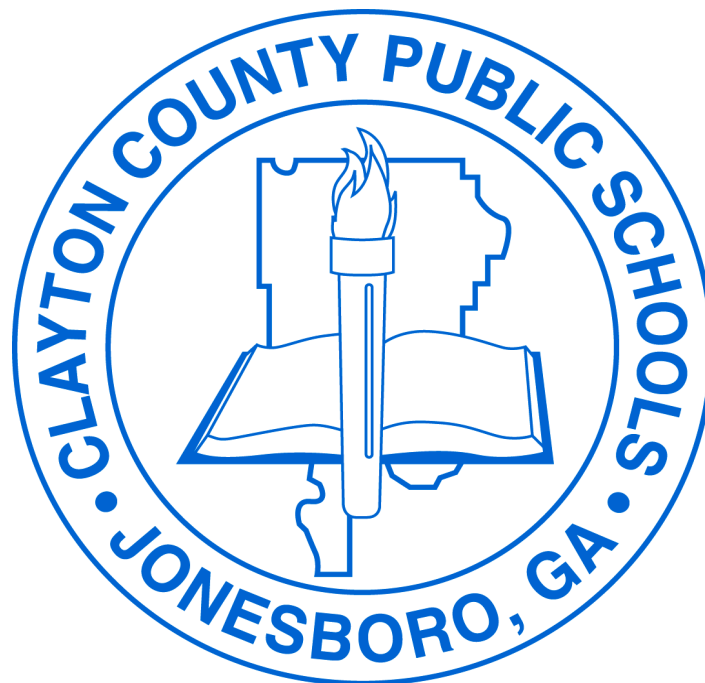


## Comprehensive School Improvement Plan



### **B. C. Haynie Elementary School 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 goals should be written as specific, measurable, attainable, realistic, and timely (S.M.A.R.T.) goals using goal-setting formulas.
- Include action steps that deepen the school's implementation of the Clayton County Public Schools' instructional priorities: **Literacy Across the Curriculum, Numeracy Across the Curriculum, Integrating Technology**, and **Critical Thinking** in the comprehensive plan. The action steps should include training (professional development) that addresses S.T.A.R.T.S., Explicit Instruction, and the development of the teachers' content knowledge.
- 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
- In various school meetings such as administrative, leadership, data, grade level and collaborative planning sessions, schools should regularly review Comprehensive School Improvement Plans and make revisions as needed. **District level reviews will occur periodically – August/September 2016, January 2017, and May 2017.**

Principal: Jeannie Wynne

Assistant Principal(s): Vanessa Muhammad

<b>School Demographic Data</b>			
	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>Total Enrollment</b>	<b>863</b>	<b>858</b>	<b>841</b>
<b>Asian</b>	<b>6%</b>	<b>6%</b>	<b>7%</b>
<b>Black</b>	<b>43%</b>	<b>43%</b>	<b>34%</b>
<b>Hispanic</b>	<b>46%</b>	<b>46%</b>	<b>51%</b>
<b>Multiracial</b>	<b>1%</b>	<b>1%</b>	<b>3%</b>
<b>White</b>	<b>4%</b>	<b>4%</b>	<b>4%</b>
<b>English Language Learners</b>	<b>270 students</b>	<b>270 students</b>	<b>328 students</b>
<b>Gifted</b>	<b>23 students</b>	<b>15 students</b>	<b>9</b>
<b>Students with Disabilities</b>	<b>57 students</b>	<b>58 students</b>	<b>74 students</b>

<b>School Leadership/Improvement Team</b>	
<b>Name</b>	<b>Position</b>
<b>Monica Ward</b>	<b>3-5 Instructional Site Facilitator</b>
<b>Freba Watts</b>	<b>K-2 Instructional Site Facilitator</b>
<b>Arteaya Taylor</b>	<b>Counselor</b>
<b>Martiea McClinic</b>	<b>Media Specialist</b>
<b>Quovadia Speakman</b>	<b>Kindergarten chair</b>
<b>Natasha Cambridge</b>	<b>First grade chair</b>
<b>Leah Upkins</b>	<b>Second grade chair</b>
<b>Maame Tweneboah</b>	<b>Third grade chair</b>
<b>Tracy Tyler</b>	<b>Fourth grade chair</b>
<b>Brystal Owens</b>	<b>Fifth grade chair</b>
<b>Shavonne Clark</b>	<b>EIP chair</b>
<b>Nevia McClure</b>	<b>ESOL chair</b>
<b>Tiffanie Barner</b>	<b>Specials chair</b>

