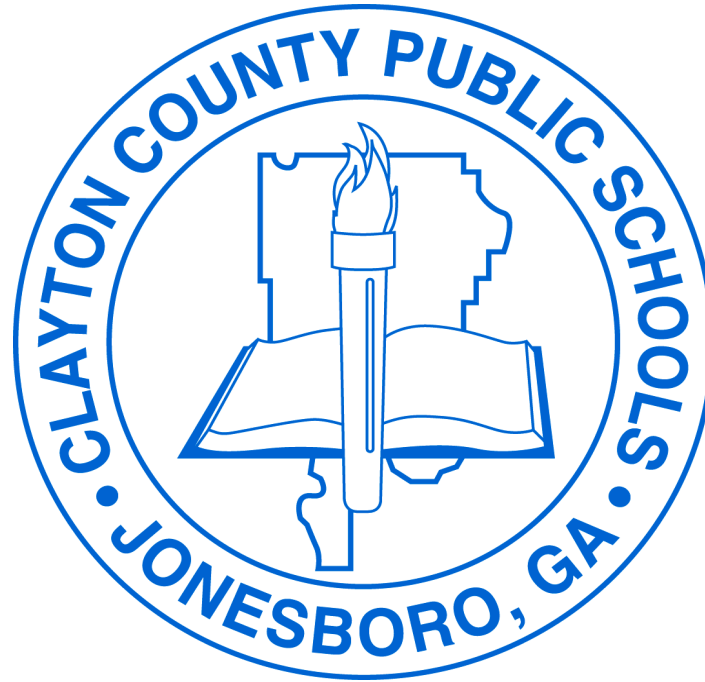


Comprehensive School Improvement Plan



West Clayton Elementary School 2020-2021

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: Dr. Edward Williams

Assistant Principal(s): Ms. Zakiyya Whittle

School Leadership/Improvement Team	
Name	Position
Edward Williams	Principal
Zakiyya Whittle	Assistant Principal
Dawnia Dennis-Pieze	Title I Academic Coach
Jazzmon Parham	Counselor
Camilla James	Kindergarten Chair
Kandie Stephens	First Grade Chair
Michelle Calbert-Wilcox	Second Grade Chair
Andre Barrington	Third Grade Chair
Brandy Shelton	Fourth Grade Chair
Cecily Shipman	Fifth Grade Chair
Garunka Chambers	EIP Chair
Sheila Howell	DES Chair
Blesseda Gamble	ESOL

Deidre Nelson	Paraprofessional
Jemeka Smoak	Media Special
Terence White	Gifted
Monroe Hatcher	Parent Liaison
Kara Crump	Physical Education

CCRPI Score				
2016-2017	2017-2018	2018-2019	2019-2020	2016-2020 Goals
Overall CCRPI Score: 69	Overall CCRPI Score: 54.7	Overall CCRPI Score: 62	Overall CCRPI Score:	2016 Goal: 53 2017 Goal: 69 2018 Goal: 71 2019 Goal: 73 2020 Goal: 75
Achievement Points Earned: 21.3/50	Content Mastery Points Earned: 33.2	Content Mastery Points Earned: 36.4	Content Mastery Points Earned:	Overall CCRPI Goals based on the following formula: CCRPI 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. <small>$IE2 \text{ Annual Growth} = (100 - 2016 \text{ CCRPI Score (without Challenge Points)}) \times 0.03$</small>

Progress Points Earned: 39.5/40	Progress Points Earned: 76.5	Progress Points Earned: 77.9	Progress Points Earned:	<i>Example</i>						
				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
Achievement Gap Points Earned: 6.7/10	Closing Gaps Points Earned: 27.8	Closing Gaps Points Earned: 71.9	Closing Gaps Points Earned:							
Challenge Points Earned: 1.5/10	Readiness Points Earned: 68.6	Readiness Points Earned: 66.8	Readiness Points Earned :							

