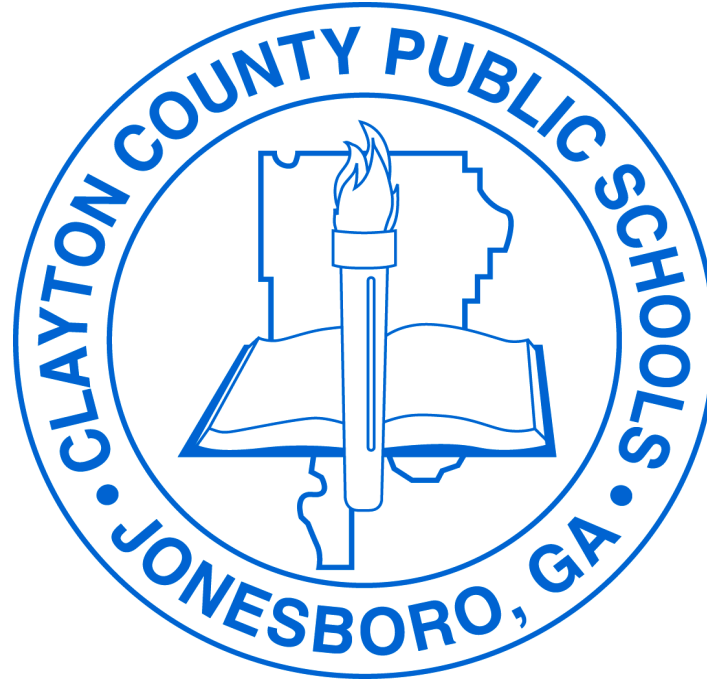


Comprehensive School Improvement Plan




Lillie E. Suder 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	53.3	42.5	70.9	6.8	73.8	91.4		69 th
2018-2019	TBD	48	TBD	TBD	TBD	TBD	TBD	TBD



"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 students 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 Strategies into their instruction: <ul style="list-style-type: none"> • Close Read • Academic Discourse • Higher Order Thinking Questions 	August 05, 2019 - May 22, 2020	Administrators Instructional Support Teachers Teachers	Title I School Level Funds	<ul style="list-style-type: none"> • Lesson Plans • Quadrant Question Stems in lesson plans • Walkthroughs • Observations • Student Work • Integrated/Small Group Lesson Plans • Rigor & Relevance Toolkit 	Webinars conducted by the Department of Elementary Language Arts Work It Out Wednesday Meetings Collaborative Planning Sessions Collaborative Extended Planning Session
Leadership will provide extended collaborative planning opportunities for teachers to: <ul style="list-style-type: none"> • Plan units/lessons using the S.T.A.R.T.S. model and High Impact Practices for rigorous instruction. • Discuss formative and summative data for flexible groupings to accommodate learning needs. • Develop common assessments Leadership will provide teachers with the necessary resources to effectively plan engaging and grade appropriate interdisciplinary lessons.	August 05, 2019 - May 22, 2020	Administrators Instructional Support Teachers Grade Level Chairs	Title I School Level Funds	<ul style="list-style-type: none"> • Extended Day Schedule • High Impact Strategies for Core Content • Quadrant Question Stems in lesson plans • Agendas • Data Notebooks • Data Analysis Form/Action Plan/Self Reflection • Integrated/Small Group Lesson Plans • Observations/Critical Conversations • Master Schedule 	Work It Out Wednesday Meetings Collaborative Extended Planning Sessions

