes/Artifacts	
				Mindset Training for Teachers	

<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
<b>English Learners</b>	<b>Migrant</b>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
	Mindset training for restraint for DES teachers