\_\_\_\_ B. C. Haynie \_\_\_\_ Elementary School Data Profile

CCRPI Score																						
2014-2015	2015-2016	2016-2020 Goals																				
Overall CCRPI Score: 65.4	Overall CCRPI Score: 63.5	2016 Goal: 59.3 2017 Goal: 60.5 2018 Goal: 61.8 2019 Goal: 63 2020 Goal: 64.3																				
Achievement Points Earned: 40.2/60	Achievement Points Earned: 21.8/50	<p><b>Overall CCRPI Goals based on the following formula:</b></p> <p><b>CCPRI Performance Goals</b>                      For each year during the five-year Strategic Waiver School System term, formerly the Investing in Educational Excellence (IE2), with the baseline year <b>2015-2016</b>, ____ 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.</p> <p><b>IE2 Annual Growth</b>  <math display="block">= (100 - 2016 \text{ CCRPI Score (without Challenge Points)}) \times 0.03</math></p> <p><i>Example</i></p> <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 rowspan="2">65</td> <td>(100 – 65)(.03)</td> <td>65 + 1(1.05)</td> <td>65 + 2(1.05)</td> <td>65 + 3(1.05)</td> <td>65 + 4(1.05)</td> <td>65 + 5(1.05)</td> </tr> <tr> <td>1.05</td> <td>66.05</td> <td>67.1</td> <td>68.15</td> <td>69.2</td> <td>70.25</td> </tr> </tbody> </table>	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
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															
Progress Points Earned: 16/25	Progress Points Earned: 31.2/40																					
Achievement Gap Points Earned: 3/15	Achievement Gap Points Earned: 5/10																					
Challenge Points Earned: 3.8/10	Challenge Points Earned: 5.5/10																					

mCLASS Percentage									
	BOY 2015-2016			MOY 2015-2016			EOY 2015-2016		
	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark
Kindergarten	49%	45%	6%	23%	46%	31%	13%	35%	52%
First	18%	65%	17%	20%	46%	34%	8%	53%	39%
Second	14%	76%	10%	24%	62%	14%	33%	51%	16%
Third	24%	61%	15%	33%	44%	23%	34%	46%	20%

mCLASS Percentage									
	BOY 2016-2017			MOY 2016-2017			EOY 2016-2017		
	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark
Kindergarten									
First									
Second									
Third									

DIBELS Percentage									
	BOY 2015-2016			MOY 2015-2016			EOY 2015-2016		
	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark
Kindergarten	49%	19%	42%	22%	19%	59%	10%	20%	70%
First	38%	14%	48%	33%	11%	56%	28%	14%	58%
Second	41%	10%	49%	31%	11%	58%	35%	18%	47%
Third	46%	12%	42%	34%	17%	59%	33%	20%	47%

DIBELS Percentage									
	BOY 2016-2017			MOY 2016-2017			EOY 2016-2017		
	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark
Kindergarten									
First									
Second									
Third									

2015-2016 Georgia Milestone Assessment Data																						
	ELA											Math										
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Performance Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Performance Target
	#	%	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	%
ALL Students	169	41	150	36	84	20	11	3	95	23	66.9	136	33	178	43	84	20	16	4	100	24	69.8
Black	63	41	61	40	27	18	3	1	30	19	54.3	54	35	67	44	30	19	2	2	32	21	55.2
Hispanic	81	40	79	39	40	20	3	1	43	21	59.5	61	31	97	47	36	18	7	4	43	22	63.9
Multiracial	6	50	1	8	4	33	1	8	5	41	71.3	5	42	3	25	2	17	2	17	4	34	72.9
White	9	69	3	23	1	8	0	0	1	8	77.4	8	62	2	15	3	23	0	0	3	23	81.0
Econ-Disadvantaged	169	41	150	36	84	20	11	3	95	23	66.9	136	33	178	43	84	20	16	4	100	24	69.8
English Learners	66	71	21	23	4	4	0	0	4	4	46.9	47	51	36	39	8	9	1	1	9	10	55.1

2015-2016 Georgia Milestone Assessment Data																							
ELA												Math											
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Performance Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Performance Target	
	#	%	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	%	
Students with Disabilities	25	81	4	13	1	3	0	0	1	3	43.0	20	65	6	19	3	10	1	3	4	13	47.5	

2015-2016 Georgia Milestone Assessment Data																							
SCIENCE												SOCIAL STUDIES											
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Performance Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Performance Target	
	#	%	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	%	
ALL Students	189	45	151	36	66	16	6	1	72	17	64.6	174	42	178	43	52	12	7	1	59	13	66.5	
Black	73	47	60	39	18	12	1	2	19	14	49.0	72	47	65	42	15	10	0	0	15	10	52.9	
Hispanic	97	47	72	35	32	16	2	2	34	18	56.9	80	39	94	46	25	12	4	3	29	15	59.3	
Multiracial	4	33	3	25	4	33	1	8	5	41	69.6	6	50	4	33	2	17	0	0	2	17	70.2	
White	6	46	7	54	0	0	0	0	0	0	77.5	7	54	6	46	0	0	0	0	0	0	77.6	

