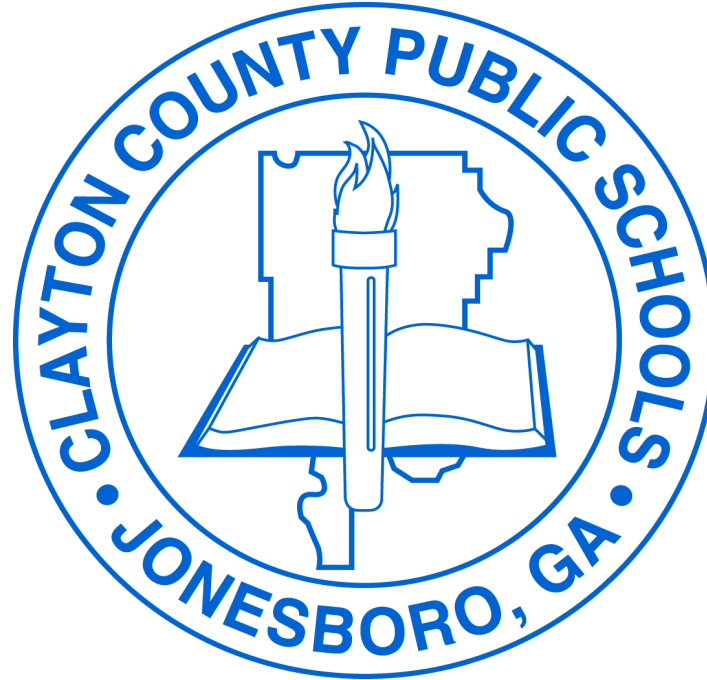


Comprehensive School Improvement Plan



Jonesboro Middle School 2018-2019

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: Corey Stephens

Assistant Principal(s): Anessa Nauck, Damon Marshall

| School Leadership/Improvement Team | |
|---|--|
| Name | Position |
| Corey Stephens | Principal |
| Anesa Nauck | Assistant Principal |
| Damon Marshall | Assistant Principal |
| Tania Wright-Faina | Instructional Facilitator |
| Hollie Taylor | Counselor |
| Crystal Benton | 6th Grade Level Chair/Teacher Motivation |
| Antoine Lewis | 7th Grade Level Chair |
| Althea Louis | 8th Grade Level Chair |
| Kimberly Trammel & Valerie Joachim-Francis | Math Department Chair |
| Sharon Reddick | Social Studies Department Chair |
| Krystal Rainey | Science Department Chair |
| Kimberly Smith | English Department Chair |
| Raquel Squall | Connections Department Chair |
| Lotunja Wright | Media Center |
| Natasha Reynolds | Athletic Director |
| Ilisa Jones | Parent Liaison |
| Wendy Thompson | Gifted Lead Teacher |
| Tandra Gibel | DES Lead Teacher |
| Tonice Walker | Student Motivation/PBIS Coach |



"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) |
|---|-----------------|---|-----------------------------|--|--|
| Implement the Rigor and Relevance Framework through continuous professional development. <ul style="list-style-type: none"> a. Professional development full implementation session | August - May | Academic Coach Assistant Principal Principal | Rigor and Relevance Toolkit | Common Assessments, Benchmarks, Increased percentage of students scoring at proficient level and above on unit assessments and district benchmarks | Pre-Planning Aug. 3, 2018 Collab. Planning (Thursdays) |
| Instructional engagement to promote high performance for students through professional development. <ul style="list-style-type: none"> a. Professional development in planning of lesson and STEM questions quadrant A to B, C and D for critical thinking. | August - May | Academic Coach Assistant Principal Principal | Rigor and Relevance Toolkit | Focus Walks, Lesson Plans, Individual Coaching Sessions and Professional Development | August 20, 2018 – May 3, 2019 (Collab Planning Thursday and Weekly Coaching Sessions) |
| Implement and use iReady data to inform instruction connected to Math and Reading. <ul style="list-style-type: none"> a. Professional development in use of iReady data (diagnostic and skill builder data). b. Professional development for data use to inform instruction | September - May | Academic Coach Assistant Principal Principal | iReady Software, CCPS | Data talks for diagnostic, usage and skills builder, professional development feedback and iready sessions, focus walks and observations | August 13, 2018 - May 3, 2018 (Monday & Wednesday iReady Math & ELA days) Thursday Collab. Planning |

