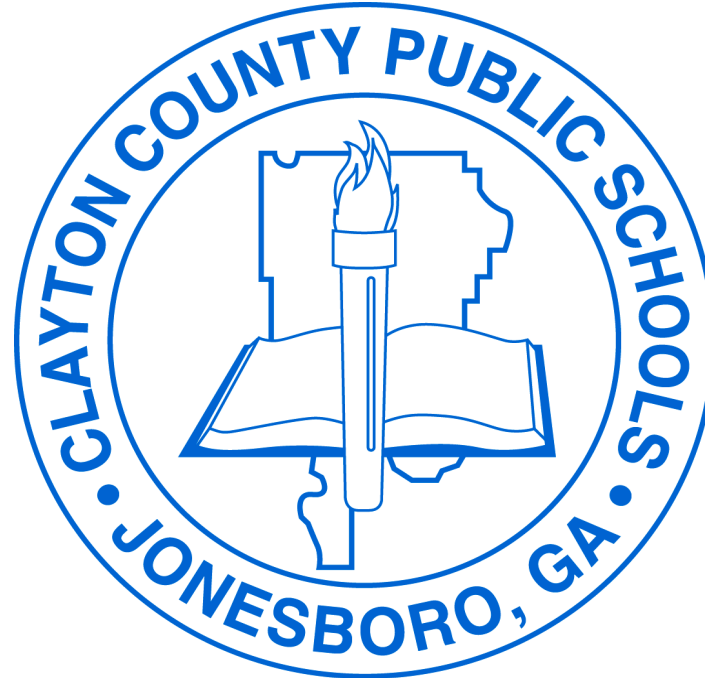


Comprehensive School Improvement Plan



Hawthorne Elementary 2016 –2017

Vision Statement

The vision of Clayton County Public Schools is to be a district of excellence preparing ALL students to live and compete successfully in a global society.

Mission Statement

The mission of Clayton County Public Schools is to be accountable to all stakeholders for providing a globally competitive education that empowers students to achieve academic and personal goals and to become college and career ready, productive, responsible citizens.

District-Wide Expectations for Comprehensive School Improvement Plans

- Utilize the schools' pertinent data such as CCRPI data to make instructional decisions and prioritize strategic actions and monitoring protocols.
- Performance objectives should be written as specific, measurable, attainable, realistic, and timely (S.M.A.R.T.) goals using goal setting formulas.
- Include action steps that address Clayton County Public Schools' instructional priorities: **Literacy Across the Curriculum**, **Numeracy**, **Integrating Technology**, and **Critical Thinking** in the comprehensive plan.
- Action steps for training, weekly collaborative planning, implementing, and refining **Explicit Instruction** need to be included.
- A formative assessment system with data analysis should be included in the action steps for all applicable goals.
- Plan action steps for necessary interventions based on academic and behavioral data (i.e. subgroup data, placed or retained students, reading interventions, and the Behavior Big 7 Report).
- Consult the Technology Department before purchasing hardware or software to support an action step.
- Formatting: Times New Roman, 10 font, updated revision date
- Schools should review Comprehensive School Improvement Plans regular in various school meetings such as administrative, leadership, data, grade level and collaborative planning meetings and make revisions as needed. **District level reviews will occur quarterly.**

Principal: Dr. Cynthia A. James

Assistant Principal(s): Yolanda Seay, Michael L. Thompson

School Leadership/Improvement Team	
Name	Position
Dr. Cynthia A. James	Principal
Michael L. Thompson	Assistant Principal
Yolanda Seay	Assistant Principal
Kimberly Logan	Instructional Site Facilitator (K-2nd)
Hope James	Instructional Site Facilitator (3-5th)
Anita Newkirk	Lead EIP
Jhamare Hartsfield	Counselor

School CCRPI Data Team	
Name	Position
Dr. Cynthia A. James	Principal
Michael L. Thompson	Assistant Principal
Yolanda Seay	Assistant Principal
Angel McSwain	Counselor
Latoya Head	Teacher
Renee Morris	Teacher
Kimberly Logan	Instructional Site Facilitator (K-2nd)
Hope James	Instructional Site Facilitator (3-5th)

Academic Achievement

Goal 1: To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results.

