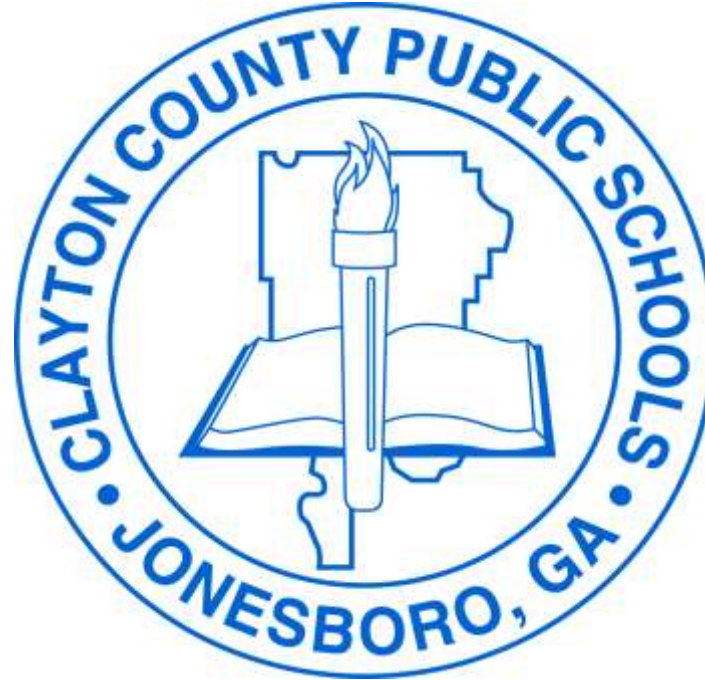


Comprehensive School Improvement Plan



Mundy's Mill Middle School 2017 –2018

Vision Statement

The vision of Clayton County Public Schools is to be a district of excellence preparing ALL students to live and compete successfully in a global society.

Mission Statement

The mission of Clayton County Public Schools is to be accountable to all stakeholders for providing a globally competitive education that empowers students to achieve academic and personal goals and to become college and career ready, productive, responsible citizens.

District-Wide Expectations for Comprehensive School Improvement Plans

- Utilize the schools' pertinent data such as CCRPI data to make instructional decisions and prioritize strategic actions and monitoring protocols.
- Performance goals should be written as specific, measurable, attainable, realistic, and timely (S.M.A.R.T.) goals using goal setting formulas.
- Include action steps that deepen the school's implementation of the Clayton County Public Schools' instructional priorities: **Literacy Across the Curriculum, Numeracy Across the Curriculum, Integrating Technology, and Critical Thinking** in the comprehensive plan. The action steps should include training (professional development) that addresses S.T.A.R.T.S., Explicit Instruction, and the development of the teachers' content knowledge.
- A formative assessment system with data analysis should be included in the action steps for all applicable goals.
- Plan action steps for necessary interventions based on academic and behavioral data (i.e. subgroup data, placed or retained students, reading interventions, and the Behavior Big 7 Report).
- Consult the Technology Department before purchasing hardware or software to support an action step.
- Formatting: Times New Roman, 10 font, updated revision date
- In various school meetings such as administrative, leadership, data, grade level and collaborative planning sessions, schools should regularly review Comprehensive School Improvement Plans (CSIP) and make revisions as needed. District level reviews will occur periodically – **August/September 2016, January 2017, and May 2017.**

Principal: Sharra S. Cunningham

Assistant Principal(s): Kimberlee Barnett and Jakarra Young

School Leadership/Improvement Team	
Name	Position
Ramona Johnson (Math), Erica Lloyd (ELA), Katrina Edwards (Science), Judith Williams (Social Studies)	Instructional Site Facilitators
Jonathan Deane	6th Grade Level Chair
Debra Lord	7th Grade Level Chair
Melissa Jones	8th Grade Level Chair
Niesha Appleby	ELA Department Chair
Aisha Rector	Math Department Chair
Jayrelle Israel	Social Studies Department Chair
Heather Peterson	Science Department Chair
Tonya Clements	DES Chair
Cheryl McClendon/Courtney Benson	Gifted Department Co-Chairs
Teresia Hollingshed	Connections Department Chair
Tanya Bradwell	Counselor
Trudy Hines	Counselor
Patricia Dickerson	Parent Liaison
Ericka Lockhart	Media Specialist
Robin Campbell	Registrar
Officer Debra Joe	SRO
Harold Madden	PBIS Coach
LaChrissa Jackson	Lead Teacher Mentor
Sharanna Rushing	Teacher Mentor

Mundy's Mill Middle School Data Profile

School Demographic Data																											
		2015-2016	2016-2017	2017-2018																							
CCRPI Score																											
2016	2017		2017-2020 Goals																								
Overall CCRPI Score: 64.2	Overall CCRPI Score: 63.2		2016 Goal: 595	2019 Goal: 65.4	590																						
Hispanic	113		2017 Goal: 120	2020 Goal: 66.5	138																						
Achievement Points Earned: 23.8/60	Achievement Points Earned: 15		2018 Goal: 64.3	19		22																					
White	22.7/50		Overall CCRPI Goals based on the following formula:			20																					
English Language Learners	9		For each year during the five-year Strategic Waiver School System term, formerly the																								
Gifted	45		Investing in Educational Excellence (IE2), with the baseline year 2015-2016, School will																								
Students with Disabilities	32.8/40		increase its College and Career Ready Performance Index (CCRPI) score with Challenge																								
Achievement Gap Points Earned: 5.8/15	Achievement Gap Points Earned: 6.7/10		Points by 3% of the gap between the baseline year CCRPI score and 100																								
Challenge Points Earned: 0.5/10	Challenge Points Earned: 1.0/10		<p style="text-align: center;">IE2 Annual Growth</p> <p style="text-align: center;">= (100 – 2016 CCRPI Score (without Challenge Points)) × 0.05</p> <p><i>Example</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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>55.9</td> <td>(100 – 55.9)(.03)</td> <td>55.9 + 1(1.32)</td> <td>55.9 + 2(1.32)</td> <td>55.9 + 3(1.32)</td> <td>55.9 + 4(1.32)</td> <td>55.9 + 5(1.32)</td> </tr> <tr> <td></td> <td>1.32</td> <td>57.22</td> <td>58.54</td> <td>59.86</td> <td>61.18</td> <td>62.50</td> </tr> </tbody> </table>				Baseline CCRPI Score	Expected Annual Growth	Year 1	Year 2	Year 3	Year 4	Year 5	55.9	(100 – 55.9)(.03)	55.9 + 1(1.32)	55.9 + 2(1.32)	55.9 + 3(1.32)	55.9 + 4(1.32)	55.9 + 5(1.32)		1.32	57.22	58.54	59.86	61.18	62.50
Baseline CCRPI Score	Expected Annual Growth	Year 1	Year 2	Year 3	Year 4	Year 5																					
55.9	(100 – 55.9)(.03)	55.9 + 1(1.32)	55.9 + 2(1.32)	55.9 + 3(1.32)	55.9 + 4(1.32)	55.9 + 5(1.32)																					
	1.32	57.22	58.54	59.86	61.18	62.50																					