2015-2016 Georgia Milestone Assessment Data																							
SCIENCE												SOCIAL STUDIES											
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Perform Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Perform Target	
	#	%	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	#	%
Econ-Disadvantaged	189	45	151	36	66	16	6	1	72	17	64.6	174	42	178	43	52	12	7	1	59	13	66.5	
English Learners	65	70	22	24	4	4	0	0	4	4	47.0	65	70	21	24	4	4	0	0	4	4	55.9	
Students with Disabilities	20	65	7	23	3	10	0	0	3	10	46.8	21	68	7	23	2	6	0	0	2	6	47.5	

GMAS Percent of FAY Students Meeting Typical/High Growth						
	Fourth Grade			Fifth Grade		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
ELA	62%			38%		
Math	49%			51%		
Social Studies	50%			50%		
Science	55%			45%		



<b>GMAS Median Student Growth Percentile (SGP)</b>						
	<b>Fourth Grade</b>			<b>Fifth Grade</b>		
	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>ELA</b>	<b>47%</b>			<b>43%</b>		
<b>Math</b>	<b>29%</b>			<b>38%</b>		
<b>Social Studies</b>	<b>56%</b>			<b>76%</b>		
<b>Science</b>	<b>53%</b>			<b>55%</b>		

<b>ESOL- Percent of Students Increasing to a Higher Performance Band on ACCESS</b>			
	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>First Grade</b>	<b>42%</b>		
<b>Second Grade</b>	<b>17%</b>		
<b>Third Grade</b>	<b>26%</b>		
<b>Fourth Grade</b>	<b>12%</b>		
<b>Fifth Grade</b>	<b>3%</b>		

<b>Percent of Students Completing Identified Number of Career Awareness Lessons</b>	
<b>First Semester Checkpoint</b>	<b>Second Semester Checkpoint</b>

<b>Student and Staff Attendance</b>											
<b>Student Attendance Rate</b>			<b>Percent of Students with 3-5 absences</b>			<b>Percent of Students with 6+ absences</b>			<b>Faculty and Staff Attendance Rate</b>		
<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>95.26</b>	<b>95.85%</b>		<b>34%</b>	<b>34%</b>		<b>34%</b>	<b>38%</b>		<b>95.527</b>	<b>95%</b>	

Failure Rate 2016-2017								
	First Quarter		Second Quarter		Third Quarter		Fourth Quarter	
	4 ½ weeks	9 weeks	4 ½ weeks	9 weeks	4 ½ weeks	9 weeks	4 ½ weeks	9 weeks
ELA								
Math								
Social Studies								
Science								
World Language								
Fine Arts								

Student Discipline Data			
	2014-2015	2015-2016	2016-2017
Total OSS Days	53	36	
Total OSS Incidents	23	18	
Total ISS Days			
Total ISS Incidents			

Student Discipline Data					
2014-2015		2015-2016		2016-2017	
Top 5 Referrals by Behavior	Percentage	Top 5 Referrals by Behavior	Percentage	Top 5 Referrals by Behavior	Percentage
1.Fighting	26%	1.Fighting	15%		
2.Disrespect	9%	2.Disrespect	24%		
3.Horseplay	13%	3.Horseplay	26%		
4.Disruptive	9%	4.Disruptive	17%		
5.Property offense	4%	5.Property offense	3%		

SLDS Teacher Usage			
First Quarter: Percentage of teachers with monthly average of 50 or more page clicks	Second Quarter: Percentage of teachers with monthly average of 50 or more page clicks	Third Quarter: Percentage of teachers with monthly average of 50 or more page clicks	Fourth Quarter: Percentage of teachers with monthly average of 50 or more page clicks

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<b>Certified Staff Attrition</b>					
<b>2014-2015</b>		<b>2015-2016</b>		<b>2016-2017</b>	
<b>Number of certified teachers at BOY</b>	<b>Number of certified teachers at EOY</b>	<b>Number of certified teachers at BOY</b>	<b>Number of certified teachers at EOY</b>	<b>Number of certified teachers at BOY</b>	<b>Number of certified teachers at EOY</b>
<b>36/53 – 68%</b>	<b>51/53 – 96%</b>	<b>46/55 – 84%</b>	<b>50/55 – 91%</b>	<b>55/56 – 98%</b>	

## 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.**

**ELA Performance Goals: During the 2016-17 school year, non-proficient students (as indicated by GMAS will improve their language arts competency levels by 3% as measured by an increase in the percentage of students scoring in the **proficient and extinguished levels.****

