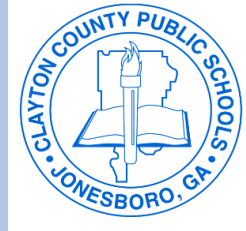


Comprehensive School Improvement Plan



Elementary School's Name: Church Street Elementary School
2022-2023

Vision Statement

The vision of Clayton County Public Schools is to prepare ALL graduates to have the skills to pursue and successfully accomplish college, post-secondary training, and/or career opportunities in order to live and compete successfully in a global society.

Mission Statement

The mission of Clayton County Public Schools is to empower scholars to achieve academic, professional, and personal goals by providing equitable access and experiences that build skills in literacy, creativity, critical thinking, and collaboration.



CSIP Development and Monitoring Team Members			
Name	Position (School)	CSIP Role	Focus Performance Objective
Vacant	Principal	Vacant	Performance Objective #4.7: Attendance
LeKisha Anderson	Assistant Principal	Instruction/Data Lead (3-5)	Performance Objective #4.5: Discipline - Employee Morale - and Community Support
Rochelle Screen	Assistant Principal	Instruction/Data Lead (K-2)	Performance Objective #4.5: Discipline - Employee Morale - and Community Support
Keri Sims	Academic Coach	Math Lead	Performance Objective #1.1: Achievement
Brittany Robinson	Academic Coach	ELA Lead	Performance Objective #1.1: Achievement
Tanya Rankin	Counselor	Attendance Lead (1st, 3rd, 5th)	Performance Objective #4.7: Attendance
Octavia Chenault	Counselor	Attendance Lead (PK, K, 2nd, 4th)	Performance Objective #1.2: Graduation Rate
Nicole Long	IST	Attendance Team & MAP Lead	Performance Objective #1.1: Achievement
Carol Scott-Lewis	IST	ELA Team & PBIS Team	Performance Objective #1.1: Achievement
Tambria Jennings	Parent Liaison	Community Lead	Performance Objective #4.5: Discipline - Employee Morale - and Community Support
Joseph Smith	Student Engagement Specialist	Community Team	Performance Objective #4.5: Discipline - Employee Morale - and Community Support
Katrana Seay	Lead EIP Teacher	ELA Team	Performance Objective #1.1: Achievement
Sonja Rice	SST Lead	SST/Interventions Lead	Performance Objective #1.2: Graduation Rate
Kathy Dortch	ESOL Lead Teacher	ESOL Lead	Performance Objective #1.1: Achievement
Iona Rawls	Gifted Teacher	Gifted & HP Lead	Performance Objective #1.1: Achievement
Candice McPherson	Media Specialist	Media Lead	Performance Objective #1.1: Achievement
Tyneshia Jackson	DES Lead Teacher	Subgroup Lead	Performance Objective #1.1: Achievement