<p>Teachers will learn how to enhance their lesson plan creation and the implementation of their lesson plan with a focus on the following instructional foci:</p> <ul style="list-style-type: none"> ● Opening ● Body of the Lesson ● Closing <p>During Collaborative Extended Planning teachers will use probing questions to help them plan for each part of the lesson.</p>	<p>August 05, 2019 - May 22, 2020</p>	<p>Administrators Instructional Support Teachers Teachers</p>	<p>Title I School Level Funds</p>	<ul style="list-style-type: none"> ● Lesson Plan Template created by the Instructional Support Teachers ● Walkthroughs ● Feedback ● Formal & Informal Observations ● Video Recordings ● Self-Reflections 	<p>Work It Out Wednesday Meetings Collaborative Planning Sessions Collaborative Extended Planning Session</p>
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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Students will be provided with writing journals/folders. Access to technology.	Students will be provided with writing journals/folders. Access to technology.
English Learners	Migrant
English Learners will be supported with the use of word banks, sentence/paragraph stems, visuals, and interactive vocabulary/writing journals.	N/A
Race/Ethnicity/Minority	Students with Disabilities
Learners will be supported with the use of word banks, sentence/paragraph stems, visuals, and interactive vocabulary/writing journals.	Students will receive assistance with all activities using accommodations and/ or modifications as aligned in their IEP. Students will receive sentence and paragraph starters, word banks when appropriate, extended time, modeled and guided practice.

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)
Students in grades K thru 5th will increase their awareness of various careers through <ul style="list-style-type: none"> • Guidance • Georgia Department of Education videos • Career Day 	Sept. 2019-May 22, 2020	Counselor K thru 5 teachers	N/A	<ul style="list-style-type: none"> • Career Activity 	The counselor will present an overview of career classroom guidance lessons during a faculty meeting. At that time he will present an interest inventory that students will complete in class prior to the lesson.
Kindergarten teachers will integrate global perspectives into daily lessons using the Cambridge Global Perspective curriculum frameworks by addressing the following strands: <ul style="list-style-type: none"> • Research • Analysis • Evaluation • Reflection • Collaboration • Communication <i>Note: Success with Cambridge qualifications gives students access to the world's best universities; therefore, next year, more grade levels will be added to this action step/task.</i>	August 05, 2019 - May 22, 2020	Cambridge Coordinator Kindergarten Teachers Administrators	Cambridge Curriculum Framework Fine Arts Dept.	<ul style="list-style-type: none"> • Lesson Plans • Walkthroughs • Observations • Certificate of Completion for teachers who trained in the summer 	Cambridge Summer Training July 2019 Administrator & Coordinator Training October 2019

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

Economically Disadvantaged	Foster and Homeless
Students will be given access to Google Drive and allowed additional time/support at school to research various careers in the computer lab.	Students will be given access to Google Drive and allowed additional time/support at school to research various careers in the computer lab.

English Learners	Migrant
Students will be provided appropriate instructional strategies and accommodations to assist with their research.	N/A
Race/Ethnicity/Minority	Students with Disabilities
Students will be provided appropriate instructional strategies and accommodations to assist with their research.	Professionals with disabilities will be secured for Career Day.

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)
<p>ATTENDANCE COUNTS! (Initiative) Per Grade Level Classroom Attendance - Entire Class Present for the 4 ½ Weeks:</p> <p>Classes with the most students present for the 4 week period will be presented with the MPAT (Monthly Perfect Attendance Trophy) to display inside the grade level chair’s classroom and a Perfect Attendance Banner to display on the wall in the grade level’s hallway.</p>	<p>Last day of each month (4 weeks): Sept. 28, 2019 - May 22, 2020</p>	<p>Counselor Parent Liaison ESOL Teacher Media Specialist Social Worker Classroom Teacher Secretary</p>	<p>N/A</p>	<ul style="list-style-type: none"> ● School Level Weekly Attendance Report ● Perfect Attendance Banner ● Pictures of Banner on door ● Trophy ● LES TV ● County Level Monthly Attendance Summary (Ranking) ● Connect Ed Sunday Evening Calling Post 	<p>Kim Coleman (Social Worker) will conduct a PD training on QUAD Collaborative Planning Meetings Grade Level Meetings</p>
<p>ATTENDANCE COUNTS! (Initiative) Individual Student Perfect Attendance</p> <p>In conjunction with the 1st action step, students on the winning grade level who have perfect attendance will have their names displayed on the “Attendance Counts” bulletin board. Also, students on the winning grade level will be able to wear jeans and tennis shoes every Thursday for the winning month for “Casual Thursday’s.”</p>	<p>Sept. 28, 2018-May 24, 2019</p>	<p>Counselor Parent Liaison Social Worker Classroom Teacher Secretary</p>	<p>N/A</p>	<ul style="list-style-type: none"> ● School Level Weekly Attendance Report ● Picture(s) of NBA Board ● Apple Bee’s Gift Cards ● LES TV ● Connect-Ed Sunday Evening Calling Post ● County Level Monthly Attendance Summary (Ranking) 	<p>Kim Coleman (Social Worker) will conduct a PD training on QUAD Collaborative Planning Meetings Grade Level Meetings</p>

