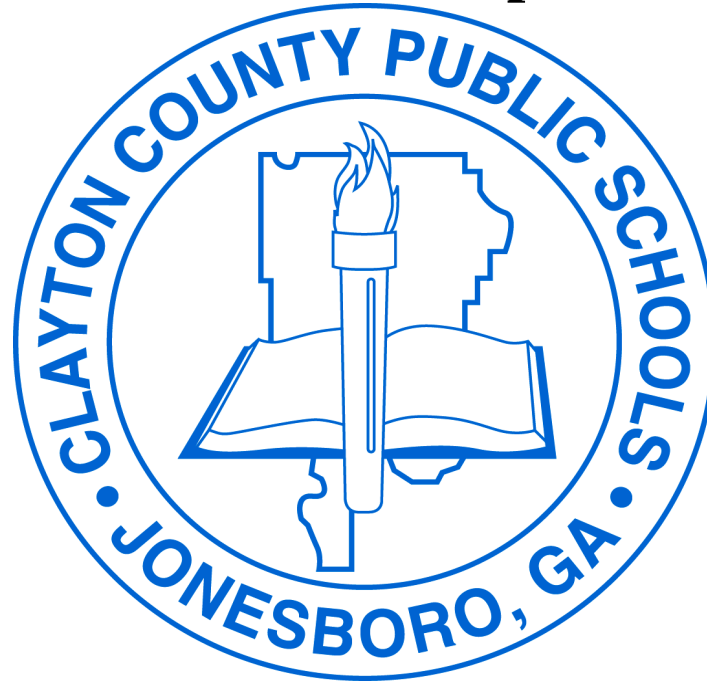


# Comprehensive School Improvement Plan



## **E. J. Swint Elementary School 2019-2020**

### 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.

CCRPI								
School Year	CCRPI Score	Content Mastery	School Progress	Closing the Gaps	Readiness	Climate Rating	Star Rating	PPE Percentile
2017-2018	70.5	52.3	77.7	82.5	76.2	90.8	3 Stars	59th
2018-2019								

**Principal: Mrs. Sarah Cainion**  
**Assistant Principal(s): Dr. Sharon Jones**

<b>School Leadership/Improvement Team</b>	
<b>Name</b>	<b>Position</b>
Sarah Cainion	Principal
Sharon Jones	Assistant Principal
Serena Smith	Academic Coach
Claude Gatlin	Parent Liaison
Carmen Black	EIP Teacher
Tamika Crawford	ESOL Teacher
Rosalind Rogers	PTA President
Sherita Jones	Paraprofessional
Roger Swint	Community Member
Takenya Sweeper	Parent/PTA Officer
Tammy Holder	Parent/PTA Officer



# "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)
Increase the percentages of 3 <sup>rd</sup> grade students reading at or above a 670 Lexile, 4 <sup>th</sup> grade students reading at or above a 840 Lexile and 5 <sup>th</sup> grade students reading at or above a 920 Lexile by 10% as measured by the Georgia Milestones Assessment	August 2019 – May 2020	Principal Assistant Principal Title I Academic Coach	myON reading program - Title I General Funds	myON usage/Lexile reports Lexile goal sheets for tracking Lexile goal posted in each classroom Lexile leveled books GADOE website	“Using Lexiles to Increase Reading Skills” PD
Implement targeted well-planned instruction and assessments to ensure mastery of basic skills and to build conceptual understanding of skills that all students demonstrate orally, visually and in writing	August 2019 – May 2020	Principal Assistant Principal Title I Academic Coach	None	CCPS Framework for High Performance Collaborative planning minutes Lesson plans TKES observations Walk-throughs Assessments and data District benchmarks	“Rigor and Relevance” PD
Utilize a data analysis protocol that allows teachers to systematically disaggregate and analyze assessment data biweekly	August 2019 – May 2020	Principal Assistant Principal Title I Academic Coach	None	Data analysis sheets Data charts iReady Reading and Math intervention screeners (BOY, MOY, EOY)	“Data Analysis” PD