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

| Economically Disadvantaged | Foster and Homeless |
|---|---|
| <ol style="list-style-type: none"> 1. I-Ready program used to supplement remedial instruction – differentiated practices 2. Remediation & tutorial offered after school 3. Reading and writing logs & workshops for all grades 4. Instructional FOCUS time (a.m.) to reteach skills not previously mastered as determined by assessment outcomes 5. Instructional resources are available for each student at school | <ol style="list-style-type: none"> 1. I-Ready program used to supplement remedial instruction – differentiated practices 2. Remediation & tutorial offered after school 3. Reading and writing logs & workshops for all grades 4. Instructional FOCUS time (a.m.) to reteach skills not previously mastered as determined by assessment outcomes 5. Instructional resources are available for each student at school |
| English Learners | Migrant |
| <ol style="list-style-type: none"> 1. I-Ready program used to supplement remedial instruction – differentiated practices 2. Remediation & tutorial offered after school 3. Reading and writing logs & workshops for all grades 4. Instructional FOCUS time (a.m.) to reteach skills not previously mastered as determined by assessment outcomes 5. Instructional resources are available for each student at school | <ol style="list-style-type: none"> 1. I-Ready program used to supplement remedial instruction – differentiated practices 2. Remediation & tutorial offered after school 3. Reading and writing logs & workshops for all grades 4. Instructional FOCUS time (a.m.) to reteach skills not previously mastered as determined by assessment outcomes 5. Instructional resources are available for each student at school |
| Race/Ethnicity/Minority | Students with Disabilities |
| <ol style="list-style-type: none"> 1. I-Ready program used to supplement remedial instruction – differentiated practices 2. Remediation & tutorial offered after school 3. Reading and writing logs & workshops for all grades 4. Instructional FOCUS time (a.m.) to reteach skills not previously mastered as determined by assessment outcomes 5. Instructional resources are available for each student at school | <ol style="list-style-type: none"> 1. I-Ready program used to supplement remedial instruction – differentiated practices 2. Remediation & tutorial offered after school 3. Reading and writing logs & workshops for all grades 4. Instructional FOCUS time (a.m.) to reteach skills not previously mastered as determined by assessment outcomes 5. Instructional resources are available for each student at school |

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) |
|--|------------------------|--|----------------------------------|---|--|
| Attendance incentive program for students to ensure that all students are present in school each day. Attendance celebration and acknowledgement each month through the JMS “Student of the Month” Program | August 2018 - May | Attendance Committee School Social Worker Principal Assistant Principal | Attendance Grant | Weekly attendance checks for students and data talks to monitor and improve attendance. Incentives for students to reward those who attend school regularly. Monthly discussions at faculty and leadership meetings. Stakeholder feedback and involvement regarding the effects of discipline on the graduation rate in high school. | Attendance kick off August 31 st 2018. Incentive program and guidance and professional learning sessions August 2018 – May 2019. |
| PBIS (Positive Behavior Intervention System) to be implemented. a. Monthly professional development sessions with staff for implementation and consistency of PBIS system. b. Feedback survey for staff and student input. | August 2018 – May 2019 | PBIS Team PBIS Coach PBIS Administrator Principal Assistant Principal | CCPS Student Services (Cohort 3) | Monthly walkthroughs by CCPS PBIS Team, Monthly meetings by School PBIS Team. School Wide behavior matrix and behavior plan. Monthly Discipline data discussed at faculty meetings and leadership meetings. Student data talks at end of term for goals reached. Data displayed on data wall (student and teacher). Stakeholder feedback and involvement regarding the effects of discipline on the graduation rate in high school. | School wide PBIS initiative kick off August 31, 2018. PBIS Team will conduct incentives and for students and reward system for students. Guidance & Counseling “Kindness” session with all students. August 31, 2018 Continuous discipline and positive school culture focus (August 2018 – May 2019) |
| Implement the Rigor and Relevance Framework through continuous professional development. b. Professional development full implementation session | August - May | Academic Coach Assistant Principal Principal | Rigor and Relevance Toolkit | Common Assessments, Benchmarks, Increased percentage of students scoring at proficient level and above on unit assessments and district benchmarks | Pre-Planning Aug. 3, 2018 Collab. Planning (Thursdays) |

| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | |
|--|---|
| Economically Disadvantaged | Foster and Homeless |
| <ol style="list-style-type: none"> 1. I-Ready program used to supplement remedial instruction – differentiated practices 2. Remediation & tutorial offered after school 3. Reading and writing logs & workshops for all grades 4. Instructional FOCUS time (a.m.) to reteach skills not previously mastered as determined by assessment outcomes 5. Instructional resources are available for each student at school | <ol style="list-style-type: none"> 1. I-Ready program used to supplement remedial instruction – differentiated practices 2. Remediation & tutorial offered after school 3. Reading and writing logs & workshops for all grades 4. Instructional FOCUS time (a.m.) to reteach skills not previously mastered as determined by assessment outcomes 5. Instructional resources are available for each student at school |
| English Learners | Migrant |
| <ol style="list-style-type: none"> 1. I-Ready program used to supplement remedial instruction – differentiated practices 2. Remediation & tutorial offered after school 3. Reading and writing logs & workshops for all grades 4. Instructional FOCUS time (a.m.) to reteach skills not previously mastered as determined by assessment outcomes 5. Instructional resources are available for each student at school 6. Interpretation services will be utilized | <ol style="list-style-type: none"> 1. I-Ready program used to supplement remedial instruction – differentiated practices 2. Remediation & tutorial offered after school 3. Reading and writing logs & workshops for all grades 4. Instructional FOCUS time (a.m.) to reteach skills not previously mastered as determined by assessment outcomes 5. Instructional resources are available for each student at school |
| Race/Ethnicity/Minority | Students with Disabilities |
| <ol style="list-style-type: none"> 1. I-Ready program used to supplement remedial instruction – differentiated practices 2. Remediation & tutorial offered after school 3. Reading and writing logs & workshops for all grades 4. Instructional FOCUS time (a.m.) to reteach skills not previously mastered as determined by assessment outcomes 5. Instructional resources are available for each student at school | <ol style="list-style-type: none"> 1. I-Ready program used to supplement remedial instruction – differentiated practices 2. Remediation & tutorial offered after school 3. Reading and writing logs & workshops for all grades 4. Instructional FOCUS time (a.m.) to reteach skills not previously mastered as determined by assessment outcomes 5. Instructional resources are available for each student at school 6. Designated goals and modifications will be implemented. |

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) |
|---|------------------------|---|---|---|---|
| Attendance incentive program for students to ensure that all students are present in school each day. | August 2018 – May 2019 | Attendance Committee School Social Worker Principal Assistant Principal | Attendance Grant sponsored by Georgia Aquarium | Weekly attendance reports monitored and reviewed by attendance team/committee. Daily attendance checks completed for accuracy of attendance input. Monthly attendance review with leadership team. Weekly attendance data displayed on data wall. Stakeholder feedback and involvement | School wide attendance initiative kick off August 31, 2018. Guidance & Counseling attendance session with all students. August 31, 2018 Continuous attendance focus (August 2018 – May 2019) |
| Attendance celebration and acknowledgement each month through the JMS “Student of the Month” Program | August 2018 – May 2019 | Student Motivation Committee Attendance Committee Principal Assistant Principal | Various Fundraising activities and donations from Partners in Ed. | Weekly attendance reports monitored and reviewed by attendance team/committee. Daily attendance checks completed for accuracy of attendance input. Monthly attendance review with leadership team. Weekly attendance data displayed on data wall. Monthly acknowledgement of students for their positive attendance in school. Various celebrations and acknowledgements throughout the school year. Stakeholder feedback and involvement | School wide attendance initiative kick off August 31, 2018. Monthly JMS Student of the month celebrations beginning September 2018 – May 2019 |