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

Economically Disadvantaged	Foster and Homeless
<p>Parent Liaison and Social Worker (when needed) will make home visits to address attendance. Homeroom teachers will call the parent after three consecutive absences. Community/School Partnership: Through the Backpack Buddy program, students will be provided a variety of food every Friday. The Principal clearly communicates the school’s attendance goals and policies with parents via</p>	<p>Parent Liaison and Social Worker (when needed) will make home visits to address attendance. Homeroom teachers will call the parent after three consecutive absences. Community/School Partnership: Through the Backpack Buddy program, students will be provided a variety of food every Friday. The Principal clearly communicates the school’s attendance goals and policies with</p>

the Remind 101 app (text messages, Connect-Ed Sunday Evening Calling Post, correspondence, community meetings).	parents via the Remind 101 app (text messages, Connect-Ed Sunday Evening Calling Post, correspondence).
English Learners	Migrant
The ESOL Teacher and Parent Liaison will address the importance and benefits of attendance during ESOL Parent Informational Meeting. Parents will receive multilingual attendance correspondence. The school will provide programs that promote diversity.	N/A
Race/Ethnicity/Minority	Students with Disabilities
The Parent Liaison will address the importance and benefits of attendance during Parent Informational Meetings. The school will provide programs that promote diversity.	DES teachers and Parent Liaison will address the importance and benefits of attendance during IEP meetings.

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)
Implementation of Positive Behavioral Interventions and Supports (PBIS) to monitor school-wide discipline. <ul style="list-style-type: none"> • Provide positive incentives for students engaging in appropriate behavior school-wide including the bus. • Provide regular discipline data updates at leadership team meetings through Infinite Campus (e.g. Big 7). • Monthly PAWS celebrations to highlight positive behavior. 	August 05, 2019 - May 22, 2020	Principal, AP and Discipline Committee Student Council Representative Behavior Intervention Specialist School Psychologist DES Compliance Specialist	School Level	<ul style="list-style-type: none"> • 21 Day Behavior Plan • PAWS Behavioral Matrix • PAWS Behavioral Chart • Daily/Weekly Student Behavior Report • Big 7 Report from Infinite Campus (I.C.) • Student names attending monthly PAWS celebrations based on accumulated PAW Points • PAWS Celebration Classroom Summary Point Log • Expectation Assembly 	Positive Behavioral Interventions and Supports Monthly PBIS Coaches Mtg. RTI Training by the School Psychologist (S. Henry)
Implementation of SEL interventions using the CASEL model	August 05, 2019 - May 22, 2020	SEL Lead SEL Coach Administration Teachers Behavior Intervention Specialist	Professional Learning Dept.	<ul style="list-style-type: none"> • Weekly breathing techniques presented om LESTV • SEL Walkthrough-Baseline Feedback 	SEL Coach & Lead Training w/ Administrator –August 2019 SEL Monthly Meetings at the PLC for SEL Pilot School Teams

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

Economically Disadvantaged	Foster and Homeless
Host community outreach event(s) for parents who are unable to visit the school. Hold telephone/video conferences with parents to celebrate/address any behavioral concerns.	Host community outreach event(s) to parents who are unable to visit the school. Hold telephone/video conferences with parents to celebrate/address any behavioral concerns.
English Learners	Migrant

Provide parents with translated materials regarding the discipline plan.	N/A
Race/Ethnicity/Minority	Students with Disabilities
Provide parents with correspondence regarding the discipline plan in various ways.	Students will be educated and informed of discipline plan. Students will use school wide discipline and/or behavior log as aligned in their IEP to track data.