<p>ELA Performance Objectives: During the 2015-2016 school year, non-proficient students (as indicated by the GEORGIA MILESTONES ASSESSMENT SYSTEM (GMAS) will improve their reading/language arts competency levels by 3% as measured by an increase in the percentage of students scoring in the exceeds and meets levels on the state assessment.</p>	<p>CCRPI Alignment: Achievement</p> <ul style="list-style-type: none"> ▪ Percent of students scoring at Meets or Exceeds in math <p>Progress /Achievement Gap</p> <ul style="list-style-type: none"> ▪ To close the achievement gap, increase the percent of students scoring at the meets or exceeds level in reading <p>ED/EL/SWD Performance</p> <ul style="list-style-type: none"> ▪ Percent of ED/EL/SWD subgroups meet participation rate, state performance target and subgroup performance target <p>Exceeding the Bar</p> <ul style="list-style-type: none"> ▪ Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS) ▪ School or LEA-defined innovative practice accompanied by data supporting improved student achievement: Response to Intervention (RTI)
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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)
Continuing implementation of the S.T.A.R.T.S. model to emphasize factors when planning and preparing effective, explicit lessons.	Aug, 2016- May, 2017	K-2 facilitator 3-5 Facilitator Administration Leadership team	Title I-School Improvement	Increased ELA proficiency and growth for all students as determined by formative and summative assessments. Monthly Data Team Meetings Unit Assessments Benchmark Assessments Monthly Reports: DIBELS, AR, & MyON Lesson Plans, SLDS Professional Development agendas and minutes	S.T.A.R.T.S. redelivery and training CCPS Professional Learning Days: 8/24/2016; 9/21/2016

Implementation of county school culture initiative to increase student achievement and teacher expectations.	Aug, 2016- May, 2017	K-2 facilitator 3-5 Facilitator Administration Leadership team	Title I-School Improvement	Redelivery of district and school expectations by HES leadership team Leadership Retreat to discuss <u>School Culture Rewired</u> , book study Monthly Staff Meetings Professional Development agendas and minutes	Pre-Planning redelivery and training 8/3/2016 Ongoing in monthly faculty meetings
Provide training on systematic practices and instructional framework. Using data to guide instructional frameworks and to improve best practices and student literacy.	Aug, 2016- May, 2017	K-2 facilitator 3-5 Facilitator Administration Leadership team	Title I-School Improvement Professional Development	Increased ELA proficiency and growth for all students as determined by formative and summative assessments. Monthly Data Team Meetings: Unit Assessments via Edutrax Benchmark Assessments Monthly Reports :DIBELS, AR, & MyON Lesson Plans Professional Development agendas and minutes	CCPS Professional Learning Days 8/24/2016; 9/21/2016; 10/7/2016; 10/31/2016; 2/17/2017
Provide explicit instruction training to promote language/vocabulary development for all students and continued implementation of the explicit teaching model during the literacy block to include mini-lessons on crafting arguments, information/ explanatory, and narrative writing and applying conventions	Aug, 2016- May, 2017	K-2 facilitator 3-5 Facilitator ELA Coordinator	School Funds SWAG Kid friendly rubrics and other writing resources Imagine It Reading Wonders	Increased ELA proficiency and growth for all students as determined by formative and summative assessments. Collaborative Planning minutes and meetings Lesson Plans Observations/Weekly Walk-throughs Student Work Samples/Graded Rubrics/SWAG Grade level winners Professional Development agendas and minutes	Writing Across the Curriculum-Site Facilitator, ELA Coordinator, Literacy Teachers
Utilize Imagine It in grades kindergarten, 1, and 2 to provide instruction in the five components of reading (phonics, phonemic awareness, vocabulary, fluency, and comprehension. Utilize Reading Wonders in grades 3, 4, and 5 to provide instruction in grammar, phonics, vocabulary, fluency, and comprehension. Use leveled texts daily during small group instruction.	Aug, 2016- May, 2017	Teachers Instructional Facilitators Admin. Team		Weekly Walk-throughs Lesson Plan Template Feedback (Instructional Facilitators)	Facilitators Admin. Grade level Collaborative planning dates,

