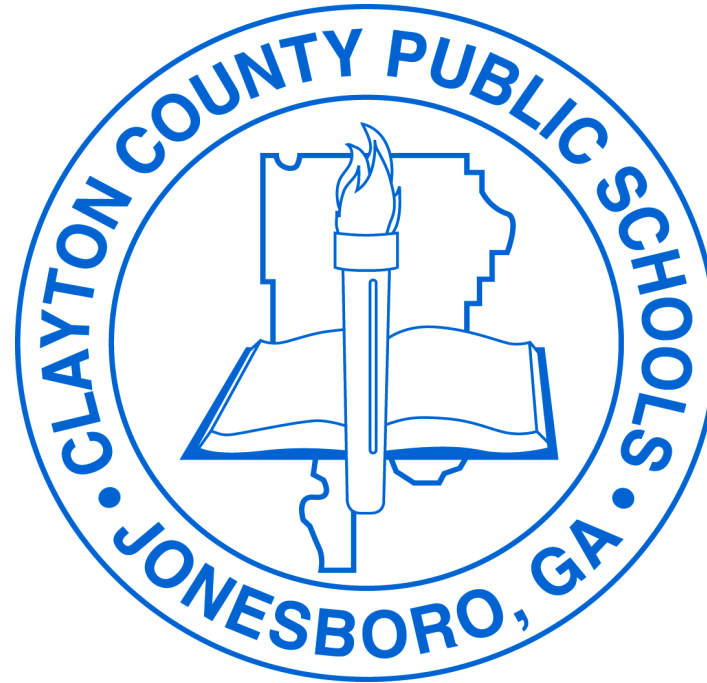


Comprehensive School Improvement Plan



Jonesboro High School 2018-2019

Vision Statement

The vision of Clayton County Public Schools is to be a district of high performance preparing 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: Felicia Brown

Assistant Principal(s): Kenya Toby, Tenisha Bailey, Phillip Shiflet

School Leadership/Improvement Team	
Name	Position
Felicia Brown	Principal
Kenya Toby	Assistant Principal
Tenisha Bailey	Assistant Principal
Phillip Shiflet	Assistant Principal
Anna Cox	World Language Department Chair
William Dean	DES Department Chair
Carla Neloms	Media Specialist
Ronkiesheal Meeks	Parent Liaison
Lateria Joiner	DES Department Co- Chair
Maketta Clark	Math Department Chair
Jeff Cox	ELA Department Chair
Portia Johnson	Fine Arts Department Chair
Daphne Andrews	Academic Coach
Craig Goolsby	Social Studies Department Chair
Michelle Santana	Social Worker

CCRPI Score																				
2014-2015	2015-2016	2016-2017	2017-2018	2016-2020 Goals																
Overall CCRPI Score: 68.4	Overall CCRPI Score: 70.7	Overall CCRPI Score: 68.8	Overall CCRPI Score: TBA	2016 Goal: 69.45	2019															
Achievement Points Earned: 27.7/50	Achievement Points Earned: 28.3/50	Achievement Points Earned: 28.4/50	Content Mastery Points Earned: /30	Goal: 72.6	2020															
Progress Points Earned: 33.5/40	Progress Points Earned: 34.7/40	Progress Points Earned: 33.7/40	Progress Points Earned: /35	2017 Goal: 70.5																
Achievement Gap Points Earned: 5/10	Achievement Gap Points Earned: 6.7/10	Achievement Gap Points Earned: 6.7/10	Closing Gaps Points Earned: /15	2018 Goal: 71.55																
Challenge Points Earned: 2.2/10	Challenge Points Earned: 1/10	Challenge Points Earned: 0/10	Readiness Points Earned /20	Overall CCRPI Goals based on the following formula: 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. <i>IE2 Annual Growth</i> = (100 – 2016 CCRPI Score (without Challenge Points)) × 0.03																
				<i>Example</i> <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></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Baseline CCRPI Score	Expected Annual Growth	Year 1	Year 2	Year 3	Year 4	Year 5							
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

Read180			
School Year	BOY	MOY	EOY
2016-17	667	735	Not Available
2017-18	Not Offered	Not Offered	Not Offered
2018-19	BR	Not Available	Not Available