**CCRPI Alignment:**  
**ES Indicator 1.** Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG (required participation rate  $\geq 95\%$ )  
**ES Indicator 7.** Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650 on the Georgia Milestones ELA EOG  
**ES Indicator 8.** Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850 on the Georgia Milestones ELA EOG

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)
Provide teachers with instructional materials/resources/training to build academic language and vocabulary that will increase literacy across the curriculum.	June 2016- May 2017	Instructional Site Facilitators Administrators	General Federal	Lesson plans will be checked weekly; sign in sheets, observation, effective use of S.T.A.R.T.S. , explicit instruction, Imagine It/ Reading Wonders, DIBELS	Teachers are attending summer training at the PLC. Will redeliver in August 2016. SRA Training August 22-24, 2016; Adam Heywood on-site visit November 10, 2016;LETRS October 3-6 and 18-21, 2016; Imagine It September 26-27,2016 and November 14, 2016

Students will participate in Rewind Wednesday weekly. *	September 2016 – April 2017	All teachers (homeroom and support)	General Federal	Lesson plans, Classroom observations, Common Assessment data and Content Planning notes.	Teachers will be trained on the procedures for this intervention. September 2016
Provide teachers with training on myON.	September 2016	All teachers (homeroom and support)	Federal	Lesson plans, classroom observations	Teachers will be trained on this program and will utilize with their students. September 20, 2016
Provide teachers with training on EduTrax.	September 2016 – April 2017	Griffin	General	Assessment data, observations, Unit Assessment, Collaborative Planning, S.T.A.R.T.S.	Teachers will be trained on the new EduTrax system for maintaining formative and summative assessment data. (invite Griffin to grade level meeting if you need extra support)
D.E.A.R. time will be promoted on a daily basis from 2:00 -2:30pm.	August 2016 – May 2017	All homeroom teachers		Observations, reading log, myOn reports	Promoted on a weekly basis in the MyOn lab no specific time.
Provide teachers with writing training that will improve writing instruction.	Oct – April 2017	All teachers	Federal General	Lesson plans, classroom observations, graphic organizers, student work samples, sign-in sheets	Teachers will be trained on the components of to improve writing instruction. TBA-Barner

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

**Math Performance Goals:** During the 2016-17 school year, non-proficient students (as indicated by GMAS,) will improve their mathematics competency levels by 3% as measured by an increase in the percentage of students scoring in the **proficient and extinguished levels.**

**CCRPI Alignment:**  
**ES Indicator 2.**Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones mathematics EOG (required participation rate  $\geq$  95%)

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)
Provide teachers with instructional materials/resources/training to build academic language and vocabulary that will increase numeracy across the curriculum.	June 2016- May 2017	Instructional Site Facilitators Administrators	General Federal	Lesson plans will be checked weekly; sign in sheets, observation, , effective use of S.T.A.R.T.S. , explicit instruction, My Math materials, mClass math, GA Mathematics Framework, Collaborative Planning, Standards of Mathematical Practices, Unit Assessment	Teachers are attending summer training at the PLC. Will redeliver in August 2016. Teachers will take other trainings via on site (10/11/16), Learners Advantage (9/22&23, 10/12&13, 11/7&9, 12/6 &7, 1/18 &18, 2/22 &24, 3/14 &15), GRESA. MRESA, and CCPSPLC.
Students will participate in Rewind Wednesday weekly.*	September 2016 – April 2017	All teachers (homeroom and support)	General Federal	Lesson plans, Classroom observations and Content Planning notes.	Teachers will be trained on the procedures for this intervention. September 2016
Provide teachers with GIZMO training to build math vocabulary and content knowledge.	September 2016 – November 2017	All math and science teachers, Ms. Polite	General	Lesson plans, classroom observation	Teachers will be trained on the usage of the GIZMO interactive program to promote math and science content knowledge. <b>GIZMO provided by the district check in the PD catalog. Can be provided by in house experts- Mr. Smith</b>

<del>Saturday School will take place two Saturdays per month and will concentrate in the areas of Math and Science.</del>	<del>January 2017– April 2017</del>	<del>All teachers</del>	<del>Federal</del>	<del>Lesson plans, instructional agendas, classroom observations</del>	<del>Teachers will be trained on the deficit standards which will be the focus of the program. No Saturday School ☹️</del>
Students will participate in a continuous math fluency program.	September 2016 – April 2017	All teachers		Assessment, mClass math progress monitoring	Teachers will be trained on the usage of the math program. Owens prepare a session on Study Ladder to teach team how program works.