Language! Live Lexile Mean		
BOY 2017-2018 6 th Grade	MOY 2017-2018 8 th Grade	EOY 2017-2018 8 th Grade
602		
BOY 2017-2018 7 th Grade	MOY 2017-2018 8 th Grade	EOY 2017-2018 7 th Grade
638		
BOY 2017-2018 8 th Grade	MOY 2017-2018 8 th Grade	EOY 2017-2018 6 th Grade
731		

Read 180 Lexile Mean		
BOY 2017-2018 6 th Grade	MOY 2017-2018 6 th Grade	EOY 2017-2018 6 th Grade
714		
BOY 2017-2018 7 th Grade	MOY 2017-2018 7 th Grade	EOY 2017-2018 7 th Grade
748		
BOY 2017-2018 8 th Grade	MOY 2017-2018 8 th Grade	EOY 2017-2018 8 th Grade
773		

Math 180 Inventory		
BOY 2017-2018 6 th Grade	MOY 2017-2018 6 th Grade	EOY 2017-2018 6 th Grade
402		
BOY 2017-2018 7 th Grade	MOY 2017-2018 7 th Grade	EOY 2017-2018 7 th Grade
472		
BOY 2017-2018 8 th Grade	MOY 2017-2018 8 th Grade	EOY 2017-2018 8 th Grade
480		

2016-2017 Georgia Milestone Assessment Data																						
	ELA											Math										
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and Distinguished		2017 State Perform Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and Distinguished		2017 State Perform Target
	#	%	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	%
ALL Students	284	39	308	39	177	23	17	2	194	25	66.9	312	41	335	44	103	13	13	2	116	15	69.8
Black	230	38	240	40	121	20	11	2	132	22	54.3	260	44	260	44	61	10	10	2	77	12	55.2
Hispanic	38	28	48	38	33	26	8	7	41	32	59.5	36	32	46	41	31	27	0	0	31	27	63.9
Multiracial	6	32	4	21	9	47	-	-	9	47	71.3	5	29	9	53	3	18	-	-	3	18	72.9
White	7	44	4	25	5	31	-	-	5	31	77.4	6	38	7	44	1	6	2	13	3	19	81.0

2016-2017 Georgia Milestone Assessment Data																							
ELA												Math											
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Perform Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Perform Target	
	#	%	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	%	
Econ-Disadvantaged	153	41	144	39	68	18	7	2	75	20	56.3	165	46	147	41	46	13	4	1	50	14	59.4	
English Learners	7	88	1	13	-	-	-	-	-	-	46.9	5	63	3	38	-	-	-	-	-	-	55.1	
Students with Disabilities	72	84	12	14	-	-	-	-	6	7	43.0	70	82	11	13	4	.5	0	0	1	1	47.5	

2016-2017 Georgia Milestone Assessment Data																							
SCIENCE												SOCIAL STUDIES											
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Perform Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Perform Target	
	#	%	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	%	
ALL Students	143	64	60	27	22	10	-	0	22	10	64.6	107	43	108	44	28	11	5	2	33	13	66.5	
Black	118	65	49	27	16	9	-	-	16	9	49.0	89	46	82	42	20	10	3	2	23	11.8	52.9	
Hispanic	20	67	8	27	2	7	-	-	2	7	56.9	15	42	15	44	4	11	1	3	5	14	59.3	
Multiracial	2	67	1	33	-	-	-	-	-	-	69.6	1	20	3	60	1	20	-	-	1	20	70.2	
White	2	67	1	33	-	-	-	-	-	-	77.5	1	33	1	33	1	33	-	-	1	33	77.6	
Econ-Disadvantaged	75	68	28	25	8	7	-	-	8	7	54.1	59	48	50	41	12	10	1	1	13	11	55.9	
English Learners	4	100	-	-	-	-	-	-	-	-	47.0	4	100	-	-	-	-	-	-	-	-	48.1	
Students with Disabilities	30	100	-	-	-	-	-	-	-	-	46.8	27	90	3	10	-	-	-	-	-	-	47.5	

2016-2017 Georgia Milestone Assessment Data																						
ALGEBRA I												PHYSICAL SCIENCE										
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Perform Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Perform Target
	#	%	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	%
ALL Students	-	-	12	50	12	50	-	-	12	50	63.6	3	13	15	63	6	25	-	-	6	25	58.5
Black	-	-	-	-	-	-	-	-	-	-	48.7	-	-	-	-	-	-	-	-	-	-	42.5
Hispanic	-	-	-	-	-	-	-	-	-	-	56.5	-	-	-	-	-	-	-	-	-	-	54.3
Multiracial	-	-	-	-	-	-	-	-	-	-	68.3	-	-	-	-	-	-	-	-	-	-	62.5
White	-	-	-	-	-	-	-	-	-	-	75.7	-	-	-	-	-	-	-	-	-	-	69.6
Econ-Disadvantaged	-	-	-	-	-	-	-	-	-	-	52.1	-	-	-	-	-	-	-	-	-	-	48.6
English Learners	-	-	-	-	-	-	-	-	-	-	37.2	-	-	-	-	-	-	-	-	-	-	34.5
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	34.4	-	-	-	-	-	-	-	-	-	-	34.4

Georgia Milestone Assessment--Percent of FAY Students Meeting Typical/High Growth									
	Sixth Grade			Seventh Grade			Eighth Grade		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
ELA	27%	26%	29%	17%	22%	21%	23%	27%	26%
Math	12%	20%	18%	16%	19%	21%	16%	11%	7%
Social Studies	15%	13%		14%	17%		18%	19%	
Science	15%	20%		15%	18%		4%	6%	
Physical Sci. EOC							24%	32%	
Algebra 1 EOC								95%	

GMAS Median Student Growth Percentile (SGP)									
	Sixth Grade			Seventh Grade			Eighth Grade		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
ELA	45.0	48.0	49.0	33.0	47.0	49.0	49.0	55.5	40.0
Math	33.0	53.0	47.0	39.5	45.5	35.0	42.0	37.0	35.0
Social Studies	36.0	54.0		44.5	47.0		54.0	42.0	N/A
Science	34.0	47.0		46.0	39.0		30.0	56.0	N/A
Physical Sci. EOC							23.0	35.0	N/A
Algebra 1 EOC								83.0	19.0