<p>Teachers will use MyOn virtual library and AR programs daily to track student lexile scores and to monitor student's progress toward increasing their reading levels and comprehension.</p> <ol style="list-style-type: none"> 1. 450 in grades 2-3 2. 645 in grades 4-5 	<p>Aug, 2016- May, 2017</p>	<p>Classroom Teachers ISF, Media Specialist</p>	<p>Title I-School Improvement, Continued subscription through Title 1 funding and School funds for AR.</p>	<p>Monthly student Lexile reports on MyOn, Monthly Report for AR Lesson Plans Observation</p>	<p>AR Refresher/ Lexile Levels Across Content Areas- Media Specialist, Site Facilitators, and assigned teachers. Weekly Collaborative Planning</p>
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Goal 1: To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results.

<p>Math Performance Objectives: During the 2015-2016 school year, non-proficient students (as indicated by the GEORGIA MILESTONES ASSESSMENT SYSTEM (GMAS)) will improve their math competency levels by 3% as measured by an increase in the percentage of students scoring in the exceeds and meets levels on the state assessment.</p>	<p>CCRPI Alignment: Achievement</p> <ul style="list-style-type: none"> ▪ Percent of students scoring at Meets or Exceeds in math <p>Progress /Achievement Gap</p> <ul style="list-style-type: none"> ▪ To close the achievement gap, increase the percent of students scoring at the meets or exceeds level in reading <p>ED/EL/SWD Performance</p> <ul style="list-style-type: none"> ▪ Percent of ED/EL/SWD subgroups meet participation rate, state performance target and subgroup performance target <p>Exceeding the Bar</p> <ul style="list-style-type: none"> ▪ Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS) ▪ School or LEA-defined innovative practice accompanied by data supporting improved student achievement: Response to Intervention (RTI)
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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)
Implementing the S.T.A.R.T.S. model to emphasize factors when planning and preparing effective, explicit lessons.	Aug, 2016- May, 2017	K-2, 3-5 Instructional Facilitator	Title I-School Improvement Professional Learning PD	Increased math proficiency and growth for all students as determined by formative and summative assessments Agendas and sign-in sheets	CCPS Professional Learning Days 8/24/2016; 9/21/2016; 10/7/2016; 10/31/2016; 2/17/2017
Provide collaborative planning during the school day for all math teachers to create common assessments, develop lessons, and design performance tasks aligned to the standards.	Aug, 2016- May, 2017	Site Facilitators	Title I-School Improvement Professional Learning PD	Weekly Collaborative Planning agenda and minutes Assessment data(Unit assessments, benchmarks, common assessments) Lesson Plans Student Work Samples(Performance/Learning tasks) Creating Effective Common Assessments SLDS	Every 4th Tuesday of the month, collaborative grade level planning day. Professional Learning Community (PLC) ISF Math Solutions Training TBD Kindergarten, Second & new Math teachers
Teachers' participation in professional learning on differentiated instruction. Plan appropriate support and follow-up on a quarterly basis both as the leadership team and in collaborative teacher meetings.	Aug, 2016- May, 2017	K-2, 3-5 Instructional Facilitator	Title I-School Improvement Professional Learning PD	Increased math proficiency and growth for all students as determined by formative and summative assessments.	Differentiated Professional Learning Communities Math Solutions Training Re-Delivery TBD
Teachers trained on best practices to engage students with interactive learning through the use of incorporating technology into instruction via: Edmodo, Socratic.com, Georgia Online Textbook, Curriculum Support Information System (CSI), Online Assessments, Active Boards, Brainpop, Brainpop Jr, Scholastic Study and other technological resources in order to enrich and enhance mathematical experience.	Aug, 2016- May, 2017	K-2, 3-5 Instructional Facilitator GaDOE. State Trainer Mr. L. Manzella	Title I-School Improvement Professional Learning PD	Increased math proficiency and growth for all students as determined by formative and summative assessments Agendas and sign-in sheets SLDS/TRL/GOFAR resources to enrich and enhance mathematical experience. Math Games Textbook – Math Solutions	Technology Digital Specialist and Online training by building level math contact August 31 & September 1, 2015 Data Driven Instruction Best Practices - Math Coordinator/PLC Training/ISF