Intervention Data

Language Live			
School Year	BOY	MOY	EOY
2016-17	785.7	778.8	812
2017-18	814	778	856
2018-19	Not Offered	Not Offered	Not Offered

Achieve 3000			
School Year	BOY	MOY	EOY
2017-18	N/A		
2018-19			

Math180 – Course I			
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School Year	BOY	MOY	EOY
2016-17			
2017-18			
2018-19			

Math180 – Course II			
School Year	BOY	MOY	EOY
2016-17			
2017-18			
2018-19			

Odyssey Ware			
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)
Monitor student progress on formative and summative assessments in all GMAS courses and provide Remediation on an as-needs basis	Ongoing (August-December)	Administrative Team (F. Brown, T Bailey, P. Shiflet, K. Toby) Teachers D. Andrews.	General Funds Title I	Student Grade Reports from Infinite Campus CAR Reports Sign-In Sheets from Remediation Data Analysis Forms Student Data Forms & Folders	September 2018-PD on Tracking Student Data and Using Student Data Effectively
Plan appropriate and supportive professional development for current teachers, specifically in the areas of Physical Science and U.S. History	Ongoing (August-May)	Administrative Team (F. Brown, T Bailey, P. Shiflet, K. Toby) Teachers		-Implement greater usage and monitoring of USA Test prep. -Using DBQ check-points for document analysis & progress monitoring with scored rubrics to aid in writing across the curriculum.	Vertical and horizontal teaming with ELA and math departments (Ongoing--September-March)

		D. Andrews C. Goolsby J. Cox		-Demonstrate and utilize Google drive support materials for Physical Science	Subject-Specific PD Offered by District (refer to PD Express for options) Professional Development Content & Data Day--October 2018
Improve all AP course test scores by 5%		T. Bailey T. Redmond D. Andrews AP Teachers		-Side by Side Coaching with AP US team -Providing additional resources that are indicative of High Impact Strategies -NMSI Sign-In Sheets (PDs & Study Sessions)	Vertical and horizontal teaming with ELA department. NMSI PDs (September-May)
Engage in ongoing collaborative planning and data collection and analysis by using the CCPS Framework for High Performance during collaborative planning sessions		All Teachers Administrative Team D. Andrews		-Collaborative Planning Document -Lesson Plans -Sign-In Sheets from PD -Sign-In Sheets from Data Meetings -Student Snapshot Data Forms -Student Data Folders -Teacher Data Notebooks	September 2018-PD on Tracking Student Data and Using Student Data Effectively Engaging in an Effective PLC—November 2019 Rigor and Relevance PD Trainings-Ongoing at District Level

					Site-Based Rigor and Relevance PD-October-December 2019
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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
<p>--Teachers will continue to use and analyze data including data from SLDS & EduTrax (i.e. formative & summative) assessments in an effort to differentiate instruction and respond effectively to the academic needs of the students.</p> <p>-Students will be provided with GMAS prep materials that includes, but are not limited to: USA TestPrep; Guided Reading Strategies; Administer bi-weekly assessments. Administer bi-monthly remediation to ensure mastery of concepts.</p> <p>-Close the achievement gap between general education students and ED/ELL/SWD students by increasing the scores of ED/ELL/SWD students on the Georgia Milestones in two of the areas of concern (i.e. U.S. History & Physical Science) gap change by 1 point.</p>	<p>-Work closely with the counseling department and teachers to target student academic progression based on common assessments in the P. Science & U. S. History areas of instruction.</p> <p>-Maintain a data file that tracks the progression of the aforesaid students, and provide additional support when needed.</p>
English Learners	Migrant
<p>-Teachers will continue to work alongside the ELL teacher to ensure that strategies that are supported by the WIDA program.</p> <p>-Teachers will continue to use and analyze data including data from SLDS & EduTrax (i.e. formative & summative) assessments in an effort to differentiate instruction and respond effectively to the academic needs of the students.</p> <p>--Close the achievement gap between general education students and ED/ELL/SWD students by increasing the scores of ED/ELL/SWD students on</p>	<p>-Work closely with the counseling department and teachers to target student academic progression based on common assessments in the P. Science & U. S. History areas of instruction.</p> <p>-Maintain a data file that tracks the progression of the aforesaid students, and provide additional support when needed.</p> <p>-Complete a monthly log of students to track attendance and core academic progress.</p>