ESOL- Percent of Students Increasing to a Higher Performance Band on ACCESS			
	2014-2015	2015-2016	2016-2017
Sixth Grade	25% (1 out of 4 students)	100% (2 out of 2 students)	N/A
Seventh Grade	100% (1 student)	0% (0 out of 5 students)	N/A
Eighth Grade	50% (2 out of 4 students)	N/A	N/A

Percent of Students Completing 2 or More Career Inventories and an Individual Graduation Plan	
First Semester Checkpoint	Second Semester Checkpoint

Student and Staff Attendance											
Student Attendance Rate			Percent of Students with 3-5 absences			Percent of Students with 6+ absences			Faculty and Staff Attendance Rate		
2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
96.2	94.5	96.0	25.3	20.3		40.5	41.8	43.1	92.6	96.8	96.6

Failure Rate								
	First Quarter		Second Quarter		Third Quarter		Fourth Quarter	
	4 ½ weeks	9 weeks	4 ½ weeks	9 weeks	4 ½ weeks	9 weeks	4 ½ weeks	9 weeks
ELA		25%						
Math		19%						
Social Studies		14%						
Science		22%						
Physical Science EOC		2%						
Algebra I EOC		N/A						
Virtual Classes (Algebra I)		20%						

Student Discipline Data			
	2014-2015	2015-2016	2016-2017
Total OSS Days	349	307	413
Total OSS Incidents	143	221	168
Total ISS Days	364	211	446
Total ISS Incidents	244	138	258

Student Discipline Data					
2014-2015		2015-2016		2016-2017	
Top 5 Referrals by Behavior	Percentage	Top 5 Referrals by Behavior	Percentage	Top 5 Referrals by Behavior	Percentage
1. Disruptive Behavior-Class Disruption	12.4%	1. Physical Offense-Fighting Mutual Participant	12.9%	Physical Offense – Fighting Mutual Participation	18.2%
2. Physical Offense-Fighting Mutual Participant	12.2%	2. Disruptive Behavior-Severe school disturbance	12.6%	Disruptive Behavior - Class Disruption	12.5%
3. Disrespect of School Personnel	9%	3. Disruptive Behavior – Severe school disturbance	8.8%	Disruptive Behavior – School Disruption	9.7%
4. Disruptive Behavior-Severe school disturbance	6.8%	4. Disrespect of School Personnel	4.5%	Physical Offense – Battery	5.9%
5. Physical Offense-Battery of student	4.7%	5. Physical Offense – Battery of student	4.5%	Disrespect of School Personnel	5.0%

SLDS Teacher Usage			
First Quarter: Percentage of teachers with monthly average of 50 or more page clicks	Second Quarter: Percentage of teachers with monthly average of 50 or more page clicks	Third Quarter: Percentage of teachers with monthly average of 50 or more page clicks	Fourth Quarter: Percentage of teachers with monthly average of 50 or more page clicks
33%			

Certified Staff Attrition					
2014-2015		2015-2016		2016-2017	
Number of certified teachers at BOY	Number of certified teachers at EOY	Number of certified teachers at BOY	Number of certified teachers at EOY	Number of certified teachers at BOY	Number of certified teachers at EOY
45	45	44	45	43	45

Goal 1: To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results.

- ELA Performance Goals:**
- 1) **To increase overall student performance to yield 30% of students as proficient or distinguished on the GMAS assessment.**
 - 2) **Increase literacy and writing proficiency a minimum of 1 grade level in all grades.**
 - 3) **Provide teacher and leader training on implementation of research-based instructional and intervention strategies.**
 - 4) **Develop, implement, and monitor safety nets for students who need additional instructional support.**

CCRPI Alignment:
MS Indicator 1: Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG (required participation rate ≥ 95%)

MS Indicator 7: Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050 on the Georgia Milestones ELA EOG

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Administer formative assessments to monitor mastery of ELA standards for grades 6-8 and analyze results at weekly data talks during collaborative planning meetings with administrators and/or ISF. This will enhance students' know of conventions and reading comprehension through increase of lexiles and citing textual evidence.	Bi-weekly Aug 2017– May 2018	Admin Team, ISF, Teachers,	GOFAR, Instructional Improvement Solution (IIS), Benchmark, Bi-weekly Probes, READ 180, Language! Live,	<ul style="list-style-type: none"> • Weekly data talks during collaborative planning on Thursdays to review student performance tracking spreadsheet; • Weekly data delve sessions with Admin/ISF during collaborative planning on Wednesdays to discuss student performance data and effectiveness of applied research based strategies; • Parent/Student conferences every 9 weeks to review student progress and performance • Lexile Data analyzed by September 2016 	<ul style="list-style-type: none"> • In house Professional Learning with IIS Contact- Completed August 2017 • PD with ICLE/Model Schools during Early Dismissal Days
Use S.T.A.R.T.S model to collaboratively review explicit lesson plans.	Weekly Aug 2017 – May 2018	ISF, APs, Principal; Teachers	S.T.A.R.T.S model	<ul style="list-style-type: none"> • Weekly lesson plans • Weekly TKES observations • Account creation and use of Edmodo 	<ul style="list-style-type: none"> • PD during collaborative planning