Comprehensive School Improvement Plan						
Elementary School						
2022-2023						
Performance Objective 1.1: From 2021- 2026, Clayton County Public Schools and every school will demonstrate three to five percentage points growth each school year for students scoring at the proficient and distinguished levels as evidenced by state, national, and international assessments. GADOE School Improvement Systems: Coherent Instruction, Effective Leadership, Family and Community Engagement, Professional Capacity						
School Action Steps		Timeline	SMART Goal	Resources/Funding	Checkpoints Artifacts and Evidence	Person(s) Responsible
What action step will the school team implement to direct the course of change?		What is the timeline?	What are the SMART Goals for English Language Arts, Math, Science, and Social Studies?	What resources are or could reasonably be available to implement the action step?	What specific artifacts and evidence support the execution of the action step?	Who will be responsible for monitoring the action step?
Action Step #1	Implement and monitor the use of evidence-based literacy strategies from the Houghton-Mifflin-Harcourt (HMH) reading series in grade levels K-5 in order to increase students' literacy achievement in all grade levels.	August 9, 2022-May 2023	By the end of the 2022-2023 school year, Church Street Elementary will increase the number of reading proficient learners from 30 to 50 as measured on the Georgia Milestones Assessment by implementing a rigorous reading curriculum.	District Funding	Collaborative Planning Meeting Notes, lesson plans, grade level data analysis documents, short term action plans, Observation Feedback from Lead Teachers, Coaches, and Administration Team	Brittany Robinson,- Literacy Coach, Carol Scott-Lewis- Lead Teacher , Rochelle Taylor- Administrator, & LeKisha Anderson- Assistant Principal
Action Step #2	Research and Implement evidence-based practices that teachers will utilize to support effective weekly collaborative planning, data analysis of assessments and usage, and rigorous lesson plans that help students apply learning at high levels.	August 8, 2022-May 2023	By the end of the 2022-2023 school year, Church Street Elementary will increase the effectiveness of grade level collaborative planning by documenting 4 collaborative planning sessions with data-focused agendas and sign-in sheets for each month.	Title I Funding	Collaborative Planning Meeting Notes, ATLAS Protocol, grade level data analysis documents, short term action plans, Observation Feedback from Lead Teachers, Coaches, and Administration Team	Brittany Robinson,- Literacy Coach, Keri Sims- Math Coach, Nicole Long- Lead Teacher, Carol Scott-Lewis- Lead Teacher, Rochelle Taylor- Administrator, & LeKisha Anderson- Assistant Principal
Action Step #3	Collaborate with 2 early learning centers in the community to increase awareness among parents/caregivers of the importance of focusing on early learning strategies prior to students entering pre-kindergarten/kindergarten.	August 8, 2022-May 2023	By the end of the 2022-2023 school year, Church Street Elementary will increase collaboration with two early learning centers in the community by documenting 1 meeting each month with caregivers/parents at the early learning centers.	Title I Funding	Agendas & sign-in sheets, Powerpoint presentations, brochures & flyers promoting meetings, Recorded Zoom Meetings (if required)	Joseph Smith, Student Engagement Specialist & Tambria Jennings- Parent Liaison
Action Step #4	Monitor the use of evidence-based math strategies and the use of manipulatives during whole and small group math instruction in grade levels K-5 in order to increase students' achievement in all grade levels	August 8, 2022-May 2023	By the end of the 2022-2023 school year, Church Street Elementary will increase the number of math proficient learners from 24 to 50 as measured on the Georgia Milestones Assessment by implementing a rigorous math curriculum.	Title I Funding	Professional Learning Agendas and sign-in sheets, Math Lesson Plans, & Collaborative Planning Meeting Notes, ATLAS protocol, Observation Feedback from Lead Teachers, Coaches, and Administration Team	Keri Sims- Math Coach, Nicole Long-Lead Teacher, Rochelle Taylor- Administrator, & LeKisha Anderson- Assistant Principal
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?						
Economically Disadvantaged				Foster and Homeless		
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our students who are Economically Disadvantaged.				Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our students in foster care or homeless.		
English Learners				Migrant		
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our English Learners.				Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Migrant students.		
Race/Ethnicity/Minority				Students with Disabilities		
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our diverse student population.				Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our students with disabilities.		
Gifted						
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Gifted students.						