<p>the Georgia Milestones in two of the areas of concern (i.e. U.S. History & Physical Science) gap change by 1 point.</p>	
<p style="text-align: center;">Race/Ethnicity/Minority</p>	<p style="text-align: center;">Students with Disabilities</p>
<p>-Teachers will target students in U.S. History & Physical Science to ensure that if there are any academic deficits, that we will be culturally proficient to respond to their needs by closing the achievement gap by 1pt.</p>	<p>-Close the achievement gap between general education students and ED/ELL/SWD students by increasing the scores of ED/ELL/SWD students on the Georgia Milestones in two of the areas of concern (i.e. U.S. History & Physical Science) gap change by 1 point by providing these students with ongoing support in the classroom and through DES focused after-school tutorials and remediation.</p>

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)
<p>Closely monitor student enrollment and withdrawal</p> <p>Check student daily attendance</p>	Ongoing (August-May)	Administrative Team((F. Brown, T Bailey, P. Shiflet, K. Toby) L. Green V. Miller.	Infinite Campus	<p>-Quarterly Checks(October, December, March, May)</p> <p>-Registrar’s Documentation Notebook</p> <p>-Infinite Campus Reports</p>	
Provide opportunities for students to make-up classes through Virtual Credit Recovery (During and after-school)	Ongoing (August-May)	Counselors T. Bailey (Master Scheduling) Teachers	General Funds Title I	<p>-Virtual Credit Recovery Reports</p> <p>-Grade Input through Infinite Campus</p> <p>-Transcript/Credit Summary Reports (Infinite Campus)</p> <p>-Sign-In Sheet from PD</p>	October 2018--PD for After-School Teachers Overseeing After-School Credit Recovery
Track progress of retained students	Ongoing (August-May)	Counselors (C. Johnson, T. Robinson, R. Hardy, K. Mathis) Administrative Team (F. Brown, T Bailey, P.	General Funds Title I	<p>-Documentation from Counseling Sessions</p> <p>-Academic Progress Reports</p> <p>-Behavioral Progress Reports</p> <p>-CAR Reports (Collected every 4.5 weeks for all teachers)</p>	September 2018-PD on Tracking Student Data and Using Student Data Effectively

		Shiflet, K. Toby) Teachers Social Worker (M. Santana)			
Use student data to correctly schedule them in appropriate classes	Ongoing (August-May)	T. Bailey Counselors		-Student Schedules -Data Reports from District with Student Data -SLDS Reports -Infinite Campus Reports	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
All students will be engaged in Academic Advisement with their counselors to be advised on courses to be taken in the upcoming school year to ensure students are on track or to assist students with getting on track with cohort. Student data will be used to correctly schedule students.	The social worker will provide resources on an ongoing basis for foster students and homeless students. The social worker will meet with these students on an ongoing basis and provide support to these students in needed areas.
English Learners	Migrant
The ESOL teacher will monitor student progress in the ESOL class and provide methods/strategies for general ed. and DES teachers to implement in the classroom to assist ESOL students.	N/A
Race/Ethnicity/Minority	Students with Disabilities
All students will be engaged in Academic Advisement with their counselors to be advised on courses to be taken in the upcoming school year to ensure students are on track or to assist students with getting on track with cohort. Student data will be used to correctly schedule students.	The DES Department chairs and caseworkers will consistently monitor student progress and achievement in all courses and ensure that students are properly scheduled and have the opportunity to take advantage of Virtual Credit Recovery courses when needed.