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

**Science Performance Goals: During the 2016-17 school year, non-proficient students (as indicated by GMAS) will improve their science competency levels by 3% as measured by an increase in the percentage of students scoring in the exceeds and meets levels. Exceeds and Meets**

**CCRPI Alignment:**  
**ES Indicator 3.**Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones science EOG (required participation rate  $\geq$  95%)

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)
Provide teachers with instructional materials/resources/training to build academic language and vocabulary that will increase literacy across the curriculum.	June 2016- May 2017	Instructional Site Facilitators Administrators, County facilitators	General Federal	Lesson plans will be checked weekly; sign in sheets, observation, , effective use of S.T.A.R.T.S. , explicit instruction, collaborative planning, Unit Assessment, Science Labs	Teachers are attending summer training at the PLC. Will redeliver in August 2016. Science Department redelivery Oct. 4, 2016. Science content training at PLC – Jan-Feb. 2017.
Students will participate in Rewind Wednesday weekly.	September 2016– April 2017	All teachers (homeroom and support)	General Federal	Lesson plans, Classroom observations	Teachers will be trained on the procedures for this intervention. September 2016
Provide teachers with GIZMO training to build science vocabulary and content knowledge.	September 2016 – April 2017	All math and science teachers, Ms. Polite	General	Lesson plans, classroom observation	Teachers will be trained on the usage of the GIZMO interactive program to promote math and science content knowledge.

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

**Social Studies Performance Goals: During the 2016-17 school year, non-proficient students (as indicated by GMAS) will improve their social studies competency levels by 3% as measured by an increase in the percentage of students scoring in the exceeds and meets levels.**

**CCRPI Alignment:**  
**ES Indicator 4.**Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones social studies EOG (required participation rate  $\geq$  95%)

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)
Provide teachers with instructional materials/resources/training to build academic language and vocabulary that will increase literacy across the curriculum.	September 2016- May 2017	Instructional Site Facilitators Administrators	General Federal	Lesson plans will be checked weekly; sign in sheets, observation, , effective use of S.T.A.R.T.S. , explicit instruction, collaborative planning, Maps 101 / Gallopade, DBQs	Social Studies Department redelivery Oct.4, 2016. Social Studies content training at PLC – Sept-Dec. 2016.
Students will participate in Rewind Wednesday weekly.	September 2016 – April 2017	All teachers (homeroom and support)	General Federal	Lesson plans, Classroom observations and Content Planning notes.	Teachers will be trained on the procedures for this intervention. September 2016
Provide teachers with GOFAR and EDUTRAX training to build SS data banks of resources.	September 2016 – May 2017	Griffin, Ward, Watts	General	Lesson plans, Classroom observations and Content Planning notes, Assessment Unit	Teachers will receive ongoing training.
Provide teachers with Kurzweil training.	October 2016	SST chairs, DES mentors	General	Lesson plans, Classroom observations	Teachers will be trained on the procedures of Kurzweil and have on-going support. Refresh Training

**Safe-Orderly-Secure Learning Environments**

<b>Goal 2: To provide and maintain a safe, orderly and secure learning environment.</b>					
<b>Performance Goals: During the 2016-2017 school year, out of school suspensions will decrease by 5%.</b>			<b>CCRPI Alignment:</b> <b>ES Exceeding the Bar Indicator 6.</b> School or LEA Research/Evidence-based Program/Practice designed to facilitate a personalized climate in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.		
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)
Discipline Committee Team - 50 Classroom Management Tips -Teacher will be provided with classroom management strategies that will improve students classroom behavior	Once a month at faculty meetings	Wynne Muhammad MTSS committee	Federal	Classroom observations, discussions	Teacher will be provided with classroom management strategies that will improve students classroom behavior
SOAR Behavior Matrix - School wide behavior system that will focus on students showing respect, organizing their learning, accepting responsibility and resolving problems	August-May 2017	Wynne Muhammad MTSS committee	General	Classroom observations, incentive programs, decrease in office referrals	SOAR kickoff – August 2016 Daily SOAR announcements
Emergency Preparedness Plan - To ensure that all staff members and students are aware of expected procedures in case of a crisis.	September 2016-May 2017	Wynne Muhammad	General	Completed EPP	Quarterly review with faculty of EPP procedures and expectations. <b>Continuous Review</b>

Red Ribbon Week- Decrease the likelihood of students using drugs and alcohol	October 2016	Taylor	General	Improved awareness of substance abuse	
Attendance Committee will present suggestions for improving student and staff attendance and keep staff abreast of data trends.	Once a month at faculty meetings	Taylor Wynne Muhammad Attendance committee	General	Improved awareness of attendance rates, star climate data, monthly attendance reports from bookkeeper and district	Suggestions to recognize improving student and Staff attendance

