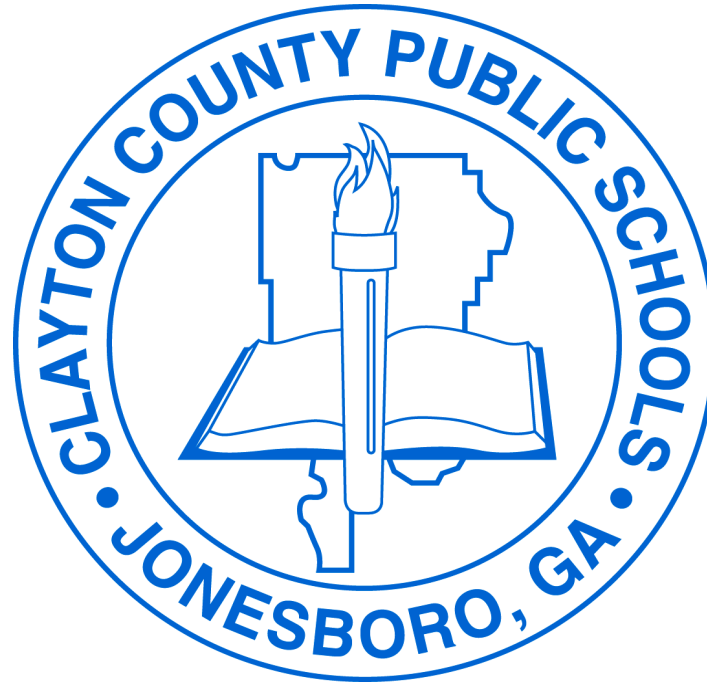


Comprehensive School Improvement Plan



Lovejoy Middle School 2019-2020

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: Lonnie Farmer

Assistant Principal(s): Kimberlee Barnett and Devlyn White

School Leadership/Improvement Team	
Name	Position
Mr. Lonnie Farmer	Principal
Mrs. Kimberlee Barnett	Asst. Principal
Mrs. Devlyn White	Asst. Principal
Ms. Taylor Robinson	Counselor
Vacant	Counselor
Mrs. Tequila Sanders	Academic Coach
Dr. Floria Willis	6th Grade Level Chair
Dr. Tamita Reed	7th Grade Level Chair
Mr. Rafiel Johnson	8th Grade Level Chair
Mr. Max Hughey	Gifted Department Chair
Mrs. Pandora Payne	DES Department Chair
Mr. Daniel Lee	ELA Dept. Chair
Mr. Sheldon Pritchard	Math Dept. Chair
Ms. Aviance Welch	Social Studies Dept. Chair
Ms. Meagan Booker	Science Dept. Chair
Ms. Deborah Jones	Connections Dept. Chair
Ms. Randi Carter	Media Specialist

CCRPI Score																										
2014-2015	2015-2016	2016-2017	2017-2018	2016-2020 Goals																						
Overall CCRPI Score: 57.3	Overall CCRPI Score: 56.4	Overall CCRPI Score: 57.2	Overall CCRPI Score: 54.6	2016 Goal: 2017 Goal: 57.71 2018 Goal: 59.02		2019 Goal: 60.32 2020 Goal: 61.63																				
Achievement Points Earned: 21.5/50	Achievement Points Earned: 21.3/50	Achievement Points Earned: 21.5/50	Content Mastery Points Earned: 35.7	Overall CCRPI Goals based on the following formula: CCPRI Performance Goals For each year during the five-year Strategic Waiver School System term, formerly the Investing in Educational Excellence (IE2), with the baseline year 2015-2016, Lovejoy Middle 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. $\frac{100 - \text{Baseline CCRPI Score}}{100} = \left(\frac{100 - 2016 \text{ CCRPI Score}}{100} \right) \times 0.03$ <i>Example</i> <table><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><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></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: 30.7/40	Progress Points Earned: 30.9/40	Progress Points Earned: 30.7/40	Progress Points Earned: 70.8																							
Achievement Gap Points Earned: 5.0/10	Achievement Gap Points Earned: 4.2/10	Achievement Gap Points Earned: 5.0/10	Closing Gaps Points Earned: 37.5																							
Challenge Points Earned: 0/10	Challenge Points Earned: 0/10	Challenge Points Earned: 0/10	Readiness Points Earned: 67.5																							

Intervention Data

Read180			
School Year	BOY	MOY	EOY
2016-17	627	680	724
2017-18	662	722	778
Language Live			
School Year	BOY	MOY	EOY
2016-17			
2017-18	651		707
2018-19	709	782	1,047.5

Math180			
School Year	BOY	MOY	EOY
2016-17*	456		562
2017-18*	433		620
2018-19	465	517	

*Data do not include students whose quantile dropped 100 points or more.

iReady-ELA			
School Year	BOY	MOY	EOY
2017-18		539	540
		MOY (% meeting Typical Growth)	
2018-19 (6 th)		23%	36%
2018-19 (7 th)		29%	45%
2018-19 (8 th)		49%	60%
iReady – Math			
2017-18		470	470
		MOY (% meeting Typical Growth)	
2018-19 (6 th)		32%	45%
2018-19 (7 th)		30%	59%
2018-19 (8 th)		43%	54%



