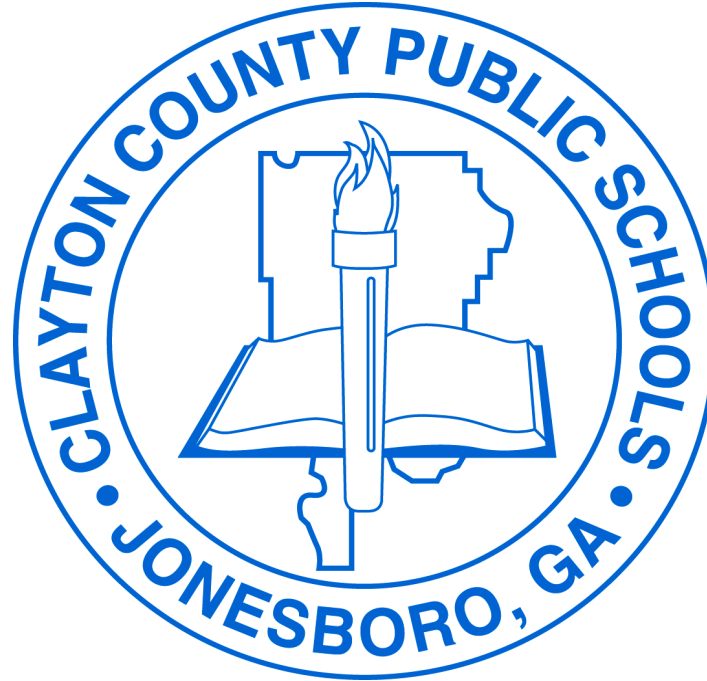


Comprehensive School Improvement Plan



Huie Elementary School 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: Dr. Roxanne Dixon

Assistant Principal(s): Mrs. Jennet Jackson

School Leadership/Improvement Team	
Name	Position
Dr. Roxanne Dixon	Principal
Mrs. Jennet Jackson	Assistant Principal
Dr. Camille Shahid	Academic Coach
Ms. Felicia McKinley	Counselor
Ms. Javonne Harris	Pre K Chair
Ms. Lategra Trammell	Kindergarten Chair
Ms. Kayla Bramwell	1st Grade Chair
Mrs. Sara Amonette	2nd Grade Chair
Ms. Elizabeth Lankford	3rd Grade Chair
Ms. Shakita Lanier	4th Grade Chair
Ms. Charlotte Vaughn	EIP Lead
Ms. Tracey Lovelock	EIP Lead
Ms. Diedra Williams-Hawkins	Gifted Lead
Ms. Amanda Stallworth	DES Chair
Mr. Nathan Hill	Specials Lead
Mr. Jesse Henry	Media Specialist
Ms. Shanyon Storey	ELA Content Lead
Ms. Frances Farbizio	Science Content Lead
Ms. Quonita Beasley	Social Studies Lead
Mr. George Shabo	PBIS Coach

CCRPI Score																									
2014-2015	2015-2016	2016-2017	2017-2018	2016-2020 Goals																					
Overall CCRPI Score: 71.2	Overall CCRPI Score: 54.2	Overall CCRPI Score: 63.7	Overall CCRPI Score:	2016 Goal: 55.38 2017 Goal: 56.76 2018 Goal: 58.14 2019 Goal: 59.52 2020 Goal: 60.9																					
Achievement Points Earned: 22.4/50	Achievement Points Earned: 19.1/50	Achievement Points Earned: 19.6/50	Content Mastery Points Earned: /30	<p>Overall CCRPI Goals based on the following formula:</p> <p>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.</p> $\frac{100 - \text{Baseline CCRPI Score}}{100 - 2016 \text{ CCRPI Score}} \times 0.03$ <p><i>Example</i></p> <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>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></td> <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	70.25
Baseline CCRPI Score	Expected Annual Growth	Year 1	Year 2		Year 3	Year 4	Year 5																		
65	(100 - 65)(.03)	65 + 1(1.05)	65 + 2(1.05)		65 + 3(1.05)	65 + 4(1.05)	65 + 5(1.05)																		
	1.05	66.05	67.1		68.15	69.2	70.25																		
Progress Points Earned: 37.5/40	Progress Points Earned: 30.4/40	Progress Points Earned: 36.4/40	Progress Points Earned: /35																						
Achievement Gap Points Earned: 7.5/10	Achievement Gap Points Earned: 4.2/10	Achievement Gap Points Earned: 6.7/10	Closing Gaps Points Earned: /15																						
Challenge Points Earned: 3.8/10	Challenge Points Earned: .5/10	Challenge Points Earned: 1/10	Readiness Points Earned: /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	41%	19%	11%	29%	11%	17%	29%	43%	11%	14%	23%	52%
	First	36%	17%	17%	30%	28%	13%	17%	42%	35%	8%	20%	37%
	Second	44%	15%	19%	22%	45%	9%	22%	24%	38%	12%	21%	29%
	Third	47%	12%	24%	17%	42%	17%	22%	19%	37%	18%	27%	18%
2018-19	Grade Level												
	Kindergarten	47%	17%	16%	19%								
	First	26%	12%	16%	47%								
	Second												
	Third												