<p>Analyze SLDS, Benchmark and bi-weekly probe data to identify individual student strengths and weaknesses and create class action plans to include flexible grouping/individualized learning.</p> <p>Establish measurable goals based on data driven instruction using meaningful common assessments based on standards.</p> <p>Provide Pre and Post Assessments for units</p> <p>Facilitate individual Conferencing/Data Talks with students</p>	<p>Weekly Aug 2017– May 2018</p>	<p>CCRPI Data team, APs, Principal</p>	<p>Professional Development</p>	<ul style="list-style-type: none"> • Review of SLDS usage reports • Review of student and class action plans • Review of lesson plans for the elimination of Quad A strategies • TKES observations 	<ul style="list-style-type: none"> • Instructional Technology September 2016 • Data Delve PDs during planning facilitated by ISF • ICLE/Model Schools Coach
<p>Facilitate content specific professional development to provide specific strategies to increase rigor, relevance and learner engagement.</p> <p>For meaningful connections to the curriculum, teachers will include instructional strategies that facilitate learning across the content areas.</p> <p>Based on specific data from walk-throughs TKES standards, professional development will be determined.</p>	<p>Monthly Aug 2017 – May 2018</p>	<p>ICLE Facilitator, Admin, Content Chair, ISFs</p>	<p>Professional Development Budget</p>	<ul style="list-style-type: none"> • Weekly TKES observations • Professional Development sign-in and agenda • Lesson Plans • Interdisciplinary projects • Formal and informal assessment data 	<ul style="list-style-type: none"> • Content Lead PD • Admin and Department Chairs - August 2017 • ICLE/Model Schools Coach
<p>Razor Replay each Wednesday to remediate/enrich in standards taught within the past two weeks (based on common assessment data)</p> <p>Provide afterschool remediation in the Fall for students meeting requirements outlined by Title I to increase Lexile scores and reading comprehension.</p>	<p>Oct 2017– March 2018 Jan 2018- March 2018</p>	<p>Admin, ISF, Teachers</p>	<p>Title I</p>	<ul style="list-style-type: none"> • Review of student SLDS, GMAS and class performance data • Pre and post remediation assessment performance • Targeted Reading Instruction from Teacher Created Materials 	<ul style="list-style-type: none"> • Weekly – October 2017 • Fall Remediation Dec 2016
<p>Teachers will implement Explicit Instruction with fidelity to positively impact instruction and meet students’ needs</p>	<p>Aug 2017– May 2018</p>	<p>Admin, ISF, All Teachers</p>	<p>PL Budget, Title I- Interactive notebooks,</p>	<ul style="list-style-type: none"> • Weekly lesson plans with feedback provided by Wednesdays • Weekly TKES observations 	<ul style="list-style-type: none"> • Training by ISF on PLDs • Instructional technology training –

Deconstruct standards with relevant alignment of rigorous instructional strategies and activities for efficient facilitation of mastery of content.			Instructional technology	<ul style="list-style-type: none"> Weekly collaborative planning on Thursdays using the S.T.A.R.T.S model Formative and summative assessment data 	Edmodo, Gizmos, Kahoot!, teacher website creation and maintenance)
<p>Implement and share vocabulary strategies for all content areas during department meetings.</p> <p>Implement writing strategies to help students focus on planning/pre-writing.</p> <p>Teachers will differentiate instruction using available resources and tools from the Collections textbook series as well as other available resources.</p>	Weekly Aug 2017 – May 2018	ELA Dept. Chair, ISF, Admin	Title I	<ul style="list-style-type: none"> Language! Live Lexile BOY, MOY and EOY averages Student Data Progress monitoring sheets Words of knowledge calendar (Oct 2016 – May 2017); Vocabulary games and strategies using academic vocabulary (Taboo, Wordo, vocabulary frames,etc) Graphic Organizers. Performance assessment workbook, Culminating tasks, writing reflection (self-assessment), writing examples and evaluations 	<ul style="list-style-type: none"> August 2017-Ongoing

Academic Achievement

Goal 1: To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results.

Math Performance Goals: <ol style="list-style-type: none"> 1) To increase overall student performance to yield 30.0% of students performing at a level of proficient or above on the GMAS assessment. 2) Provide teacher and leader training on implementation of research-based instructional and intervention strategies. 3) Develop, implement, and monitor safety nets for students who need additional instructional support. 			CCRPI Alignment: MS Indicator 2: Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones mathematics EOG or EOC (required participation rate \geq 95%) HS Indicator 3: Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Algebra I/Coordinate Algebra EOC (required participation rate \geq 95%) Exceeding the Bar: Percent of students earning at least one high school credit by the end of grade 8 (ELA, mathematics, science, social studies, world languages, fine arts, CTAE) and scoring at Proficient Learner or above on the required Georgia Milestones EOCs		
Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Administer formative and common assessments to monitor mastery of GaDOE Math standards/practices for grades 6-8. Analyze results at bi-weekly data talks during collaborative planning meetings with administrators and/or ISF.	Bi-weekly Aug 2016 – May 2017 Every $4\frac{1}{2}$ weeks	Admin Team, ISF, Teachers Department Chair, Teachers	GOFAR, Instructional Improvement Solution (IIS), Benchmarks, GaDOE, Edutrax	<ul style="list-style-type: none"> • Bi-weekly data talks during collaborative planning on Thursdays to review student performance tracking spreadsheet; • Monthly data delve sessions with Admin/ISF during collaborative planning on 2nd Thursday of the month to discuss student performance data and effectiveness of applied research based strategies; • Parent/Student conferences every 9 weeks to review student progress and performance 	<ul style="list-style-type: none"> • In house Professional Learning with IIS Contact: Completed September 2016 • PD on SLDS with GaDOE EdTech Specialist during teacher planning – Aug 2016 – Completed August 2017
Administer Diagnostic Assessment per grade level Administer Student Learning Style Assessment	August 2016	ISF, Teachers, Department Chair	District	<ul style="list-style-type: none"> • Collaborative Team Data Talks 	N/A

<p>Collaborative review of explicit lesson plans using the S.T.A.R.T.S. model to include the infusion of instructional technology and Data Charts.</p>	<p>Weekly Aug 2016 – May 2017</p>	<p>ISF, APs, Principal; Teachers</p>	<p>CCPS Technology Coordinator, Title I</p>	<ul style="list-style-type: none"> • Weekly lesson plans • Weekly TKES observations • Technology survey • Student accounts created and use of Edmodo for practices such as constructed student responses, quizzes, etc. • GIZMOs Data • iReady Math data usage • Data Talks every 4 ½ weeks with Administrators 	<ul style="list-style-type: none"> • Instructional Technology training – Completed September 2016 and January 2017 • Training from iReady Math facilitators for Math department – Completed February 2017
<p>Analyze SLDS, Benchmark and bi-weekly probe data to identify individual student strengths and weaknesses and create class action plans to include flexible grouping/individualized learning.</p> <p>Establish measurable goals based on data driven instruction using meaningful common assessments based on standards.</p> <p>Initiate collaborative data talks with students and parents</p>	<p>Weekly Aug 2016 – May 2017</p> <p>Every 4½ weeks</p>	<p>CCRPI Data team, APs, Principal</p> <p>Teachers, Students, Parents</p>	<p>Infinite Campus, Title I</p> <p>SLDS, IIS, IC, Edmodo</p>	<ul style="list-style-type: none"> • Review of SLDS usage reports • Review of student and class action plans • Review of lesson plans • Review of Student Performance/Data Tracking Sheet • iReady Math data usage 	<ul style="list-style-type: none"> • Data Delve In-House PD during collaborative planning – Completed October 2016 • Training from iReady Math facilitators for Math department – Completed December 2016
<p>Facilitate content specific professional development with several topics to include learning targets.</p> <p>Cross team observation/teaching guided by data</p> <p>For meaningful connections to the curriculum, teachers will include instructional strategies that facilitate learning across the content areas.</p>	<p>Monthly Aug 2016 – May 2017</p>	<p>ISF, Admin, Content Chair</p>	<p>Professional Learning Budget, Title I</p>	<ul style="list-style-type: none"> • Weekly TKES observations • Professional Development sign-in and agenda • Peer observation checklist • ETA Training using math manipulatives • Lesson Plans • Interdisciplinary projects • Formal and informal assessment data 	<ul style="list-style-type: none"> • Griffin RESA PD – Completed Fall 2016 • NCTM Fall Conference with redelivery by teachers to department Completed December 2016