"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 academically challenging, rigorous, and relevant curriculum that is aligned to the state standards, students' needs and the district focus areas (literacy, numeracy, critical thinking and integration of technology).	August 2019 - May 2020	Administrative Team	General, Title I	Check Points: Daily monitoring through formal and informal walkthroughs (including TKES; district level content lead observations). Artifacts: weekly collaborative planning and bi-monthly department meeting notes., agendas, sign-in sheets; Data from iReady, Illuminate, Math 180, Language!Live, REWARDS, Accelerated Reader	Daily instructional delivery in classrooms; TKES platform based on observation schedule; Monthly Google Classroom; 4x per year Illuminate/MAP training
Create/administer common assessments that are aligned with the level of rigor of the standards and in compliance with the district's formative and summative assessment requirements.	September 2019 – May 2020	Administrative Team	General, Title I	Check Points: Bi-weekly data reviews by content during collaborative planning to determine instructional needs. Artifacts: Collaborative planning and department notes, agendas, sign-in sheets.	Bi-weekly common assessments; formative and summative assessments based on district provided deadline.
Implement a focused and intentional collaborative planning that is aligned to the Developing and moving towards Outstanding practices according to the criteria set on the GaDOE Collaborative Planning Rubric.	August 2019 – May 2020	Administrative Team, Academic Coach	Title I	Check Points: Weekly collaborative planning meetings; monthly department meetings Artifacts: Collaborative planning meeting notes; lesson plans; data analysis documents	Professional Development facilitated by content coordinators, Academic Coach, outside consultants, administrative team.
Based on assessment data analysis, identify evidence-based or research-based instructional and academic support/intervention practices to inform instruction.	August 2019 - May 2020	Administrative Team, Academic Coach	General, Title I	Check Points: Bi-weekly data reviews by content during collaborative planning; diagnostic/assessments in iReady and Illuminate, Language!Live and Math 180, Accelerated Reader, REWARDS. Artifacts: Lesson plans, collaborative planning and department meeting notes and sign-in sheets.	Bi-weekly common assessments review during planning.
Active participation in content specific and pedagogical professional development that builds leadership capacity and focuses on school academic, mental wellness, and social needs.	August 2019 – May 2020	Administrative Team, Academic Coach	General, Title I	Check Points: Redelivery by Administrative Team, department chairs, instructional coaches, Model Schools. Artifacts: Lesson plans, presentations, sign-in sheets, agendas.	Annual conference dates for various contents; Based on Title I approved conference list

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

Economically Disadvantaged	Foster and Homeless
Although action steps above address this subgroup, students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.	Provide teachers with access to SSW and other support personnel to ensure needs of all students are met. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general

	instructional needs.
English Learners	Migrant
Receive and review WIDA guidelines and utilize mutli-language strategies and resources. EL teacher will plan collaboratively with teachers. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.	Provide teachers with access to SSW and other support personnel to ensure needs of all students are met. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.
Race/Ethnicity/Minority	Students with Disabilities
Action steps above address this subgroup. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.	Execute the instructional accommodations as outlined in IEP. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.

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)
Mentoring sessions for students to include lectures from prior LMS students, community partners	August 2018 – ongoing	Administrative Team	District Professional Learning	Check points: Professional learning days established by the district; Artifacts: Lesson plans; TKES observation and feedback	Principal and AP Monthly Meetings, District wide Staff Development Dates
Offer a Computer Programming CTAE Pathway course in order to offer a third High School Course option in the 2020-21 school year.	August 2019 – May 2020				
Actively participate in professional learning to increase teacher understanding and effective application of the rigor, relevance and learner engagement framework across all contents. Trainings will include building effective instruction based on thoughtful work, high-level questioning, and academic discussions.	August 2019 – ongoing	Administrative Team	District	Check points: Professional learning days established by the district; Artifacts: Lesson plans; TKES observation and feedback	District wide Staff Development Dates; Title I approved conferences
Book study with faculty to enhance the school instructional culture: What Great Teachers Do Differently.	September 2019 – ongoing	Members of Better Seeking Team	Title I	Check points: Discussions during collaborative planning and leadership meetings Artifacts: Title I PO for book order; Agenda from Leadership and Faculty Meetings, Sign-In sheets, agenda, Lesson plans	Monthly Leadership Meetings
Increase vertical articulation with the high school in planning middle school STEM course options and providing experiences that support student success in feeder high schools.	October 2019 – May 2020	Administrative Team; Better Seeking Team	CTAE	Check Points: Dates administrative team will meet with high school team: October 2019, January 2020, March 2020; Artifacts: Meeting agenda, notes, sign-in, course request application	Based on recommendation from Dr. Chilis/CTAE

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Action steps above address this subgroup. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.	Coordinate with the SSW/student services and school counselor department to provide PL for supporting students in this subgroup. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.
English Learners	Migrant
Receive and review WIDA guidelines and utilize multi-language strategies and resources. EL teacher will plan collaboratively with teachers. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.	Coordinate with the student services department to provide PL for supporting students in this subgroup. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.
Race/Ethnicity/Minority	Students with Disabilities
Action steps above address this subgroup. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.	Work cooperatively with compliance specialist to ensure IEPs are updated, accurate and being implemented. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.

