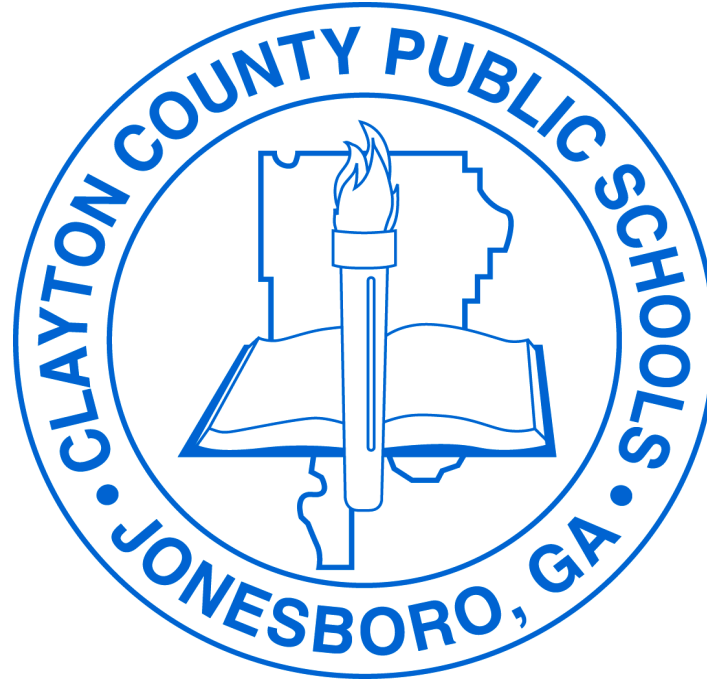


Comprehensive School Improvement Plan



Church Street Elementary School 2021-2022

Vision Statement

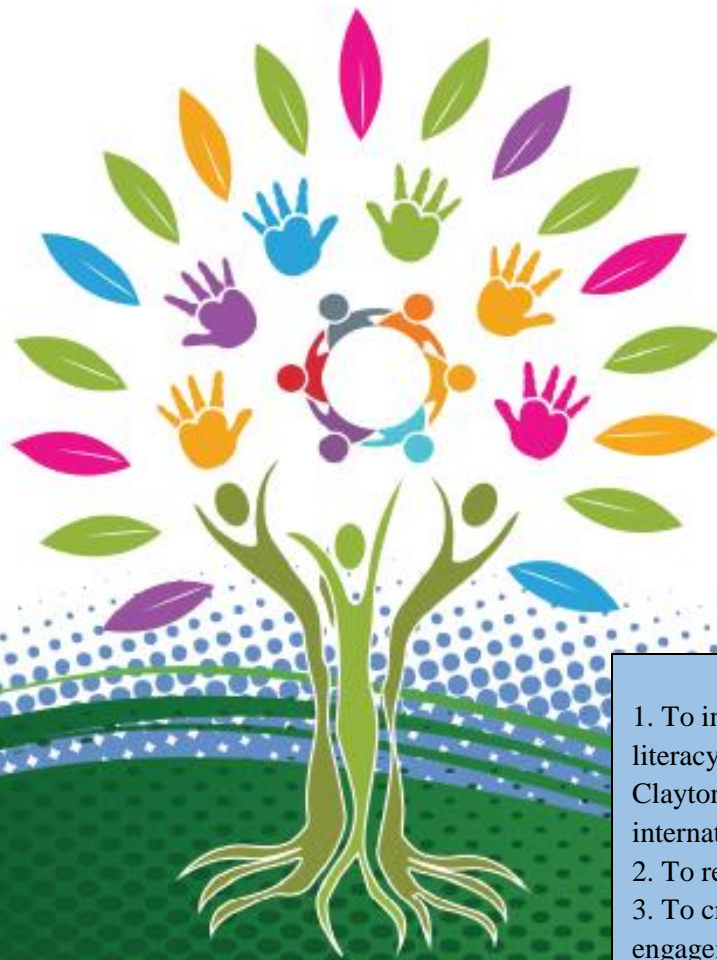
The vision of Clayton County Public Schools is to prepare ALL graduates to have the skills to pursue and successfully accomplish college, post-secondary training, and/or career opportunities in order to live and compete successfully in a global society.

Mission Statement

The mission of Clayton County Public Schools is to empower scholars to achieve academic, professional, and personal goals by providing equitable access and experiences that build skills in literacy, creativity, critical thinking, and collaboration.



"COMMITTED TO HIGH PERFORMANCE" Growing Our Future



Strategic Goals

1. To increase and accelerate academic achievement in all content areas and literacy levels for all scholars, to include students in all special programs, in Clayton County Public Schools as evidenced by local, state, national, and international assessment results
2. To recruit, develop, and retain highly qualified and effective staff
3. To create an equitable and safe environment that promotes active engagement, communication, accountability, and collaboration of all stakeholders to maximize student achievement
4. To provide high quality, equitable support services delivered within budget to

Action Plan

Performance Objective 1: By 2023, Clayton County Public Schools will demonstrate three percentage points growth each school year, for students scoring at the proficiency levels at or above proficient as evidenced by stated, national, and international assessments.