<p>Provide interventions and enrichment to students based on formative assessment data including the following:</p> <ul style="list-style-type: none"> - Small group instruction in Math - Afterschool remediation <p>High Potential Support</p>	<p>Ongoing (Aug-May)</p>	<p>Administrators Site Facilitators Math Teacher</p>	<p>Math Curriculum Computer Based Programs Leveled Readers through Title 1 funding Instructional Technology</p>	<p>Bi-Monthly Data Team Meetings to discuss common assessments, benchmark assessment, and mCLASS data</p> <p>Weekly Lesson Plans Review (small groups)</p> <p>Professional Development agendas and minutes</p>	<p>Data Driven Instruction Best Practices (ongoing during collaborative planning)</p>
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<p>Goal 1: To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results.</p>	
<p>Science Performance Objectives: During the 2015-2016 school year, non-proficient students (as indicated by the GEORGIA MILESTONES ASSESSMENT SYSTEM (GMAS) will improve science competency levels by 3% as measured by an increase in the percentage of students scoring in the exceeds and meets levels on the state assessment.</p>	<p>CCRPI Alignment:</p> <p>Achievement</p> <ul style="list-style-type: none"> ▪ Percent of students scoring at Meets or Exceeds in math <p>Progress /Achievement Gap</p> <ul style="list-style-type: none"> ▪ To close the achievement gap, increase the percent of students scoring at the meets or exceeds level in reading <p>ED/EL/SWD Performance</p> <ul style="list-style-type: none"> ▪ Percent of ED/EL/SWD subgroups meet participation rate, state performance target and subgroup performance target <p>Exceeding the Bar</p> <ul style="list-style-type: none"> ▪ Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS) ▪ School or LEA-defined innovative practice accompanied by data supporting improved student achievement: Response to Intervention (RTI)

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)
Continuing implementation of the S.T.A.R.T.S. model to emphasize factors when planning and preparing effective, explicit lessons in science.	August, 2016 - May, 2017	K-2, 3-5 Instructional Facilitator	Title I-School Improvement Professional Development	Increased science proficiency and growth for all students as determined by formative and summative assessments Lesson Plans	S.T.A.R.T.S. redelivery and training
Grade level teachers and science teachers will implement the following specific interventions for science: - Support and provide professional learning to grade level/ science teachers to increase their content knowledge - Establish an intervention plan for first year teachers that will assist with Georgia Performance Standards and the implementation of standards-based instruction -Identify students at risk of not passing science using the GEORGIA MILESTONES ASSESSMENT SYSTEM (GMAS) data - Utilize hands-on science activities and/or lab experiments at least twice per unit to teach a variety of strategies that will reinforce science skills and encourage the use of science power standards	August, 2016 - May, 2017	K-2, 3-5 ISF, Admin	Title I-School Improvement Professional Learning PD	Increased science proficiency and growth for all students as determined by formative and summative assessments. Science Lab verification sheets due to Christopher Robinson Monthly Joe Hart enhanced lesson on Math & Science K-5 th	GEORGIA STANDARDS OF EXCELLENCE Science Training Pre-planning 8/03/2016 CCPS Professional Learning Days 8/24/2016; 9/21/2016; 10/7/2016; 10/31/2016; 2/17/2017
Science integration across the curriculum via explicit instruction	Aug, 2016- May, 2017	Instructional Facilitators	CCPS Professional Learning Department	Lesson Plans, lab verification form & lab reports Agendas and sign-in sheets	ISF Training ongoing