Engagement of All Stakeholders

**Goal 3: To create an environment that promotes active engagement, accountability, and collaboration of all stakeholders to maximize student achievement.**

**Performance Goals: During the 2016-2017 school year,**

- 1.) students will have an opportunity to participate in a variety of remediation and enrichment programs in an effort to increase academic achievement. Sign-in sheets will be used to measure a 3% increase in attendance from last year's data.**
- 2.)all stakeholders will have an opportunity to be engaged in the PTA. Sign-in sheets will be gathered to measure a 5% increase in participation. PTO**
- 3.) all parents will be strongly encouraged to participate in variety volunteer positions. Sign-in sheets will be gathered to measure a 5% increase in participation.**
- 4.) the parent liaison will provide and implement a comprehensive program of services that engage and assist parents in supporting their children's education. Sign-in sheets will be gathered to measure a 5% increase in participation.**
- 5.) the parent liaison will solicit community partnerships to ensure stakeholder engagement and involvement. Sign-in sheets will be gathered to measure an increase of two additional community partners.**

**CCRPI Alignment:**  
**School Climate--**The School Climate Star Rating is calculated using data from the Georgia Student Health Survey 2.0, Georgia School Personnel Survey, Georgia Parent Survey, student discipline data and attendance records for students, teachers, staff and administrators.

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)
Parents will be invited to participate in an information session on how to read and comprehend measures of their child’s Student Growth Report.	September 2016	Muhammad Wynne Taylor Atherley Ward Watts	General	Sign in sheets, agendas	September 2016 November 2016
All stakeholders will be invited to participate in a series of chats with Mrs. Wynne.	November 2016 February 2017 April 2017	Wynne Muhammad Atherley	General	Stakeholders will discuss the following topics: (Agendas for the following) Communication between Parents/Teachers Student Academic Progress School Climate State of the School New Programs Volunteer Support Services Infinite Campus Clubs& Organizations Career Day	
All PTA PTO meetings will feature a Performing Arts showcase Oct., Dec., Feb., April	November February April	Atherley		Agendas, programs	
All PTA PTO meeting dates and times will be showcased on the school marquee, school website, School Messenger, and on flyers sent home in advance.	November February April	Atherley		Parent notification will be delivered in a timely manner and by multiple means of notification in an effort to maximize parent and community involvement.	

Parent volunteers will assist the classrooms, front office, media center, and/or counseling office in a variety of tasks. Parent attendance will be taken and documented.	August 2016 – May 2017	Atherley		Newsletters	Volunteer training provided by Parent Liaison
Conduct at least two surveys of parent needs and use the results and student performance data to prioritize parent services and needs to offer parent education and parent involvement resources	August 2016 January 2017	Atherley		Surveys, flyers	
Provide training, Curriculum Night, Math and Science for parents and community stakeholders on current technology and Common Core Curriculum.	November 2016 February 2017	Atherley Ward Watts All Teachers		Agendas, programs	Training provided for parents and stakeholders of tasks to be completed for successful implementation of the program.
Increase business and community partners to support co-curricular and extracurricular activities	August - May 2017	Atherley		Invitations, agendas	
Solicit sponsorship for identified projects	September – May 2017	Atherley		Invitations	

**Effective Communication**

<b>Goal 4: To effectively communicate the system's vision and purpose and allow stakeholder involvement in an effort to build understanding and support.</b>					
<b>Performance Goals: During the 2016-2017 school year, all stakeholders will be encouraged to make informative decisions through the use of surveys concerning the academic progress of B.C. Haynie students. Survey participation logs will be kept to measure a 5% increase in participation.</b>				<b>CCRPI Alignment:</b> <b>School Climate--</b> The School Climate Star Rating is calculated using data from the Georgia Student Health Survey 2.0, Georgia School Personnel Survey, Georgia Parent Survey, student discipline data and attendance records for students, teachers, staff and administrators.	
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)
All teachers will maintain a teacher website in order to communicate with parents concerning daily instruction.	August 2016 – May 2017	All classroom teachers Media Specialist - McClinic		Teachers will actively maintain their teacher website. Each website must include, but are not limited to the following action items: <ul style="list-style-type: none"> <li>• School Supply List</li> <li>• Course Syllabus</li> <li>• Category Weights</li> <li>• Content Specific Resources</li> <li>• Project Requirements, Rubrics, &amp; Due Dates</li> <li>• Accelerated Reader/myON Requirements</li> <li>• Test/Quiz Dates</li> <li>• Link to Infinite Campus</li> <li>• Link to Georgia Milestones Assessment System</li> </ul>	All teachers will participate in professional learning to develop their teacher website. <b>Training for Teachers</b>