Intervention Data

		DIBELS Percentage											
School Year		BOY				MOY				EOY			
	Grade Level	Intensive	Strategic	Benchmark	Above Benchmark	Intensive	Strategic	Benchmark	Above Benchmark	Intensive	Strategic	Benchmark	Above Benchmark
2017-18	K	42%	19%	11%						28%	16%	21%	
	1 st	26%	10%	18%						47%	7%	14%	
	2 nd	39%	12%	19%						41%	18%	17%	
	3 rd	29%	9%	33%						35%	21%	22%	
2018-19	Grade Level												
	K	37%	23%	21%	19%	28%	28%	25%	19%	24%	32%	20%	24%
	1 st	54%	11%	11%	24%	52%	8%	16%	24%	50%	12%	15%	23%
2019-20	Grade Level												
	K	60%	18%	11%	11%	43%	15%	23%	19%				
	1 st	48%	12%	19%	21%	45%	14%	22%	19%				

iReady Reading Percentage										
School Year		BOY			MOY			EOY		
2017-2018	Grade Level	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
	2nd				50	50	0	33	58	8
	3rd				14	50	36	33	33	33
	4th				30	53	18	71	14	14
	5th				38	50	11	33	40	27
2018-2019	2nd	39	49	12	26	48	26	16	46	38
	3rd	18	29	52	39	27	34	34	38	29
	4th	6	54	40	47	34	19	34	46	20
	5th	16	24	60	55	30	16	62	27	11
2019-2020	2 nd	51	35	14	27	48	26			

	3 rd	60	17	23	52	25	23			
	4 th	46	46	9	38	52	10			
	5 th	56	29	16	47	35	19			

iReady Math Percentage										
School Year		BOY			MOY			EOY		
	Grade Level	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
2017-2018	2nd				No Data	No Data	No Data	0	50	50
	3rd				38	50	14	33	0	67
	4th				45	48	6	55	27	18
	5th				17	69	14	14	57	29
	2018-2019	2nd	40	57	3	10	78	12	4	63

	3rd	52	46	2	28	64	8	21	60	19
	4th	49	42	9	29	45	26	24	42	35
	5th	45	39	16	48	38	14	42	39	19
2019-2 020	Kinder		92	8		56	44			
	1st	28	66	6	15	71	14			
	2nd	55	44	1	31	57	12			
	3rd	64	36		45	45	10			
	4th	61	39		43	47	10			
	5th	51	37	12	25	57	17			



**"COMMITTED TO
HIGH PERFORMANCE"
Growing Our Future**



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. WCE’s focus is to increase student achievement by three (3) percentage points for the 2020-2021 school year. 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)
Focus on improving Mental Math, Numeracy, Critical Thinking and Problem Solving in grades K-5	Aug 2020- May 2021	Academic Coach Administrative Team Leadership Team Math Ambassadors		Increased percentage of students scoring at proficient level and above on school, district, and state level assessments. Schoolwide Problem of the Day Math Fact Pack	Professional Learning provided monthly to discuss Math strategies. Weekly classroom observations. Peer Teacher Observations
Implement High Impact Practices to promote Reading and Writing Across the Curriculum.	Aug 2020 - May 2021	Academic Coach Grade/Department Chair Level Teachers		-Integration of Evidence based Writing in Weekly Lessons -Writing Focus each Nine Weeks 1 st Nine Weeks Narrative, 2 nd Nine Weeks Opinion 3 rd Nine Weeks Informative/Explanatory - Data review of writing during Collaborative Planning	Weekly subject focused Collaborative Planning Sessions In house Professional Development on the second and fourth Friday of the month

				-Close Reading and Evidence Based Writing rubrics and observations -Close Reading Protocol	District Professional Development on the first and third Friday of the month
-Increase Science Lab participation. -Increase student engagement in Science lessons.	Aug 2020 - May 2021	Academic Coach Administrative Team Leadership Team Grade Level Teachers		-K-5th Grade classes are required to attend the Science Lab once a week upon returning to the building -3rd-5th grade teachers will implement ADIs to help students develop proficiency in Science -Monthly monitoring of Stemscoptes participation.	Weekly planning and professional development sessions

