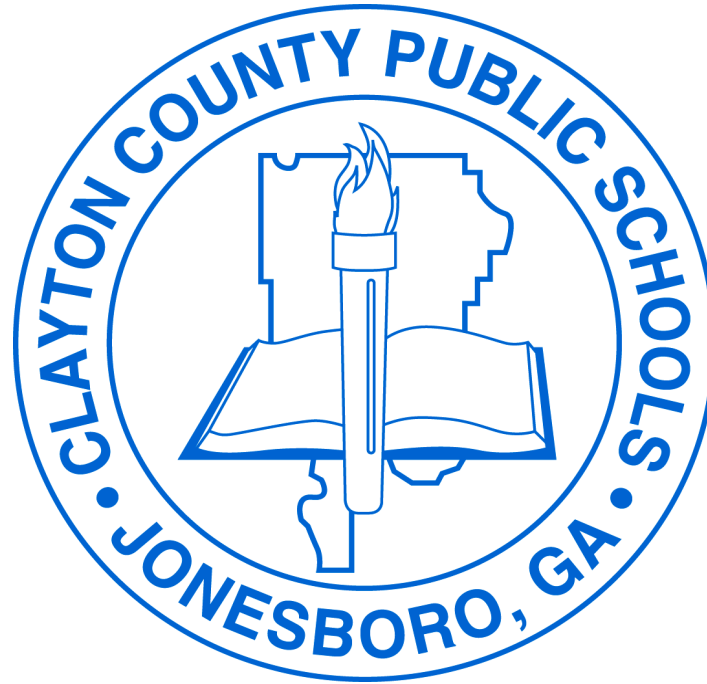


Comprehensive School Improvement Plan



Lake City 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: Erica Johnson

Assistant Principal(s): Viki Dennard

School Leadership/Improvement Team	
Name	Position
Kendall Grant	Kindergarten Teacher
Kareen Kimbrough	First Grade Teacher
Lisa Dong	Second Grade Teacher
Kenneth Ware	Third Grade Teacher
Sarun Thornton	Fourth Grade Teacher
Cheryl Johnson	Fifth Grade Teacher
Prekoshiah Scott	E.I.P. Teacher
Sandra Strauss	E.S.O.L. Teacher
Sharon Thompson	Gifted Teacher
Rodney Davis	P. E. Teacher
Lisa Whigham	Counselor

CCRPI Score																									
2014-2015	2015-2016	2016-2017	2017-2018	2016-2020 Goals																					
Overall CCRPI Score: 73.6	Overall CCRPI Score: 78.9	Overall CCRPI Score: 72.4	Overall CCRPI Score:	2016 Goal: 66.8 2017 Goal: 68.2 2018 Goal: 69.6 2019 Goal: 71.0 2020 Goal: 72.4																					
Achievement Points Earned: 28/50	Achievement Points Earned: 27.9/50	Achievement Points Earned: 27.4/50	Content Mastery Points Earned: /30	<p>Overall CCRPI Goals based on the following formula:</p> <p>CCRPI Performance Goals</p> <p>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> $\frac{100 - \text{Baseline CCRPI Score}}{100 - \text{2016 CCRPI Score}} \times 100 = \text{Challenge Points}$ $\text{Challenge Points} = (100 - 2016 \text{ CCRPI Score}) \times 0.03$ <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: 33.2/40	Progress Points Earned: 36.6/40	Progress Points Earned: 35.3/40	Progress Points Earned: /35																						
Achievement Gap Points Earned: 4.2/10	Achievement Gap Points Earned: 6.7/10	Achievement Gap Points Earned: 6.7/10	Closing Gaps Points Earned: /15																						
Challenge Points Earned: 8.2/10	Challenge Points Earned: 7.7/10	Challenge Points Earned: 3/10	Readiness Points Earned /20																						