All stakeholders will be empowered with the knowledge of Haynie's 2016 College and Career Ready Performance Index (CCRPI) report.	Sept 2016 with Faculty and Staff October 2016 with Stakeholder	Wynne Muhammad Taylor		Agenda, power points, CCRPI brochure	All staff members will need training in order to answer parental questions. September 2016
Newsletters will be shared with parents.	September 2016- May 2017	All homeroom teachers McClinic		Monthly newsletters, updated website (school and teachers)	Delegate team Members
Provide information to parents concerning the school's procedures and instructional programs via School Messenger, school website, and flyers in order to encourage communication with parents/families and the community.	August 2016 – May 2017	Atherley	Federal	School messenger reports, flyers	
Contacting parents and stakeholders to serve on school committees and or attend special events at the school.	August 2016 – May 2017	Atherley	Federal	Log sheets	
Facilitating parental involvement programs and coordinating activities related to student achievement.	August 2016 – May 2017	Atherley	Federal	Log sheets, handouts, workshop materials	Parental involvement workshops
Assist the principal in ensuring that the school follows federal guidelines regarding Title I funds.	August 2016 – May 2017	Atherley	Federal		

**Organizational Processes**

**Goal 5: To provide high quality support services delivered on time and within budget to promote student academic success in the Clayton County Public Schools.**

**Performance Goals:** During the 2016-2017 school year,  
1.) students and their parents will have access to Guidance Counselors and Social Workers in an effort to promote academic and social growth. College and Career log sheets will be collected to measure 100% participation of students in grades first through fifth.  
  
2.)principal and bookkeeper will meet to ensure accurate record keeping and budget

**CCRPI Alignment:**  
**School Climate--**The School Climate Star Rating is calculated using data from the Georgia Student Health Survey 2.0, Georgia School Personnel Survey, Georgia Parent Survey, student discipline data and attendance records for students, teachers, staff and administrators

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>Guidance Counselors will support students and families in the areas of:</p> <ol style="list-style-type: none"> <li>1. Reducing the school absenteeism rates</li> <li>2. Assist students in understanding and respecting themselves and others, behaving responsibly in the school and in the community               <ol style="list-style-type: none"> <li>a. Individual Counseling Sessions</li> <li>b. Group Counseling Sessions</li> <li>c. Classroom Counseling Sessions</li> </ol> </li> <li>3. Assist students in making wise choices, managing change successfully, and in communicating effectively to solve problems               <ol style="list-style-type: none"> <li>a. Individual Counseling Sessions</li> <li>b. Group Counseling Sessions</li> <li>c. Classroom Counseling Sessions</li> </ol> </li> </ol>	August 2016 – May 2017	Taylor		Calendar/schedule of conducted sessions, letters home, phone logs	
Students will participate in a series of career awareness lessons aligned to Georgia’s 17 Career Clusters throughout the school year.	March – May 2017	Taylor		PowerPoints and Career portfolios	Start ASAP- Taylor
School social worker will support students and their families by developing and implementing academic and social strategies that promote student growth.	August 2016 – May 2017			Phone logs, visitation logs	
Bookkeeper will provide principal with monthly budget updates regarding school expenditures and finance.	August 2016 – May 2017	Wynne Muhammad Bookkeeper		Bookkeeper audit and monthly report, Federal program budget updates	


### Highly Qualified and Effective Staff

Goal 6: To recruit and retain highly qualified and effective staff.					
<p><b>Performance Goals:</b> During the 2016-2017 school year,</p> <p>1.)teachers will have an opportunity to participate in a variety of professional development sessions based on school climate surveys in an effort to increase academic achievement.</p> <p>2.)novice teachers and first year teachers to B.C. Haynie will receive a veteran teacher mentor in order to promote a sense of congenial and collegial relationships among all teachers.</p> <p>3.) teachers will receive ongoing feedback from classroom walkthroughs from the administrative team, the instructional facilitator, and district focus walk teams.</p>			<p><b>CCRPI Alignment:</b></p> <p><b>School Climate--</b>The School Climate Star Rating is calculated using data from the Georgia Student Health Survey 2.0, Georgia School Personnel Survey, Georgia Parent Survey, student discipline data and attendance records for students, teachers, staff and administrators.</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)
<p>All teachers will participate in Thinking Maps refresher training.</p> <p>Circle Map</p> <p>Bubble Map</p> <p>Double Bubble Map</p> <p>Tree Map</p> <p>Brace Map</p> <p>Flow Map</p> <p>Multi-flow Map</p> <p>Bridge Map</p>	<p>November 2016 - March 2017</p>	<p>Muhammad</p>		<p>Agendas, sign in sheets</p>	<p>All teacher will be trained on the using Thinking Maps in all contents. November 2016 – March 2017</p> <p style="background-color: yellow;">Ms. Muhammad- Refresher for teachers</p>
<p>Teachers will be able to access and chart historical data concerning all students enrolled in their classes.</p>	<p>September 2016</p>	<p>Wynne</p>		<p>Agendas, sign in sheets</p>	<p>All teachers will be trained (receive refresher) on accessing data in SLDS. September 2016- May 2017</p> <p style="background-color: yellow;">September 2016- May 2017</p>