iReady				
School Year	BOY		MOY	EOY
2017-18				
2018-19				



"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 high impact practices in all content areas	Weekly	Administrators Academic Coach Focus Walk Teams	List of High Impact Practices for all contents Achievement Level Descriptors Feedback Form	Feedback Forms Completed checklist Student work samples	High Impact Strategies in all content areas
Teachers will implement Rigor/Relevance Framework	Weekly	Administrators Academic Coach Focus Walk Teams	Rigor/Relevance Toolkit CCPS Framework for High Performance Achievement Level Descriptors Rubrics	Collaborative Planning Agenda Collaborative Planning Sign-in sheet Collaborative Planning Minutes Completed Rigor/Relevance Rubric Student work Common Assessments Unit Assessments	Rigor/Relevance Training Strategies
Teachers will implement Professional Learning Communities @ Work model	Weekly	Administrators Academic Coach Teachers	Rigor/Relevance Toolkit CCPS Framework Achievement Level Descriptors Year at a Glance	Collaborative Planning Agenda Collaborative Planning Sign-in sheet Collaborative Planning Minutes Completed Rigor/Relevance Rubric Student work Common Assessments Unit Assessments	Professional Learning Communities Model Collaborative Planning

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
After school remediation Foundational Friday SIOP	After school remediation Foundational Friday SIOP
English Learners	Migrant
After school remediation Foundational Friday SIOP	After school remediation Foundational Friday SIOP
Race/Ethnicity/Minority	Students with Disabilities
After school remediation Foundational Friday SIOP	After school remediation Foundational Friday SIOP

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)
1. Provide informational workshops to parents and community members regarding academic expectations and requirements.	Aug 2018- May 2019	Administrators Academic Coach Parent Liaison Counselor Teachers		Increased Student Achievement <ul style="list-style-type: none"> • Agendas • Presentations • Sign-In Sheets 	
2. Provide after school remediation programs for all students K-5 to focus on identified deficiencies.	Jan 2019- March 2019	Administrators Academic Coach Teachers		Increased Student Achievement	
3. Increase stakeholder participation in school programs through parenting workshops and parent volunteer days.	Aug 2018- May 2019	Administrators Parent Liaison Counselor		Increased Student Achievement <ul style="list-style-type: none"> • Agendas • Presentations • Sign-In Sheets 	
4. Monitor Huie’s RTI process to ensure interventions are appropriate for each tier and students are identified in a timely manner	Aug 2018- May 2019	Administrators Counselor Teachers SST Chairs		SST	

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

Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Race/Ethnicity/Minority	Students with Disabilities

<p>Performance Objective 3: By 2023, Clayton County Public Schools will increase the number of students absent less than 10% of their enrolled academic year.</p> <p>GADOE School Improvement Systems: Effective Leadership, Supportive Learning Environment, Family and Community Engagement, Professional Capacity</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)
<p>1. Increase students, parents, and teachers' awareness regarding attendance policies.</p> <p>a. Use of meetings, newsletters, signage, and calling post messages to ensure parents are made aware of attendance policies.</p>	<p>Aug 2018- May 2019</p>	<p>Counselor Administrators Social Worker Parent Liaison Attendance Committee</p>		<p>Improved Attendance Ratings</p> <ul style="list-style-type: none"> • Monthly Attendance Reports • Infinite Campus Contact Log • Newsletters • Agendas • Sign-In Sheets 	

b. Implement a school-wide attendance incentive program					
2. Monitor student attendance through data and attendance committee. a. The school counselor and the school social worker will collaborate weekly to review attendance data. b. The school counselor and the school social worker will collaborate weekly to hold Student Attendance Committee (SAC) meetings. c. The attendance committee will meet monthly to identify and implement strategies to deter continued absenteeism.	Aug 2018-May 2019	Counselor Administrators Social Worker Parent Liaison Attendance Committee		Improved attendance ratings <ul style="list-style-type: none"> • Monthly Attendance Reports • Infinite Campus Contact Log • Agendas • Sign-In Sheets 	

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

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)
Implement PBIS schoolwide (to include Incentive and Community Involvement Committees)	daily	Administrator PBIS Committee	Class Dojo	Class Dojo Discipline Referrals Big 7 Report Participation at the end of the month Class Dojo celebration Agendas from PBIS team and committee meetings	PBIS Training Class Dojo Training
Implement Character Lessons, Peer Mediation and Conflict Resolution	weekly	Counselor Behavior Interventionist	Second Step Program	Student Reflection form	Second Step Program
Students and staff will be recognized for various areas of growth during the month at the Viking Village Victory Rally	monthly	Administrator PBIS Committee	Class Dojo	Lunchroom Behavior Data Class Dojo	N/A

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
CHRIS 180, Alternative to OSS, Mentoring Groups, Sensory Room	CHRIS 180, Alternative to OSS, Mentoring Groups, Sensory Room
English Learners	Migrant
CHRIS 180, Alternative to OSS, Mentoring Groups, Sensory Room	CHRIS 180, Alternative to OSS, Mentoring Groups, Sensory Room
Race/Ethnicity/Minority	Students with Disabilities
CHRIS 180, Alternative to OSS, Mentoring Groups, Sensory Room	CHRIS 180, Alternative to OSS, Mentoring Groups, Sensory Room

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