GADOE School Improvement Systems: Coherent Instruction, Effective Leadership, Family and Community Engagement, Professional Capacity

Action Steps/ Tasks <i>Consider action steps/tasks that support a face-to-face learning environment and/or a remote learning environment.</i>	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 collaborative planning protocols that support virtual and/or face to face learning.	Check point 10/2021, 2/ 2022	LeKisha Anderson Rochelle Taylor Grade Level Chairs	Collaborative Planning Protocol	Completed Collaborative Planning Protocol Checklist. Rubric, Agendas, sign-in sheets from each session.	Faculty Meeting – September 2021
Incorporate Early Learning Parent Resources and Parent Virtual Learning Series into our monthly workshops	Check point: 10/2021, 2/ 2022	Joseph Smith, SES & Parent Liaison	CCPS Parent Virtual Toolkit	Agendas, sign-in sheets, flyers	Monthly meeting with Parent Liaison (2 nd Fridays)
Implement semi-monthly Professional Development (K-5) utilizing the Teacher Toolbox in iReady to build staff capacity in Math and ELA	September – April 2021	Brittany Robinson, Keri Sims LeKisha Anderson Rochelle Taylor	iReady Reports	Agenda and sign-in sheets from PD Teacher Usage Reports	Designated 3 rd Wednesday of each month

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Economically Disadvantaged Learners.	Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Foster and Homeless students.
English Learners	Migrant
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our English Learners.	Utilize reports/data from attendance, interventions, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Migrant students.
Race/Ethnicity/Minority	Students with Disabilities
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our diverse student population.	Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our students with disabilities.

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 <i>Consider action steps/tasks that support a face-to-face learning environment and/or a remote learning environment.</i>	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)
Focus on attendance data and provide support to teachers in assisting in monitoring absences	September – May 2022	Kenneshia Smith, SSW Sherri Scotton Attendance Sec.		Weekly / Monthly attendance reports	September 28, 2021
Incorporate Remote Learning Support for Families as part of the Monthly Principal Message to strengthen parent and family engagement.	Check Point 10/2021 1/2022	Joseph Smith	Title One	Flyers, online links from Parent Portal	September 10, 2021
Conduct 4.5 weeks Pulse Checks with parents/guardians	August – May 2022	LeKisha Anderson Rochelle Taylor		Pulse Check Reports	
Utilize the Check and Connect student engagement intervention model to re-engage identified students back in school, ultimately lowering the drop out rate.	October – May 2022	SES (Joseph Smith)		Monthly data reports	District provided

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Economically Disadvantaged students.	Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Foster and Homeless students.
English Learners	Migrant
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our English Learners.	Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Migrant students.
Race/Ethnicity/Minority	Students with Disabilities
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our diverse student population.	Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our students with disabilities.

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 <i>Consider action steps/tasks that support a face-to-face learning environment and/or a remote learning environment.</i>	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)
Collaborate with School Social Worker and Counselors on attendance initiative to support school wide monitoring of absences (excused, unexcused, technical difficulty, etc.)	Each Nine Weeks: 08/2021 – May 2022	Kennesha Smith, Tanya Rankin, Octavia Chenault		Attendance Reports generated via Infinite Campus	September 28 th
Teachers incorporate resources from the CIA department curriculum hubs (academic discourse and content vocabulary) in their collaborative planning sessions to enhance weekly lesson plans	September – May 2022	Keri Sims, Britany Robinson, LeKisha Anderson, Rochelle Taylor		Lesson Plans	September 28 th

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Economically Disadvantaged students.	Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Foster and Homeless students.
English Learners	Migrant
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our English Learners.	Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Migrant students.
Race/Ethnicity/Minority	Students with Disabilities
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our diverse student population.	Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our 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 <i>Consider action steps/tasks that support a face-to-face learning environment and/or a remote learning environment.</i>	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)
Celebrate teacher, staff and student member of the month	September – May 2022	Octavia Ferguson Chenault, Tonya Rankin		EOTM and TOTM Recognition Program	
Review behavior expectations/matrix with students on a monthly and/or as needed basis. Reward positive behavior. Meetings will be conducted based on data from the Big 7, SAS and the SWIS reports.	September – May 2022 (11/2021; 2/2022)	Grade Level Teachers, PBIS team		Monthly Discipline Reports Virtual Behavior Incentives for students Virtual Class Recognitions	September 16 th , 2021
SEL lessons/activities incorporated into daily schedule	August – May 2021 (12/2021)	Octavia Ferguson- Chenault, Tanya Rankin, Keri Sims		Lesson plans, power points, etc. ReThink Ed Usage Reports	August 28, 2020

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Economically Disadvantaged students.	Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Foster and Homeless students.
English Learners	Migrant
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our English Learners.	Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Migrant students.
Race/Ethnicity/Minority	Students with Disabilities
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our diverse student population.	Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Students With Disabilities.