Comprehensive School Improvement Plan						
Elementary School						
2022-2023						
Performance Objective 1.2: From 2021- 2026, Clayton County Public Schools and every high school will increase the graduation rate from 76% (2021) to 90% or higher. GA DOE School Improvement Systems: Coherent Instruction, Effective Leadership, Family and Community Engagement, Professional Capacity						
School Action Steps		Timeline	SMART Goal	Resources/Funding	Checkpoints Artifacts and Evidence	Person(s) Responsible
Elementary School		What is the timeline?	What are the SMART Goals for increasing the Graduation Rate?	What resources are or could reasonably be available to implement the action step?	What specific artifacts and evidence support the execution of the action step?	Who will be responsible for monitoring the action step?
Action Step #1	Research and implement innovative classroom models/practices in scheduling for the master schedule to increase students' opportunities for learning; to include Comprehensive Coordinated Early Intervention Support Program (CCEIS), Response to Intervention/ Student Support Team interventions.	August 3, 2022- May 2023	By the end of the 2022-2023 school year, Church Street Elementary will increase the number of reading proficient learners from 30 to 50 as measured on the Georgia Milestones Assessment by implementing a rigorous reading curriculum.	Title I Funding & DES Funding	*Specific Details provided in the 45 Day STAP* Wilson Reading Program Assessment Benchmark Data, AIMSweb Assessment Data MOY & EOY Data, MAP Assessment Benchmark Data, GMAS Assessment Data, DIBELS Assessment Data, I-Ready Assessment Data, Observation Feedback from Coaches, Lead Teachers, and Administration Team	Dr. Sonja Rice- School SST Chair, Lauren DuBois- RTI Liaison, Dr. Katrina Seay- EIP Lead Teacher, Rochelle Taylor- Assistant Principal, LeKisha Anderson- Assistant Principal
Action Step #2	Develop and implement opportunities to extend learning before, during, and after school for students based on academic performance data. (ELL students morning time on Imagine Learning Program, DES	August 3, 2022- May 2023	By the end of the 2022-2023 school year, Church Street Elementary will increase the number of reading and math proficient learners from 54 to 100 as measured on the Georgia Milestones Assessment by implementing a rigorous reading curriculum.	Title I Funding	*Specific Details provided in the 45 Day STAP* Pre- and Post Assessment Data, MOY and/or EOY Assessment Data (MAP, DIBELS, GMAS), Observation Feedback from Lead Teachers, Coaches, and Administration Team	Brittany Robinson- Literacy Coach, Keri Sims- Math Coach, Carol Scott-Lewis- Lead Instructional Teacher, Nicole Long- Lead Instructional Teacher, Rochelle Taylor- Assistant Principal, LeKisha Anderson- Assistant Principal
Action Step #3	Implement research-based strategies in phonics/advanced phonics instruction using the Houghton Mifflin Reading Program and Wilson Reading Program to improve reading vocabulary, comprehension, and fluency in grades K-5.	August 3, 2022- May 2023	By the end of the 2022-2023 school year, Church Street Elementary will increase the number of reading proficient learners from 30 to 50 as measured on the Georgia Milestones Assessment by implementing a rigorous reading curriculum.	District Funding and DES Funding	DIBELS Assessment Data (MOY & EOY), I-Ready Reading Data, MAP Reading Data (2nd-5th grade), AIMSweb (MOY & EOY Data), GMAS 3rd- 5th grade EOY Data, Wilson Reading Benchmark Assessment Data, Observation Feedback from Lead Teachers, Coaches, and Administration Team	Dr. Rice- SST Chair, Brittany Robinson- Literacy Coach, Carol Scott-Lewis- Lead Instructional Teacher, Rochelle Taylor- Assistant Principal, LeKisha Anderson- Assistant Principal
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?						
Economically Disadvantaged			Foster and Homeless			
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Economically Disadvantaged Learners.			Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Foster and Homeless students.			
English Learners			Migrant			
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our English Learners.			Utilize reports/data from attendance, interventions, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Migrant students.			
Race/Ethnicity/Minority			Students with Disabilities			
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our diverse student population.			Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our students with disabilities.			
Gifted						
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Gifted students.						

Comprehensive School Improvement Plan						
Elementary School						
2022-2023						
Performance Objective 4.5: From 2021-2026, Clayton County Public Schools will decrease the number and/or percent of discipline infractions and create access to behavioral interventions. GADOE School Improvement Systems: Effective Leadership, Supportive Learning Environment, Family and Community Engagement, Professional Capacity						
School Action Steps		Timeline	SMART Goal	Resources/Funding	Checkpoints Artifacts and Evidence	Person(s) Responsible
What action step will the school team implement to direct the course of change?		What is the timeline?	What are the SMART Goals for decreasing the number of discipline infractions and accessing behavioral interventions?	What resources are or could reasonably be available to implement the action step?	What specific artifacts and evidence support the execution of the action step?	Who will be responsible for monitoring the action step?
Action Step #1	Teach behavior expectations/matrix with students at the year start. Review behavior expectations/matrix with students on a monthly and/or as needed basis. Monthly meetings will be conducted based on data from the Big 7, SAS and the SWIS reports.	August 2022-May 2023	By the end of the 2022-2023 school year, Church Street Elementary will decrease the number of behavior infractions from 50 to 25 as documented in Infinite Campus Big 7 reports.	School Funding	Monthly BIG 7 Report, Circle of Support Meeting Agenda and Sign-In Sheet, PBIS Monthly Agendas and Sign-In Sheets, PBIS Monthly Meeting Minutes, CSE Discipline Town Hall Meetings for each Grade Level	PBIS Team & Grade Level Teachers, Rochelle Taylor- PBIS School Administrator & Megan Morley- PBIS Coach
Action Step #2	Implement positive behavior celebrations occurring to encourage students in positive behavior choices. Monthly reward goals are set by team members. Behavior celebrations occur every month, every 9 weeks, and large celebrations at the end of each semester.	August 2022-May 2023	By the end of the 2022-2023 school year, Church Street Elementary will decrease the number of behavior infractions from 50 to 25 as documented in Infinite Campus Big 7 reports.	School Funding	PBIS Meeting Minutes, PBIS Agendas, PBIS Celebration Pictures, PBIS School Bucks Rewards System School-wide, Observation Feedback	PBIS Team & Grade Level Teachers, Rochelle Taylor- PBIS School Administrator & Megan Morley- PBIS Coach
Action Step #3	Monitor SEL lessons/activities incorporated into daily schedule for all homerooms.	August 2022-May 2023	By the end of the 2022-2023 school year, Church Street Elementary will increase the number of completed SEL lessons/quizes from 3,581 to 21,760 as documented in the ReThink Ed Platform by the end of May 2023.	District Funding	Monthly SELF reports from the SEL platform- ReThinkEd, Observation Feedback of SEL Lessons	Octavia Ferguson-Chenault, Tanya Rankin and Lekisha Anderson
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?						
Economically Disadvantaged				Foster and Homeless		
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Economically Disadvantaged students.				Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our foster care and homeless students.		
English Learners				Migrant		
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our English learners.				Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our migrant students.		
Race/Ethnicity/Minority				Students with Disabilities		
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our students with diverse backgrounds.				Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our students with disabilities.		
Gifted						
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Gifted students.						