Provide afterschool remediation in the Fall and Spring for students meeting requirements outlined by Title I to increase math performance for students in the areas of geometry and measurement, algebraic expression, and data analysis and probability. Tutoring/Extensions for upper/lower 25%	Oct 2016– March 2017 Weekly Sept 2016 – March 2017	Admin, ISF, Teachers	Title I	<ul style="list-style-type: none"> Review of student SLDS, GMAS and class performance data Pre and post remediation assessment performance Moving with Math by Math Teacher Press 	<ul style="list-style-type: none"> In-house training facilitated by ETA (Hands on Mind) representative for math teachers – Completed October 2016 ISF Data Delve training for all teachers – Completed October 2016
Teachers will implement Explicit Instruction with fidelity to positively impact instruction and meet students’ needs including deconstructing the standards with relevant alignment of rigorous instructional strategies and activities.	Aug 2016 – May 2017	ISF, All Teachers, District Content Coordinators	PL Budget, Title I- Interactive notebooks, Instructional technology	<ul style="list-style-type: none"> Weekly lesson plans with feedback provided by Wednesdays Weekly TKES observations Weekly collaborative planning on Thursdays using the S.T.A.R.T.S model Formative and summative assessment data Monthly GIZMOs usage reports iReady Math Student constructed responses 	<ul style="list-style-type: none"> Training by ISF on PLDs – As directed by district Instructional technology training – Edmodo, Gizmos, teacher website creation and maintenance - Completed Sept – Oct 2016
Spring – Razor Replay: Targeted remediation in 7 th grade classes taught by all Math teachers 4 days/week from 8:20 – 9:05 a.m.	Spring	All ELA teachers, ISF, Admin		<ul style="list-style-type: none"> Analysis of student bi-weekly assessments Unit and common assessment performance 	<ul style="list-style-type: none"> January 2017 – March 2017
Side by Side coaching for all Math Teachers	Weekly Feb 2017 – May 2017	District Math Coordinator, Admin, ISF, Math Department Chair	CCPS	<ul style="list-style-type: none"> Improved proficiency in TKES evaluation standards Enhanced instructional delivery with students 	<ul style="list-style-type: none"> Weekly conference and immediate feedback.

Goal 1: To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results.

<p>Science Performance Goals:</p> <ol style="list-style-type: none"> 1) To increase overall student performance to yield 60.0% of students performing at or above the Developing Learner level on the GMAS assessment. 2) Increase literacy and writing proficiency a minimum of 1 grade level in all grades. 3) Provide teacher and leader training on implementation of research-based instructional and intervention strategies. 4) Develop, implement, and monitor safety nets for students who need additional instructional support. 				<p>CCRPI Alignment:</p> <p>MS Indicator 3: Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones science EOG or EOC (required participation rate $\geq 95\%$)</p> <p>HS Indicator 5: Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Physical Science EOC (required participation rate $\geq 95\%$)</p> <p>Exceeding the Bar: Percent of students earning at least one high school credit by the end of grade 8 (ELA, mathematics, science, social studies, world languages, fine arts, CTAE) and scoring at Proficient Learner or above on the required Georgia Milestones EOCs</p>	
Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Administer formative assessments, quarterly benchmarks unit assessments, and bi-weekly probes to monitor mastery of Science standards for grades 6-8. Analyze results at bi-weekly data delve sessions during collaborative planning meetings with administrators and/or ISF.	Bi-weekly Aug 2016 – May 2017; As directed by county	Admin Team, ISF, Teachers, CCRPI Data team	GOFAR, Instructional Improvement Solution (IIS), Benchmarks, GaDOE Infinite Campus	<ul style="list-style-type: none"> • Bi-weekly data talks during collaborative planning on Thursdays to review student performance tracking spreadsheet; • Parent/Student conferences every 9 weeks to review student progress and performance • Monthly data delve sessions with Admin/ISF during collaborative planning on 2nd Thursday of the month to discuss student performance data and effectiveness of applied research based strategies; • Review of SLDS usage reports • Review of student and class action plans • Review of lesson plans • Review of monthly GIZMO and lab reports 	<ul style="list-style-type: none"> • In house Professional Learning with IIS Contact: Completed September 2016 • PD on SLDS with GaDOE EdTech Specialist during teacher planning – Completed August 2016 • Instructional Technology – Completed Sept – Oct 2016

Analyze SLDS and lab data to identify individual student strengths and weaknesses and create class action plans to include flexible grouping/individualized learning, writing prompts based on areas of need and numeracy integration through measurements, scientific notations and computations.	Bi-weekly Aug 2016 – May 2017	Admin Team, ISF, Teachers, CCRPI Data team	Infinite Campus, SLDS, GIZMO	<ul style="list-style-type: none"> Review of SLDS usage reports Review of student and class action plans Review of lesson plans Review of monthly GIZMO and lab reports 	<ul style="list-style-type: none"> PD on SLDS with GaDOE EdTech Specialist during teacher planning – Completed August 2016
Facilitate content specific professional development with several topics to include learning targets, deconstructing the standards, and modeling.	Monthly Aug 2016 – May 2017	ISF, Admin, Content Chair, Teachers	GaDOE, Title I CCPS Technology Coordinator	<ul style="list-style-type: none"> Weekly TKES observations Professional Development sign-in and agenda Peer observation checklist Conference redelivery agenda and sign-in sheets Weekly lesson plans Technology survey Account creation and use of Edmodo GIZMO reports 	<ul style="list-style-type: none"> In house PD on the use of leveled texts facilitated by Principal and ISF GA Science Standards, Griffin RESA training on Digging Deeper with questions and Literacy for GMAS – Completed and redelivered Instructional Technology training STEM Conference – Attended and redelivered October 2016
Collaborative review of explicit lesson plans using the S.T.A.R.T.S. model to include the infusion of instructional technology and Data Charts.	Weekly Aug 2016 – May 2017	ISF, APs, Principal; Teachers	CCPS Technology Coordinator, Title I	<ul style="list-style-type: none"> Weekly lesson plans Weekly TKES observations Technology survey Student accounts created and use of Edmodo for practices such as constructed student responses, quizzes, etc. GIZMOs Data Data Talks every 4 ½ weeks with Administrators 	<ul style="list-style-type: none"> Instructional Technology training – Completed September 2016 and January 2017