All faculty and staff will be knowledgeable of B.C. Haynie's 2016 College and Career Ready Performance Index (CCRPI) report.	September 2016	Wynne		Agendas, sign in sheets	All staff members will need training in order to understand the components of the CCRPI score in order to explain the score to all stakeholders. September 2016
All teachers will participate in weekly collaborative planning where a variety of topics will be covered including but not limited to: <ol style="list-style-type: none"> <li>1. Teacher Keys Effectiveness System (TKES)</li> <li>2. Explicit Lesson Plans</li> <li>3. Small Group Instruction for Reading and Math</li> <li>4. Using Data to Drive Instruction</li> <li>5. Literacy Across the Curriculum</li> <li>6. Creating Higher-Level Thinking Questions</li> <li>7. Seeds of Science</li> </ol>	August 2016- May 2017	Ward Watts Wynne Muhammad		Lesson plans, agendas, sign in sheets, observations	All teachers will be trained weekly on a variety of topics. August 2016- May 17
All teachers will be trained to implement a variety of technologies in the classroom. <ol style="list-style-type: none"> <li>1. Gizmos</li> <li>2. Turning Point Responders</li> <li>3. iPods</li> <li>4. Teacher websites</li> <li>5. Reading Renaissance- change to MYON</li> <li>6. Edmodo</li> <li>7. Laptop cart</li> </ol>	August 2016- December 2017	Gizmos Rep. PLC Tech Rep. McClinic		Lesson plans, agendas, sign in sheets, observations	PD will be required for all listed technologies. August, September, February 2016-17  5 <sup>th</sup> Grade training for EDMODO/GIZMO- Date TBA Refresher Training on Turning Point/ IMMPAD 1 <sup>st</sup> Tuesday in Dec. Rotation on Technology
Teachers will have an opportunity to engage in a series of Data Talks following key assessments.	August 2016- May 2017	Ward Watts Wynne Muhammad		Agendas, sign in sheets, data notebooks	

All teachers will be trained to implement a variety of assessments in the classroom. 1. DIBELS (K-3) 2. mClass math (K-3) 3. GoFAR 4. EduTrax	August 2016- May 2017	Clark Ward Watts		assessments, generator data reports, instructional plans	PD will be required for all listed assessments. Aug 2016-May 2017
Teachers will be evaluated based on TKES throughout the school year. They will participate in a preconference, four walk-throughs, two formative observations (one announced and one unannounced), a mid-year conference, and a summative conference. Feedback will be provided in the TKES Platform.	August 2016 – May 2017	Wynne Muhammad		Evaluations, observations, conference notes	
Teachers will receive informal observation feedback from the Instructional Facilitators and Administrators throughout the school year using the Explicit Instruction Observation	August 2016 – May 2017	Ward Watts Wynne Muhammad		Feedback notes, lesson plans	
Teachers will receive lesson plan feedback from the Instructional Facilitators and Administrators throughout the school year.	August 2016 – May 2017	Ward Watts Wynne Muhammad		Lesson plan feedback form	
All new teachers will be identified and paired with a veteran team member that will serve as a mentor.	August 2016	McClure Clark Ward Watts Wynne Muhammad		Agendas, model lessons, peer observation forms	Training will be held for all Mentors. August 2016

<p>All new teachers will participate in a series of New Teacher Induction sessions throughout the school year.</p> <ol style="list-style-type: none"> <li>1. Infinite Campus</li> <li>2. Teacher Websites</li> <li>3. My Math</li> <li>4. Assessments</li> <li>5. Explicit Lesson Plans</li> <li>6. TKES Platform</li> <li>7. Classroom Management</li> <li>8. Survey teachers for additional needs</li> <li>9. S.T.A.R.T.S</li> </ol>	<p>August 2016 – May 2017</p>	<p>McClure Clark Ward Watts Wynne Muhammad</p>		<p>Agendas, sign in sheets, lesson plans</p>	
<p>Teachers will be invited to attend Teaching Technique Thursdays.</p>	<p>September – May 2017 2:45 PM</p>	<p>Ward Watts</p>		<p>Sign in sheet, classroom observations</p>	<p>Ongoing training based on classroom observations.</p>