Intervention Data

DIBELS Percentage										
School Year		BOY			MOY			EOY		
	Grade Level	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark
2017-18	Kindergarten	52%	19%	29%	33%	29%	38%	23%	21%	56%
	First	53%	10%	37%	37%	18%	45%	40%	14%	46%
	Second	27%	10%	63%	30%	6%	64%	31%	10%	59%
	Third	26%	15%	59%	33%	9%	58%	29%	14%	57%
2018-19	Grade Level									
	Kindergarten	44%	13%	43%						
	First	32%	17%	51%						

i Ready										
School Year		BOY			MOY			EOY		
	Grade Level	Two Or More Grade Levels Behind	One Grade Level Behind	On or Above Grade Level	Two Or More Grade Levels Behind	One Grade Level Behind	On or Above Grade Level	Two Or More Grade Levels Behind	One Grade Level Behind	On or Above Grade Level
2018-19 Language Arts	Second	37%	49%	15%						
	Third	40%	33%	26%						
	Fourth	33%	50%	17%						
	Fifth	57%	23%	20%						
2018-19 Reading	Second	34%	51%	15%						
	Third	38%	35%	27%						
	Fourth	31%	52%	17%						
	Fifth	57%	23%	20%						
2018-19 Math	Kindergarten	0%	91%	9%						
	First	21%	78%	1%						
	Second	33%	60%	7%						
	Third	45%	46%	9%						

	Fourth	26%	46%	27%						
	Fifth	27%	46%	26%						

Growth Goals for Lake City Elementary School								
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 ELA	35	8	15	50	57	65	72	80
4th ELA	41	7	13	54	60	67	73	80
5th ELA	32	8	16	48	56	64	72	80
3rd Math	56	4	8	64	68	72	76	80
4th Math	44	6	12	56	62	68	74	80
5th Math	37	7	14	51	59	66	73	80
5th Science	35	8	15	50	57	65	72	80
5th Social Studies	30	8	17	46	55	63	72	80

Reading & Writing Growth Goals for Lake City ES								
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	61.73	6	11	73	78	84	89	95
Idea Development, Organization, and Coherence Goals								
3rd Writing	7.34	12	24	32	44	56	68	80
4th Writing	28.13	9	17	45	54	63	71	80
5th Writing	20.98	10	20	41	50	60	70	80
Language Usage and Conventions Goals								
3rd Writing	4.59	13	25	30	42	55	67	80
4th Writing	33.33	8	16	49	57	64	72	80
5th Writing	22.22	10	19	41	51	61	70	80

Narrative Writing Response Goals								
3rd Writing	7.34	12	24	32	44	56	68	80
4th Writing	12.50	11	23	35	46	58	69	80
5th Writing	28.39	9	17	46	54	63	71	80

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) (Add specific dates)
Implement the Rigor and Relevance Framework a. All students demonstrate their understanding by producing written response that includes a precise claim and relevant textual evidence with justification/reasoning (Evidence Based Writing)	Aug 2018 through May 2019	Classroom Teachers Certified Support Teachers (EIP, ESOL, DES, Gifted, Art, Music, PE) Monitored by: Instructional Support Teacher		Every six weeks beginning with data review the weeks of: 10/2/18 <ul style="list-style-type: none"> • Review of student work assessed with a rubric to include all applicable subgroups • Review of lesson plan/Lesson Plan Analysis by teachers and administrators • Observations (formal and informal) using a specific tools • Assessment Results (Common, Benchmark, Unit, TODs) 	Aug-Understanding Rubrics-- Reteach Sept- Thinking Maps Scoring Writing Samples Oct- How to Teach Writing Nov-Understanding Text-Dependent Prompts Dec-Paraphrasing Text

		Assistant Principal Principal		<ul style="list-style-type: none"> • Sign-In Sheets 	Jan-Writing Strategies (e.g. RACE); Helping students analyze peer writing samples. Feb-Organizing Thoughts in Writing (e.g. Thinking Maps) Mar-Data Talks Apr- High Level Questioning May-Use the language of the standards
Implement the Rigor and Relevance Framework a. Students engage with peers in academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied.	Aug 2018 through May 2019	Classroom Teachers Certified Support Teachers (EIP, ESOL, DES, Gifted, Art, Music, PE) Monitored by: Instructional Support Teacher Assistant Principal Principal		Every six weeks beginning with data review the weeks of: 10/2/18 <ul style="list-style-type: none"> • Review of lesson plan/Lesson Plan Analysis by teachers and administrators <ul style="list-style-type: none"> ◦ Teachers will add specific HQ • Observations (formal and informal) by using a targeted rubric • Collaborative Planning Minutes • Student Conversations 	Aug-Understanding Rubrics Sept-Using Content Vocabulary Oct-Using Concrete Explanations and Evidence Nov-High Level Questioning Dec-Close Reading Jan-Use the language of the standards Feb-Peer editing of writing Mar-Literary Circles/ Talks Apr- Sentence Stems May-Keyboarding Skills