Implement Gizmos and Argument Driven Inquiry (ADI) in science classrooms at least twice a month to supplement lab experiences and reinforce scientific concepts through the simulations.	Aug 2016 – May 2017	Admin, ISF, Science dept. chair and teachers	Gizmos ADI Labs	<ul style="list-style-type: none"> Weekly review of lesson plans due each Monday Monthly Gizmo usage reports TKES formal and informal observations ADI Labs and reports 	<ul style="list-style-type: none"> Gizmos training or refresher from technology dept. – Completed Sept and Oct 2016 ADI training during pre-planning and throughout year
Spring – Razor Replay: Targeted remediation in 8 th grade classes taught by all Science teachers 4 days/week from 8:20 – 9:05 a.m.	Spring	All ELA teachers, ISF, Admin		<ul style="list-style-type: none"> Analysis of student bi-weekly assessments Unit and common assessment performance 	<ul style="list-style-type: none"> January 2017 – March 2017
Partnership with North Star Educational Consulting to provide coaching to targeted teachers	Weekly November 2016 – May 2017	North Star Coach, Admin	CCPS	<ul style="list-style-type: none"> Improved proficiency in TKES evaluation standards 	<ul style="list-style-type: none"> N/A

Goal 1: To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results.	
Social Studies Performance Goals: <ol style="list-style-type: none"> To increase overall student performance to yield 65.0% of students performing at the Developing Level or above on the GMAS assessment. Increase literacy and writing proficiency a minimum of 1 grade level in all grades. Provide teacher and leader training on implementation of research-based instructional and intervention strategies. Develop, implement, and monitor safety nets for students who need additional instructional support. 	CCRPI Alignment: MS Indicator 4: Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones social studies EOG (required participation rate ≥ 95%)

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
<p>Utilize differentiation instruction in the classroom by designing lessons based on students' learning styles and proficiency levels.</p> <p>Administer both formal and informal (common, benchmark, etc.) assessments to monitor mastery of SS standards by increasing lexile scores through reading comprehension, citing textual evidence, and writing strategies for grades 6-8, and developing numeracy skills by analyzing maps and demographic data throughout the globe. Analyze results at bi-weekly data talks during collaborative planning meetings with administrators and/or ISF.</p> <p>Collaborative planning to create explicit lesson plans and assessments one week in advance that will consist of five questions assessments with a focus on vocabulary using the achievement level descriptors, S.T.A.R.T.S., and curriculum resources.</p> <p>Conduct healthy academic competition by grade level with incentives for successful completion of unit assessments.</p> <p>Social Studies Department Meetings will be held 1st and 3rd Thursdays.</p>	<p>Bi-weekly Aug 2016 – May 2017</p>	<p>Admin Team, ISF, Teachers,</p>	<p>GOFAR, Instructional Improvement Solution (IIS), Professional Development; Benchmarks Unit Shell Education; Leveled text for SS; Writing strategies for SS; Maps 101 and Gallopade; Differentiated strategies for SS; Curriculum Resources; Achievement Level Descriptors (ALD)</p>	<ul style="list-style-type: none"> • Bi-weekly data talks during collaborative planning on Thursdays to review student performance tracking spreadsheet; • Monthly data delve sessions with Admin/ISF during collaborative planning on 2nd Thursday of the month to discuss student performance data and effectiveness of applied research based strategies; • Parent/Student conferences every 9 weeks to review student progress and performance • Lexile BOY, MOY and EOY 	<ul style="list-style-type: none"> • Differentiated Instruction training and redelivery – Completed September 2016 • Nature and Needs of the Middle Grade Learner training and redelivery – Completed September 2016

Collaborative review of explicit lesson plans to include the infusion of instructional technology.	Weekly Aug 2016 – May 2017	ISF, APs, Principal; Teachers	CCPS Technology Coordinator	<ul style="list-style-type: none"> • Weekly lesson plans • Monthly TKES observations • Technology survey • Account creation and use of Edmodo 	Instructional Technology training – Completed September 2016 and January 2017
Analyze SLDS and DBQ data to identify individual student strengths and weaknesses and create class action plans to include flexible grouping/individualized learning.	Weekly Aug 2016 – May 2017	CCRPI Data team, APs, Principal	Infinite Campus, Department of T&L	<ul style="list-style-type: none"> • Review of SLDS usage reports • Review of student and class action plans • Review of lesson plans • Review of DBQ's 	
Facilitate content specific professional development with several topics to include learning targets, deconstruction of standards, differentiated instruction, etc.	Monthly Aug 2016 – May 2017	ISF, Admin, Content Chair	GaDOE, Shell Education <ul style="list-style-type: none"> • Leveled text for SS • Writing strategies for SS • Differentiated strategies for SS 	<ul style="list-style-type: none"> • Weekly TKES observations • Professional Development sign-in and agenda • Peer observation checklist • Weekly lesson plans 	<ul style="list-style-type: none"> • In house PD on the use of leveled texts facilitated by Principal and ISF

Teachers will implement Explicit Instruction with fidelity to positively impact instruction and meet students' needs including deconstructing the standards with relevant alignment of rigorous instructional strategies and activities.	Aug 2016 – May 2017	Admin, ISF, All Teachers	PL Budget, Title I- Interactive notebooks, Instructional technology Shell Education <ul style="list-style-type: none"> • Leveled text for SS • Writing strategies for SS • Differentiated strategies for SS 	<ul style="list-style-type: none"> • Weekly lesson plans with feedback provided by Wednesdays • Weekly TKES observations • Weekly collaborative planning on Thursdays using the S.T.A.R.T.S model • Formative and summative assessment data • Constructed writing responses • DBQ's 	<ul style="list-style-type: none"> • Training by ISF on PLDs • Instructional technology training – Edmodo, kahoot!, teacher website creation and maintenance) (Sept – Oct 2016)
Spring – Razor Replay: Targeted remediation in 7 th grade classes taught by all Math teachers 4 days/week from 8:20 – 9:05 a.m.	Spring	All ELA teachers, ISF, Admin		<ul style="list-style-type: none"> • Analysis of student bi-weekly assessments • Unit and common assessment performance 	<ul style="list-style-type: none"> • January 2017 – March 2017
Partnership with North Star Educational Consulting to provide coaching to targeted teachers	Weekly November 2016 – May 2017	North Star Coach, Admin	CCPS	<ul style="list-style-type: none"> • Improved proficiency in TKES evaluation standards 	<ul style="list-style-type: none"> • N/A

Safe-Orderly-Secure Learning Environments

Goal 2: To provide and maintain a safe, orderly and secure learning environment.