Implement the Rigor and Relevance Framework with an emphasis on: a. Close Reading and Evidenced Based Writing b. Academic Discussions c. Higher Order Questioning	August 2019 - May 2020	Academic Coach and th ICLE Consultants	Rigor and Relevance Toolkit	Increase percentage of students scoring at the proficient level and above by 10% on district benchmarks, unit assessments and GMAS	Strategic Planning with the Leadership Team and the staff: 8/12/19; 9/9/19; 10/7/19; 11/4/19; 1/13/20 and 2/10/20
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<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Small group instruction will be provided. Various collaborative teaching models will be utilized by the classroom and support teachers to provide well-planned, standards-based, cohesive instruction that meets the needs of all students.	Small group instruction will be provided. Various collaborative teaching models will be utilized by the classroom and support teachers to provide well-planned, standards-based, cohesive instruction that meets the needs of all students.
<b>English Learners</b>	<b>Migrant</b>
The ESOL teacher will co-teach, provide small group instruction, and/or differentiate instruction.	Small group instruction will be provided. Various collaborative teaching models will be utilized by the classroom and support teachers to provide well-planned, standards-based, cohesive instruction that meets the needs of all students.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Small group instruction will be provided. Various collaborative teaching models will be utilized by the classroom and support teachers to provide well-planned, standards-based, cohesive instruction that meets the needs of all students.	The DES teachers will co-teach, provide small group instruction, and/or differentiate instruction.

**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)
Monitor the fidelity of the implementation of the Early Intervention Program (EIP).	August 2019 - May 2020	Principal Assistant Principal	iReady DIBELS (K-1) Title I Funding	Ensure that all teachers receive adequate training and are able to schedule effectively  Review collaborative lesson plans to ensure alignment with the GSE  Evaluate data regularly to ensure that progress monitoring is occurring in a timely manner and to evaluate the program's implementation	iReady Math training

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

Economically Disadvantaged	Foster and Homeless
Teachers will use data to inform instruction and provide various strategies to differentiate the learning for individual students.	Teachers will use data to inform instruction and provide various strategies to differentiate the learning for individual students.
English Learners	Migrant
The ESOL teacher will provide visuals, graphic organizers, sentence frames, manipulatives, and/or utilize cooperative learning.	Teachers will use data to inform instruction and provide various strategies to differentiate the learning for individual students.
Race/Ethnicity/Minority	Students with Disabilities
Teachers will use data to inform instruction and provide various strategies to differentiate the learning for individual students.	The DES teachers will provide visuals, graphic organizers, sentence frames, manipulatives, and/or utilize cooperative learning.

**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)
Provide incentives for students (NBA – Never Been Absent celebration, perfect attendance awards, sock hop dance)	August 2019 – May 2020	Assistant Principal Counselor Attendance Committee	School Funds	Monthly/semester attendance reports	None
Increase tracking of student attendance by classroom teachers each week and school-wide each month	August 2019 – May 2020	Assistant Principal Counselor Attendance Committee		Attendance committee meeting minutes Follow up monthly	None

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

Economically Disadvantaged	Foster and Homeless
Teachers will track individual student attendance frequently and provide incentives.	Teachers will track individual student attendance frequently and provide incentives.
English Learners	Migrant
The ESOL teacher will track individual student attendance frequently and provide incentives.	Teachers will track individual student attendance frequently and provide incentives.
Race/Ethnicity/Minority	Students with Disabilities
Teachers will track individual student attendance frequently and provide incentives.	The DES teachers will track individual student attendance frequently and provide incentives.



**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)
Follow the behavior management system in all classrooms consistently (behavior charts)	August 2019 – May 2020	Assistant Principal Behavior Committee	Professional Learning Classes	Classroom observations Monitor discipline referrals for student and teacher frequency	“Classroom Management” PD provided by the District
Utilize Positive Behavior Intervention System (Stepping Stones to Success)	August 2019 – May 2020	Assistant Principal Behavior Committee Counselor	None	School-wide book study on <u>The Seven Habits of Happy Kids</u> by Sean Covey Provide staff mentors for students in need Offer small group sessions to present alternative strategies	None

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

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Teachers will communicate more frequently with students to identify concerns and offer solutions. Teachers will use a variety of strategies to encourage good behavior.	Teachers will communicate more frequently with students to identify concerns and offer solutions. Teachers will use a variety of strategies to encourage good behavior.
<b>English Learners</b>	<b>Migrant</b>
The ESOL teacher will provide incentives.	Teachers will communicate more frequently with students to identify concerns and offer solutions. Teachers will use a variety of strategies to encourage good behavior.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Teachers will communicate more frequently with students to identify concerns and offer solutions. Teachers will use a variety of strategies to encourage good behavior.	The DES teachers will communicate more frequently with individual students to identify concerns and offer solutions. Teachers will use a variety of strategies to encourage good behavior.