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Professional development will be focused around research and evidence-based instructional practices specifically targeting those who are economically disadvantaged through Rigor, Relevance & Relationships Training with ICLE	Provide additional instructional assistance and wrap-around support (i.e. School Social Worker, School Psychologist and School Counselor) to students who are mobile or in need of stable, positive relationships and access to community resources
English Learners	Migrant
Provide instruction that includes a variety of mediums, visual displays, print-rich	Provide additional support and assistance (i.e. School Social Worker, School

environments, cooperative groups, and peer tutoring; morning small group reading tutoring	Psychologist and School Counselor) to students who are mobile or in need of stable, positive relationships
Race/Ethnicity/Minority	Students with Disabilities
Provide additional, targeted reading support as needed based upon current and relevant reading data and adjust instruction as needed to meet literacy needs	Homeroom and support teachers will implement research-based reading interventions to ensure that all students have appropriate access to the curriculum

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)
Implement the Rigor and Relevance Framework b. All students demonstrate their understanding by producing written response that includes a precise claim and relevant textual evidence with justification/reasoning (Evidence Based Writing)	Aug 2018 through May 2019	Classroom Teachers Certified Support Teachers (EIP, ESOL, DES, Gifted, Art, Music, PE) Monitored by: Instructional Support Teacher Assistant Principal		Every six weeks beginning with data review the weeks of: 10/2/18 <ul style="list-style-type: none"> Review of student work assessed with a rubric to include all applicable subgroups Review of lesson plan/Lesson Plan Analysis by teachers and administrators Observations (formal and informal) using a specific tools Assessment Results (Common, Benchmark, Unit, TODs) Sign-In Sheets 	Aug-Understanding Rubrics-- Reteach Sept- Thinking Maps Scoring Writing Samples Oct- How to Teach Writing Nov-Understanding Text-Dependent Prompts Dec-Paraphrasing Text Jan-Writing Strategies (e.g. RACE); Helping students analyze peer writing samples.

		Principal			Feb-Organizing Thoughts in Writing (e.g. Thinking Maps) Mar-Data Talks Apr- High Level Questioning May-Use the language of the standards
Implement the Rigor and Relevance Framework b. Students engage with peers in academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied.	Aug 2018 through May 2019	Classroom Teachers Certified Support Teachers (EIP, ESOL, DES, Gifted, Art, Music, PE) Monitored by: Instructional Support Teacher Assistant Principal Principal		Every six weeks beginning with data review the weeks of: 10/2/18 <ul style="list-style-type: none"> ● Review of lesson plan/Lesson Plan Analysis by teachers and administrators <ul style="list-style-type: none"> ○ Teachers will add specific HQ ● Observations (formal and informal) by using a targeted rubric ● Collaborative Planning Minutes ● Student Conversations 	Aug-Understanding Rubrics Sept-Using Content Vocabulary Oct-Using Concrete Explanations and Evidence Nov-High Level Questioning Dec-Close Reading Jan-Use the language of the standards Feb-Peer editing of writing Mar-Literary Circles/ Talks Apr- Sentence Stems May-Keyboarding Skills
Increase the number of students in grades 3-5 performing at level 3 or 4 on the GMAS	Aug 2018 through May 2019	Certified Teachers Instructional Support Teacher Assistant Principal Principal	NA	Every six weeks (In conjunction with the District Assessment Schedule), review the following data: <ul style="list-style-type: none"> ● iReady Assessments ● Benchmarks ● Culminating Writing Tasks ● Multiplication Fact Mastery for 3rd-5th 	Sept- Thinking Maps Scoring Writing Samples Oct- How to Teach Writing
Increase the number/percentage of students scoring at the Benchmark level on DIBELS in grades K-1 on EOY Assessments	Aug 2018 through May 2019	Certified Teachers Instructional Support Teacher Assistant Principal Principal	NA	DIBELS Progress Monitoring Reading Benchmarks	Sept.- Writing PD Reading and Writing