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)
Collaborate with student activity sponsors and student ambassadors to develop and implement engaging activities to increase student attendance.	August 2019 – May 2020	Administrative Team, Counselor, Better Seeking Team	N/A	Check Points: October, December, February, April Artifacts: Activity calendar	N/A
Create the Remind class for school communication	August 2019 – May 2020	Media Specialist	N/A	Check Points: October, December, March, May Artifacts: Copies of remind text; sign-in sheets from curriculum nights	N/A
Collaborate with school Social Worker/Student Services, and Attendance Administrator to implement and monitor school's attendance protocol.	August 2019- May 2020	Principal	N/A	Check Points: Monthly Artifacts: Meeting agendas, sign-in sheets, attendance data	N/A
Identify and implement support programs during the school day and after school to engage every child including: school ambassadors, academic and athletic clubs, mentoring and specific student interest programs, etc.	August 2019 – May 2020	Administrative Team, Better Seeking Team	Gear up Grant, Health Empowers Grant	Check Points: Weekly/Bi-weekly meetings Artifacts: Attendance logs, agendas, attendance data	N/A

Enhance the MTSS team to reduce school-wide discipline and identify support needs for students from the district's CoS. Include the school's psychologist and social worker on the team.	August 2019- May 2020	Administrative Team	N/A	Check Points: Monthly meetings to include data reviews and additional supports/resources for students Artifacts: meeting minutes, agendas, SST/RTI logs, BIS and Social Worker class logs.	Professional Learning/Student Services – RTI/SST training for Grade Level Chairs and review for teachers
Enhance the School Council to help identify strategies to better support the school and community's efforts to empower students to achieve high performance.	August 2019 – May 2020	Administrative Team	N/A	Check Points: Quarterly School Council Meetings Artifacts: Meeting agendas, sign-in sheets	Training via Professional Learning for new members

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Action steps above address this subgroup. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.	Provide teachers/parent liaison with access to SSW and other support personnel to ensure needs of all students are met. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.
English Learners	Migrant
Receive and review WIDA guidelines and utilize multi-language strategies and resources. EL teacher will plan collaboratively with teachers. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.	Provide teachers with access to SSW and other support personnel to ensure needs of all students are met. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.
Race/Ethnicity/Minority	Students with Disabilities
Action steps above address this subgroup. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.	Execute the instructional accommodations as outlined in IEP. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.

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)
Expand the use of and continue to implement, monitor and support the student discipline Multi-tiered System of Support throughout the building, including the use of the school-wide discipline matrix.	August 2019 – May 2020	Administrative Team	General	Check Points: Monthly review of discipline data reports (ISS/OSS Attendance, Behavior Management documents) Artifacts: discipline comparison data	Periodic District level training through the Circle of Support

Review/Revise the LJMS Discipline plan to include a progressive discipline plan and restorative practices that are consistently applied.	August 2019 – May 2020	Administrative Team		Check Points: Quarterly review of discipline data by leadership team Artifacts: discipline comparison data, Administrative team meeting agendas	N/A
Create a school-wide discipline team to review data and identify strategies (mentoring, restorative practices, etc.) to aide in the reduction of discipline offences.	August 2019 – May 2020	Administrative Team		Check Points: Monthly Artifacts: Agendas, meeting notes, sign-in sheets	N/A
Work collaboratively with Clayton County's System of Care to utilize the ACES program.	August 2019 – May 2020	Administrative Team		Check Points: Monthly review of discipline data reports (ISS/OSS Attendance, Behavior Management documents) Artifacts: discipline comparison data	N/A
Work collaboratively with school-wide discipline team to communicate the school-wide discipline plan to internal and external stakeholders to increase student support.	August 2019	Administrative Team		Check Points: Monthly Artifacts: Agendas, meeting notes, sign-in sheets	District level training - RTI/SST Review (Student Services)
In an attempt to build reciprocal relationships and seek support to create positive community partnerships, communicate school's goals and accomplishments.	July 2019 – May 2020	Administrative Team		Check Points: Quarterly Artifacts: School brochure, meeting sign-in sheets, correspondence	N/A

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
Action steps above address this subgroup. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.	Provide teachers with access to SSW and other support personnel to ensure needs of all students are met. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.
English Learners	Migrant
Receive and review WIDA guidelines and utilize multi-language strategies and resources. EL teacher will plan collaboratively with teachers. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.	Provide teachers with access to SSW and other support personnel to ensure needs of all students are met. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.
Race/Ethnicity/Minority	Students with Disabilities
Action steps above address this subgroup. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.	Execute the instructional accommodations as outlined in IEP. Students will receive additional supports from the Circle of Support (CoS) as needed to supplement general instructional needs.