Performance Goals:				CCRPI Alignment:	
1) To reduce the number of ISS and OSS days by 10% for the year by enhancing the school culture through the implementation of the Positive Behavior Intervention Support System. 2) Create an effective Emergency Management Plan for the school in order to decrease evacuation and severe weather drill time to under 2 minutes. 3) Implement programs and activities to promote positive character education and life skills in order to decrease bullying offenses by 15%.				Exceeding the Bar #6: School or LEA Research/Evidence-based Program/Practice designed to facilitate a personalized climate in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.	
Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Enhance PBIS program as needed throughout the school year with monthly team meetings and discipline data analysis on the 1 st and 3 rd Tuesdays of each month to improve school climate and STAR climate rating.	Monthly Aug 2016 – May 2017	PBIS Coach, Administrators	PBIS Budget through T&L	<ul style="list-style-type: none"> Monthly discipline data reports run and reviewed 1st and 3rd Tuesdays of the month. PBIS meeting Agendas and Sign-in sheets PBIS Benchmarks of Quality survey Climate Survey data ISS and OSS Data 	<ul style="list-style-type: none"> In-house training with new teachers on school wide PBIS plan – Completed August 2016
Add school council member and student government representative to school wide PBIS team	December 2016	PBIS Coach, PBIS Team Leader, Administrators	NA	<ul style="list-style-type: none"> PBIS Monthly meeting rosters and notes 	
Collaborate with school leaders, parents, and community stakeholders to develop an effective EMP in July 2016 to enhance the safety and security of the school.	August 2016	Administrators, SRO, Leadership and School Improvement Team	NA	<ul style="list-style-type: none"> Emergency Management Plan completed Successfully executed emergency drills each as required by the district and law 	<ul style="list-style-type: none"> In-house training during Pre-planning and as needed with new employees – Completed August 2016 Practice drills as required by district/law

Educate school (teachers, staff, and students) on components and procedures of the EMP and fire drills and schedule practice drills during pre-planning.	August 2016	Administrators; SRO	NA	<ul style="list-style-type: none"> Monthly fire drills; safety and emergency drills as required by district and law Completed Drill Report forms 	<ul style="list-style-type: none"> In-house training during Pre-planning – Completed August 2016
Secure school campus by monitoring all entrances/access to building, requiring all visitors to have name tags, and provide visitor's escorts to/from destinations.	August 2016 – ongoing	Administrators ; SRO; Front office staff; All employees	NA	<ul style="list-style-type: none"> Visitor logs SRO daily reports 	NA
Continue to monitor and enhance the monthly implementation of the Teachers As Advisors program with topics specific to grade levels (including goal setting, college and career options, career inventories).	September 2016 – May 2017	School Counselors, Administrators; Teachers; Para-pros	NA	<ul style="list-style-type: none"> Monthly TAA lesson plans Completed student goal sheets with feedback Advisor pre- and post-survey results 	<ul style="list-style-type: none"> In-house training during faculty meeting – Completed September 2016
Create a team of school ambassadors to represent the school as tour guides, peer mediators, and community service learning facilitators. The team will be representative of all grade levels.	August 2016 – May 2017	Counselors	NA	<ul style="list-style-type: none"> Lower discipline rates through conflict resolution (restorative practice) Increased school climate rating through parent surveys 	<ul style="list-style-type: none"> Interviews and training by counselors – Completed October 2016

Engagement of All Stakeholders

Goal 3: To create an environment that promotes active engagement, accountability, and collaboration of all stakeholders to maximize student achievement.	
Performance Goals: <ol style="list-style-type: none"> Increase parental involvement by 10% and offer parent education in the school and community. Institute programs and enhance committees and add 1 additional Community Partner. 	CCRPI Alignment: School Climate-- The School Climate Star Rating is calculated using data from the Georgia Student Health Survey 2.0, Georgia School Personnel Survey, Georgia Parent Survey, student discipline data and attendance records for students, teachers, staff and administrators.

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Continue to partner with local schools to provide parent workshops in house and in the community based on needs identified in the parent survey.	August 2016 – May 2017	Parent Liaison	Title I	<ul style="list-style-type: none"> Participant sign in sheets at community meetings and workshops Presentations, community flyers and pamphlets Parental feedback forms Parent resource center sign-in sheets 	<ul style="list-style-type: none"> Federal Programs – Parent Liaison trainings August 2016 – May 2017
Increase the PTSA membership and assist with the focus on building a community to service the needs of and benefits the school.	August 2016 – May 2017	Assistant Principal, Parent Liaison	PTSA Fund Raiser	<ul style="list-style-type: none"> PTSA meeting sign in sheets and membership rosters Parental feedback forms School messenger reporting of calls 	NA
Increase community partnerships and support by adding them to the electronic notifications and newsletters of events held by the school.	August 2016 – May 2017	Parent Liaison	N/A	<ul style="list-style-type: none"> Electronic notification confirmations Community partner sign-in sheets at PTSA meetings Newsletters 	NA
Continue meeting with the School Council and update the council’s roster to include current parents, teachers, student council president, and community/business members	August 2016 – May 2017	Principal, Asst. Principal, Parent Liaison	N/A	<ul style="list-style-type: none"> Meeting rosters and notes from scheduled meetings 	<ul style="list-style-type: none"> School Council training at PLC for new members – Ongoing as new members are added
Hosting academic based workshops in communities throughout the district.	Monthly August 2016 – May 2017	Parent Liaison, Principal	Title I	<ul style="list-style-type: none"> Meeting sign-in sheets, agendas, minutes, photos, surveys and feedback cards 	<ul style="list-style-type: none"> Federal Programs – Parent Liaison trainings August 2016 – May 2017
Involvement with Clayton County Board of Health to work on Anti-bullying campaign and other health initiatives.	Monthly January 2017- May 2017	Parent Liaison, Counselor	Clayton County Board of Health	<ul style="list-style-type: none"> Meeting rosters and notes from scheduled meetings 	<ul style="list-style-type: none"> Clayton County Board of Health staff – Completed December 2016

Effective Communication

Goal 4: To effectively communicate the system's vision and purpose and allow stakeholder involvement in an effort to build understanding and support.