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

| Economically Disadvantaged | Foster and Homeless |
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| All resources provided for the students as the need is identified | All resources provided for the students as the need is identified |

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| English Learners | Migrant |
| Interpretation services will be provided to ensure an understanding of attendance policies and expectation. | All resources provided for the students as the need is identified |
| Race/Ethnicity/Minority | Students with Disabilities |
| All resources provided for the students as the need is identified | All resources provided for the students as the need is identified |

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) |
|---|------------------------|--|--|--|--|
| PBIS (Positive Behavior Intervention System) to be implemented. | August 2018 – May 2019 | PBIS Team PBIS Coach PBIS Administrator Principal Assistant Principal | CCPS Student Services (Cohort 3) | Monthly walkthroughs by CCPS PBIS Team, Monthly meetings by School PBIS Team. School Wide behavior matrix and behavior plan. Monthly Discipline data discussed at faculty meetings and leadership meetings. Student data meetings regarding discipline goals set for the term. Data displayed on data wall. Stakeholder feedback and involvement | School wide PBIS initiative kick off August 31, 2018. PBIS Team will conduct incentives and for students and reward system for students. Guidance & Counseling “Kindness” session with all students. August 31, 2018 |

| | | | | | |
|---------------------------------|------------------------|--|--|--|--|
| | | | | | Continuous discipline and positive school culture focus (August 2018 – May 2019) |
| FFES School Culture and Climate | August 2018 – May 2019 | Culture & Climate Team PBIS Team PBIS Administrator Principal Assistant Principal | CCPS Safety and Security FFES Team Various fundraising activities and donations from Partners in Ed. | Monthly walkthroughs by FFES Culture & Climate Team, Monthly meetings by School PBIS Team. School Wide behavior matrix and behavior plan. Monthly Discipline data discussed at faculty meetings and leadership meetings. Data displayed on data wall. Stakeholder feedback and involvement | FFES professional development July 2018 – May 2019 |

| Supplemental Supports: What supplemental action steps will be implemented for these subgroups? | |
|--|--|
| Economically Disadvantaged | Foster and Homeless |
| 1. PBIS program to be used to encourage positive choice making 2. Behavior services to be used to address specific behaviors that affect student performance 3. Involve parents and other stakeholders in the PBIS and positive choice making process. | 1. PBIS program to be used to encourage positive choice making 2. Behavior services to be used to address specific behaviors that affect student performance 3. Involve parents and other stakeholders in the PBIS and positive choice making process. |
| English Learners | Migrant |
| 1. PBIS program to be used to encourage positive choice making 2. Behavior services to be used to address specific behaviors that affect student performance 3. Involve parents and other stakeholders in the PBIS and positive choice making process. 4. Utilize interpretation services for stakeholders who may need them. | 1. PBIS program to be used to encourage positive choice making 2. Behavior services to be used to address specific behaviors that affect student performance 3. Involve parents and other stakeholders in the PBIS and positive choice making process. |
| Race/Ethnicity/Minority | Students with Disabilities |
| 1. PBIS program to be used to encourage positive choice making 2. Behavior services to be used to address specific behaviors that effect student | 1. PBIS program to be used to encourage positive choice making 2. Behavior services to be used to address specific behaviors that effect student |

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| performance 3. Involve parents and other stakeholders in the PBIS and positive choice making process. | performance 3. Involve parents and other stakeholders in the PBIS and positive choice making process. 4. Implement specific behavior goals, interventions and or modifications that may designated in the students IEP. |
|--|---|