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)
Mail certified detail letters to parents/guardians documenting student absences.	Ongoing	Ms. P. Johnson Mr. Cox Ms. Clark Ms. Green	Title 1	-Sign- In Sheets from meetings with students in relation to absences -Infinite Campus Contact Log -Counselor Referrals -Social Worker Referrals -Documentation of Habitudes Usage with Students -Habitudes Training PD Sign-In Sheet	Habitudes PD-August 20, 2018
Provide delinquent students with incentives for coming to school 90% of the school year.		Ms. Santana Administrative Team Ms. Johnson All Teachers	General School Funds	-Sign-In sheets from special events for delinquent students that improve attendance -Documentation of Parent Contact Logs from IC documenting positive phone calls in relation to attendance	

		Administrative Team		
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Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
The school social worker will meet with referred students who have excessive absences and provide necessary interventions after evaluating the student's circumstances.	The school social worker will meet with referred students who have excessive absences and provide necessary interventions after evaluating the student's circumstances.
English Learners	Migrant
The school social worker will meet with referred students who have excessive absences and provide necessary interventions after evaluating the student's circumstances.	N/A
Race/Ethnicity/Minority	Students with Disabilities
The school social worker will meet with referred students who have excessive absences and provide necessary interventions after evaluating the student's circumstances.	The school social worker will meet with referred students who have excessive absences and provide necessary interventions after evaluating the student's circumstances. Mr. Dean will also meet with students in the DES department and discuss student absences. Case workers will engage in advisement with students and consistently stay in contact with parents in relation to students in the DES department with excessive absences.

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)
<p>Discipline: 1 MTSS (Multi-Tier System of Support) 2. Student social groups (Men of Jonesboro, Social Butterflies). 3. Professional development (classroom management)</p>	<p>Ongoing (August-May)</p>	<p>Teachers/Staff Social Group Leaders (R. Hardy, M. Santana)</p>		<p>-Behavior Matrix posted in classrooms and building -Discipline data -Faculty Meeting agenda discussing schoolwide discipline -Morning Announcements</p>	<p>Classroom Management PD (Check PD Express for Applicable Dates)</p>

				Faculty/Staff actively monitoring hallways/transition -Social groups sign in sheets - Field trips enrollment - Enrollment in PD classes - Faculty Meeting agendas discussing schoolwide discipline	
Teacher Mentor/Mentee Program	Ongoing (August-May)	Mrs. Head Mentors/Mentees Administrators		-Meeting Agendas -Mentor/Mentees Conference Logs -Mentee Notebook	On-going (August-May)
Teacher Appreciation Activities	Ongoing (August-May)	Teachers/Staff Administrators	Sunshine Committee	-Pictures taken at events	
Host Teacher Conference Night, Meet and Greet, Open House, Parent Academy Workshops, school wide meetings and other events	Ongoing (August-May)	Parent Liaison All Teachers	Title 1	-Parent Meeting Agendas -Sign-in sheets from Parent Conferences and Parent Meetings -Meeting minutes from Parent Meetings -Pictures taken at events	Fostering Positive, Effective Relationships with Families PD- November 2018
Parental Volunteer Incentive Drive Infinite Campus (Parent Portal)	Ongoing (August-May)	Parent Liaison	Title 1 General Funds	-PTO Meeting Agendas -School Council Meeting Agendas and Sign-In Sheets -Infinite Campus Parent Sign-Up	

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

Economically Disadvantaged	Foster and Homeless
Student discipline data will be reviewed quarterly and frequent offenders will be identified. These students will be referred to the Circle of Support and	Student discipline data will be reviewed quarterly and frequent offenders will be identified. These students will be referred to the Circle of Support

interventions will be put in place to support the student and decrease the number of discipline infractions.	and interventions will be put in place to support the student and decrease the number of discipline infractions. Ms. Santana will provide students with resources that will assist them in receiving those resources need to decrease negative behaviors.
English Learners	Migrant
Student discipline data will be reviewed quarterly and frequent offenders will be identified. These students will be referred to the Circle of Support and interventions will be put in place to support the student and decrease the number of discipline infractions.	
Race/Ethnicity/Minority	Students with Disabilities
Student discipline data will be reviewed quarterly and frequent offenders will be identified. These students will be referred to the Circle of Support and interventions will be put in place to support the student and decrease the number of discipline infractions.	Student discipline data will be reviewed quarterly and frequent offenders will be identified. These students will be referred to the Circle of Support and interventions will be put in place to support the student and decrease the number of discipline infractions. Caseworkers will keep parents informed and provide students with behavioral data sheets to be collected on a daily/weekly basis to decrease the negative behaviors. If applicable, an IEP amendment may be necessary to include positive behaviors as goals.