Performance Goals: 1) Improve communications between the district, school and parent/community stakeholders as evidenced by an increase in the average number of attendees at school based parent workshops, forums, and Title I parent advisory committee by 10%. 2) Implement effective marketing strategies to promote positive images in the community by hosting at least 2 community involved events (i.e. Fall Festival, Zumbathon, Community Yard Sale, 5K Fun Run).	CCRPI Alignment: School Climate-- The School Climate Star Rating is calculated using data from the Georgia Student Health Survey 2.0, Georgia School Personnel Survey, Georgia Parent Survey, student discipline data and attendance records for students, teachers, staff and administrators.
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Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Maintain the school's website monthly to reflect current school and district initiatives, teacher rosters and contact information, and district communication.	August 2016 – May 2017	Webmaster; Parent Liaison, Administrators	CCPS	<ul style="list-style-type: none"> Website accuracy reviewed prior to each School Improvement Team meeting Review of website activity/hits monthly by webmaster 	<ul style="list-style-type: none"> MIS – update with website design training – Completed July 2016
Utilize the school and county websites, Connect Ed, PTSA, School Council, and Survey Monkey to identify best modes of communication to all stakeholders.	August 2016 – May 2017	Webmaster; Parent Liaison, Administrators	CCPS	<ul style="list-style-type: none"> Review of website hits/activity Connect Ed communication Log IC Communication logs Parent survey results 	NA
Advertise academic achievements, awards and events with area businesses and community partners with a MMMS Accomplishment flyer.	August 2016 – May 2017	Parent Liaison, PTSA, Administrators	CCPS	<ul style="list-style-type: none"> Flyers posted on Community Achievement Boards (CAB) with local businesses each quarter Newsletters 	NA

Organizational Processes

Goal 5: To provide high quality support services delivered on time and within budget to promote student academic success in the Clayton County Public Schools.

Performance Goals:

- 1) Develop a systematic monitoring tool to track progress in all areas of school effectiveness after each grade level and content unit assessment.
- 2) Improve the beautification of the school by revitalizing at least 2 of the school's 4 courtyards by the end of the school year.

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
School Improvement Team will meet every other week to collaborate and discuss achievement data across departments and levels and review basic school operations.	Bi-weekly August 2016 – May 2017	Principal, SIT	N/A	<ul style="list-style-type: none"> • Meeting rosters, agendas and notes • Data delve analysis documents • Collaborative Planning template review and revisions 	
School Improvement Team will reconvene mid-year in order to ensure that the school's Comprehensive SIP remains in alignment with district's Strategic Improvement Plan.	December 2016 – January 2017	Principal, Leadership Team, Content Leads	N/A	<ul style="list-style-type: none"> • Revised SIP in January 2017 - Meeting rosters, agenda and notes • Data analysis documents (school wide, content, and grade level data) 	
Establishment of the MMMS Beautification team to oversee the adoption of the four school courtyards and their remodeling/beautification.	October 2016- May 2017	Admin, Beautification Committee	Grants	<ul style="list-style-type: none"> • Monthly evaluation of the courtyards by the school Beautification team • Facility walkthroughs 	
Review monthly budgets and reconcilements with bookkeeper.	Aug 2016 – July 2017	Principal, Bookkeeper	N/A	<ul style="list-style-type: none"> • Bookkeeper Audit Report • Monthly bookkeeper/ Admin Agenda 	

Highly Qualified and Effective Staff

Goal 6: To recruit and retain highly qualified and effective staff.

<p>Performance Goals:</p> <ol style="list-style-type: none"> 1) Increase the quality of the workforce by identifying at least 2 professional development opportunities based on needs identified in the current or prior year’s TKES evaluations. Classes must be completed prior to April 2017 and be documented in the Clayton County Professional Development system or TKES. 2) Improve Organizational Climate as evidenced by a 10% increase in enrollment in the school’s Sunshine Club. 3) Align performance evaluations for certified and classified employees with district, state, and national standards by utilizing the TKES platform and adhering to all district evaluation deadlines. 	<p>CCRPI Alignment:</p> <p>School Climate-- The School Climate Star Rating is calculated using data from the Georgia Student Health Survey 2.0, Georgia School Personnel Survey, Georgia Parent Survey, student discipline data and attendance records for students, teachers, staff and administrators.</p>
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Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Hire HQ teachers and professional staff to encourage and practice strong, effective research based instructional strategies with all students.	As needed throughout the year	Principal, Leadership Team	CCPS, Title I; Professional Development	<ul style="list-style-type: none"> 100% of staff is HQ TKES walkthroughs and observations 	<ul style="list-style-type: none"> PLC – Principals and AP trainings on HR
Create an effective systematic teacher mentor program that provides enhanced professional development and support of teachers throughout the school year in areas including lesson planning, best instructional practices, classroom management, school and district expectations, etc.	August 2016 – May 2017	Lead Teacher Mentor; TSS; ISF; Administrators	Professional Learning Budget	<ul style="list-style-type: none"> New Teacher Induction Meeting agendas, sign in sheets, notes for monthly meetings Peer observation checklist and feedback Mentor/mentee meeting notes 	<ul style="list-style-type: none"> Professional learning training of mentors/teacher support specialists New teacher trainings on various topics offered by PL

Increase collaboration and partnerships with colleges and universities in the metro area to provide assistance and mentoring to students earning a degree in education.	Oct 2016 – May 2017	Administrators, SIT	N/A	<ul style="list-style-type: none"> Quarterly review of community partner list with Parent Liaison and school based activities in which they participated 	
Maintain a Climate Committee focusing on increasing teacher morale through incentives, recognition, and team building activities.	Aug 2016 – May 2017	Principal, SIT; Sunshine Committee Chair	Teacher membership dues	<ul style="list-style-type: none"> Sunshine list of activities and meeting notes Membership roster of teachers and school employees 	
Align teacher performance evaluations with district, state, and national standards using TKES.	Aug 2016 – May 2017	Administrators	Professional Learning	<ul style="list-style-type: none"> Use of TKES domain and standards as evaluation 	<ul style="list-style-type: none"> PL training of TKES process at Administrative meetings TKES online credentialing system
Align classified and licensed employee evaluations with district, state, and national standards using TKES.	Aug 2016 – May 2017	Administrators	Professional Learning, Title I	<ul style="list-style-type: none"> Use of GTEP, Locally Developed Practices, etc. evaluation documents as mandated by the district's timeline 	<ul style="list-style-type: none"> PL training of evaluation processes at Administrative meetings
Implement a pilot team of in-house teachers with specific professional knowledge to train teachers on instructional best practices.	Oct 2016 – May 2017	Administrators, DES Department Chair	Professional Learning	Teachers Training Teachers (T3) meeting notes, agendas, sign in sheets and lesson plans from monthly meetings	