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

Economically Disadvantaged	Foster and Homeless
Professional development will be focused around research and evidence-based instructional practices specifically targeting those who are economically disadvantaged through Rigor, Relevance & Relationships Training with ICLE	Provide additional instructional assistance and wrap-around support (i.e. School Social Worker, School Psychologist and School Counselor) to students who are mobile or in need of stable, positive relationships and access to community resources
English Learners	Migrant
Provide instruction that includes a variety of mediums, visual displays, print-rich environments, cooperative groups, and peer tutoring; morning small group reading tutoring	Provide additional support and assistance (i.e. School Social Worker, School Psychologist and School Counselor) to students who are mobile or in need of stable, positive relationships
Race/Ethnicity/Minority	Students with Disabilities
Provide additional, targeted reading support as needed based upon current and relevant reading data and adjust instruction as needed to meet literacy needs	Homeroom and support teachers will implement research-based reading interventions to ensure that all students have appropriate access to the curriculum

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)
Implement attendance incentives to encourage students to report to school regularly.	Aug 2018 through May 2019	School Counselor School Social Worker Assistant Principal Principal Teachers	School Funds for Incentives	Individual classes recognized on the afternoon announcements daily Individual students recognized every 9 weeks Reports from IC	NA
Contact parents of students with 4 or more absences AND conduct Student Attendance Committee Meetings as outlined by CCPS Protocols	Aug 2018 through May 2019	School Secretary School Counselor School Social Worker Assistant Principal Principal	NA	Logs for SAC Meetings Infinite Campus “Conference Log” Notes for chronically absent students	NA

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Professional development will be focused around research and evidence-based instructional practices specifically targeting those who are economically disadvantaged through Rigor, Relevance & Relationships Training with ICLE	Provide additional instructional assistance and wrap-around support (i.e. School Social Worker, School Psychologist and School Counselor) to students who are mobile or in need of stable, positive relationships and access to community resources
English Learners	Migrant
Provide instruction that includes a variety of mediums, visual displays, print-rich environments, cooperative groups, and peer tutoring; morning small group reading tutoring	Provide additional support and assistance (i.e. School Social Worker, School Psychologist and School Counselor) to students who are mobile or in need of stable, positive relationships

Race/Ethnicity/Minority	Students with Disabilities
Provide additional, targeted reading support as needed based upon current and relevant reading data and adjust instruction as needed to meet literacy needs	Homeroom and support teachers will implement research-based reading interventions to ensure that all students have appropriate access to the curriculum

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)
Recognize students that demonstrate desired behavior through our “Gold Slip” Program	Aug 2018 through May 2019	School Counselor Assistant Principal Principal Principal Teachers	School Funds	Gold Slip R.O.A.R. Rubric Review Standard Operating Procedures	NA
Provide incentives for students that consistently demonstrate expected behavior	September 2018 to May 2019	School Counselor Assistant Principal Principal Principal Teachers	School Funds	Student of the Month Recognition Review Standard Operating Procedures	NA

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

Economically Disadvantaged	Foster and Homeless
Professional development will be focused around research and evidence-based instructional practices specifically targeting those who are economically disadvantaged through Rigor, Relevance & Relationships Training with ICLE	Provide additional instructional assistance and wrap-around support (i.e. School Social Worker, School Psychologist and School Counselor) to students who are mobile or in need of stable, positive relationships and access to community resources
English Learners	Migrant
Provide instruction that includes a variety of mediums, visual displays, print-rich environments, cooperative groups, and peer tutoring; morning small group reading tutoring	Provide additional support and assistance (i.e. School Social Worker, School Psychologist and School Counselor) to students who are mobile or in need of stable, positive relationships
Race/Ethnicity/Minority	Students with Disabilities
Provide additional, targeted reading support as needed based upon current and relevant	Homeroom and support teachers will implement research-based reading interventions to

reading data and adjust instruction as needed to meet literacy needs

ensure that all students have appropriate access to the curriculum