<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Working closely with our ELL Teacher and Department	
Race/Ethnicity/Minority	Students with Disabilities
	Closely following each student's IEP to ensure students are being served properly

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)
-Plan and collaborate virtually on a weekly basis	2020-2021 School year	Academic Coach Administrative Team Teachers and Staff	Virtual Collaborative Planning Tool	-Teachers will submit the Collaborative Planning tool, student work, assessment samples, and additional documentation as needed	-Each Wednesday from 2:30-3:30 and various times during the school day
Improve Lexile Scores across all grade levels	2020-2021 School year	Academic Coach Administrative Team Teachers Paraprofessionals		-i-Ready data -Dibels data -Monthly Dibels Progress Monitoring -Monthly Fluency Progress Monitoring	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless

English Learners	Migrant
Working closely with our ELL Teacher and Department	
Race/Ethnicity/Minority	Students with Disabilities
	Closely following each student's IEP to ensure students are being served properly

<p>Performance Objective 3: By 2023, Clayton County Public Schools will increase the number of students absent less than 10% of their enrolled academic year.</p> <p>GADOE School Improvement Systems: Effective Leadership, Supportive Learning Environment, Family and Community Engagement, Professional Capacity</p>					
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 monthly attendance incentives. Incentive examples include but not limited to: <ol style="list-style-type: none"> a. Monthly celebrations (i.e., ice cream truck, game truck,..etc) b. Daily announcement for 100% percent daily attendance for homerooms c. Working with the Circle of Support to work with students with attendance issues 	2020-2021 school year	Principal Assistant Principal Counselor Social Worker Teachers Student Engagement Specialist Parent Liaison	Fundraising Opportunities Profit from Campus Kids	Monthly review of attendance data Virtual Town Hall Meetings Community Outreach	

<ul style="list-style-type: none"> a. Announce homerooms with 90% virtual attendance during the Monday morning virtual announcements b. Follow the County attendance policy of the 3, 5, 7 day rule c. Use of newsletters, Class Dojo, School messenger, Infinite Campus Message Blast, Remind, Marquee d. Phone calls, text messages and emails 	2020-2021 school year	Principal Assistant Principal Counselor Social Worker Teachers Student Engagement Specialist Parent Liaison		Weekly attendance log Virtual Town Hall Meetings Community Outreach	
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<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
English Learners	Migrant
Working closely with our ELL Teacher and Department	
Race/Ethnicity/Minority	Students with Disabilities
	Closely following each student's IEP to ensure students are being served properly

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 PBIS schoolwide <ul style="list-style-type: none"> a. Teacher incentives will be included/embedded within the program b. PBIS will continue to be implemented virtually Student of the month (building and virtual)	2020-2021 2020-2021	PBIS Team Administrative Team Teachers and Staff Administrative Team Counselor	Local School funds from fundraising efforts	Monthly review of discipline data Monthly review of the number of teachers that submit discipline referral. Teacher Referrals	Monthly PBIS Meetings PBIS Presentations during faculty meetings
Student Engagement Specialist <ul style="list-style-type: none"> - Students that have been identified with high behavior infractions will meet with the Student Engagement Specialist weekly in small groups and/or individually to discuss best practices. 	2020-2021	Administrative Team Counselor Student Engagement Specialist Circle of Support		Monthly review of discipline data Monthly review of the number of teachers that submit discipline referral.	
Social Emotional Learning <ul style="list-style-type: none"> - Implementation of SEL at the start and end of each school day - Rethink Ed - SEL for staff Teacher Mentors for teachers with 1-3 years of experience	2020-2021	Administrative Team Counselor Student Engagement Specialist Faculty and Staff		SEL Lesson Plans Teacher schedules/observations	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless

English Learners	Migrant
Working closely with our ELL Teacher and Department	
Race/Ethnicity/Minority	Students with Disabilities
	Closely following each student's IEP to ensure students are being served properly

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