Provide job embedded professional development to all science teachers on Gizmos, Seeds of Science, Edmodo, and Socratic.com, incorporating tools into the science curriculum to build academic language and vocabulary that will increase the acquisition of Tier II & Tier science vocabulary terms.	Sept 2016 – Dec, 2016	Instructional Facilitators, CCPS Digital Learning Specialist	CCPS Professional Learning Department	Collaborative Planning minutes and meetings Gimzo Reports Lesson Plans Observations Student Work Samples/Graded Rubrics Professional Development agendas, sign-in sheets and minutes	Data Driven Instruction Thinking Maps Best Practices ISF/Administration/Tech Specialist, T. Powe
Teacher participation in professional learning on differentiated instruction. Plan appropriate support and follow-up on a quarterly basis both as the leadership team and in collaborative teacher meetings.	August, 2016 - May, 2017	K-2, 3-5 Instructional Facilitator	Title I-School Improvement Professional Development	Increased science proficiency and growth for all students as determined by formative and summative assessments	Differentiated Prof Learning Communities

Goal 1: To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results.

<p>Social Studies Performance Objectives: During the 2015-2016 school year, non-proficient students (as indicated by the GEORGIA MILESTONES ASSESSMENT SYSTEM (GMAS) will improve social studies competency levels by 3% as measured by an increase in the percentage of students scoring in the exceeds and meets levels on the state assessment.</p>	<p>CCRPI Alignment: Achievement</p> <ul style="list-style-type: none"> ▪ Percent of students scoring at Meets or Exceeds in math <p>Progress /Achievement Gap</p> <ul style="list-style-type: none"> ▪ To close the achievement gap, increase the percent of students scoring at the meets or exceeds level in reading <p>ED/EL/SWD Performance</p> <ul style="list-style-type: none"> ▪ Percent of ED/EL/SWD subgroups meet participation rate, state performance target and subgroup performance target <p>Exceeding the Bar</p> <ul style="list-style-type: none"> ▪ Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS) ▪ School or LEA-defined innovative practice accompanied by data supporting improved student achievement: Response to Intervention (RTI)
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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)
Continue implementation of the S.T.A.R.T.S. model to emphasize factors when planning and preparing effective, explicit lessons.	August, 2016- May, 2017	K-2 ISF 3-5 ISF Administrative	Title I-School Improvement	Increased social studies proficiency and growth for all students as determined by formative and summative assessments. Collaborative meeting minutes	S.T.A.R.T.S. redelivery and training
Social Studies integration across the curriculum via explicit instruction	August 2016- May 2017	Instructional Facilitators	Title I	Lesson Plans, Maps101.com, Gallopade online resources. Increased Social Studies proficiency and growth for all students as determined by formative and summative assessments.	ongoing
Continue implementation of DBQs and provide teachers with an opportunity to analyze student work and provide specific feedback aligned to the standards and learning targets.	Ongoing Sept. – May	Site Facilitators	N/A	Lesson Plans Student Work Samples(DBQ's) Verification sheets Professional Development agendas and minutes	Providing Effective Feedback Analyzing Student Work (November)
Integrate Social Studies informational text into the reading block to build academic language and vocabulary that will increase the acquisition of Tier II & Tier Social Studies vocabulary terms	August 2016- May 2017	Instructional Facilitators	Title I-School Improvement	Lesson Plans, Benchmark data Increased Social Studies proficiency and growth for all students as determined by formative and summative assessments.	Collaborative grade level meetings with ISF and administrators Staff PD, Ongoing

<p>Grade level teachers and instructional leaders study the GEORGIA STANDARDS OF EXCELLENCE in collaborative groups in order to:</p> <ul style="list-style-type: none"> - know the standards for social studies practice - become familiar with vertical standards and domains and clusters - understand the rigor and performance required through the language of the standards - reach consensus on mastery of the standards and analyze benchmarks and assessments to remediate and accelerate instruction - predict challenging concepts, skills and performance requirements for students in order to select appropriate resources and strategies - provide professional learning opportunities that will model topics to strengthen standards 	<p>August 2016- May 2017</p>	<p>K-2 Instructional Facilitator 3-5 Instructional Facilitator</p>	<p>Title I-School Improvement Professional Learning PD</p>	<p>Increased social studies proficiency and growth for all students as determined by formative and summative assessments Training on creating product-driven learning targets</p>	<p>GEORGIA STANDARDS OF EXCELLENCE Social Studies Training</p>
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