Comprehensive School Improvement Plan						
Elementary School						
2022-2023						
Performance Objective 4.7: From 2021-2026, Clayton County Public Schools will increase the number and/or percent of students absent less than 5 days. GADOE School Improvement Systems: Effective Leadership, Supportive Learning Environment, Family and Community Engagement, Professional Capacity						
School Action Steps		Timeline	SMART Goal	Resources/Funding	Checkpoints Artifacts and Evidence	Person(s) Responsible
What action step will the school team implement to direct the course of change?		What is the timeline?	What are the SMART Goals for improving attendance?	What resources are or could reasonably be available to implement the action step?	What specific artifacts and evidence support the execution of the action step?	Who will be responsible for monitoring the action step?
Action Step #1	Engage the community in increasing student attendance by sharing attendance data with parents via school website, parent engagement meetings, student engagement meetings, Class Dojo, school attendance meetings, and grade level newsletters.	August 3, 2022- May 2023	By the end of the 2022-2023 school year, Church Street Elementary will increase the awareness of attendance rates with all stakeholders, to include students, staff, parents, partners in education by sharing attendance data monthly.	School Funding, Partners in Education, Title I Funding	*Specific Details provided in the 45 Day STAP* Meeting Agendas, Sign-In Sheets, Grade Level Newsletters, Screenshots/Pictures of Website and Class Dojo Messages	Tonya Rankin, Counselor, Octavia-Ferguson-Chenault,- Counselor, Joseph Smith- Student Engagement Specialist, and Tambria Jennings- Parent Liaison
Action Step #2	Implement, monitor, and support district attendance protocol by conducting monthly attendance meetings with attendance team and implementing monthly attendance incentives to improve overall student attendance. Core Instruction Team (CIT) will review attendance data weekly in CIT weekly meetings.	August 3, 2022- May 2023	By the end of the 2022-2023 school year, Church Street Elementary will decrease the number of student absences by 50% from 2,189 days to 1,095 days as documented in Infinite Campus.	School Funding, Partners in Education, Title I Funding	*Specific Details provided in the 45 Day STAP* Meeting Agendas, Sign-in sheets, Data Analysis sheets, short term attendance action plans	Tonya Rankin, Counselor, Octavia-Ferguson-Chenault,- Counselor, Sherri Scotten, Attendance Secretary, Rochelle Taylor- Assistant Principal, Lekisha Anderson- Assistant Principal
Action Step #3	Increase the number of students participating in extracurricular activities.	October 2022- May 2023	By the end of the 2022-2023 school year, Church Street Elementary will increase the number of students participating in extra-curricular activities by 10%.	School Funding	*Specific Details provided in the 45 Day STAP* Meeting Agendas, Sign-In Sheets, Flyers Advertising Extra-Curricular Activities, Pictures of students participating, Student Rosters for each Activity/Club	Daisha Taylor-Cheer Coach, Alexis Poole-Basketball Coach, Gregory Wynn- Art Club, CSE Book Club- Carol Scott-Lewis, Rochelle Taylor- Assistant Principal, LeKisha Anderson- Assistant Principal
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?						
Economically Disadvantaged				Foster and Homeless		
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our Economically Disadvantaged students.				Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our students with disabilities.		
English Learners				Migrant		
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our students with disabilities.				Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our students with disabilities.		
Race/Ethnicity/Minority				Students with Disabilities		
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our students with disabilities.				Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our students with disabilities.		
Gifted						
Utilize reports/data from interventions, attendance, common/benchmark assessments and adjust instruction (small group, whole group) to meet the needs of our students with disabilities.						