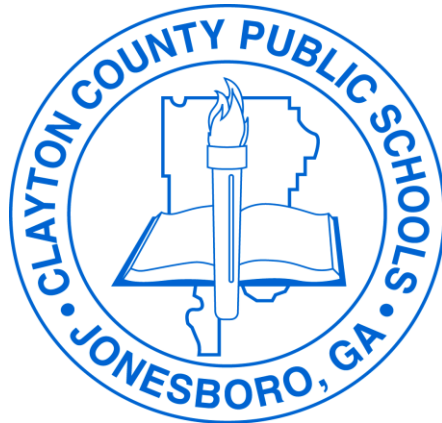


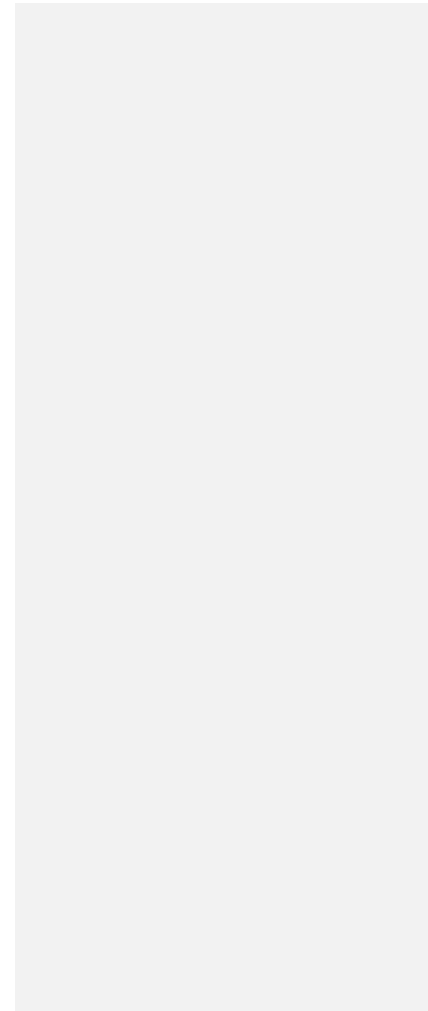
## Comprehensive School Improvement Plan



### Morrow Middle School 2020-2021

#### 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

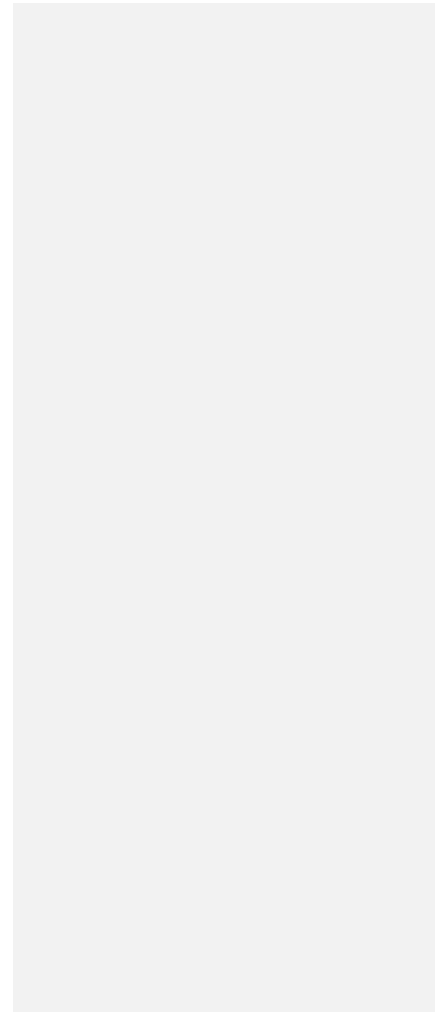
The mission of Clayton County Public Schools is to empower students to achieve academic and personal goals.

**Principal: Lawvigneaud Harrell**

**Assistant Principal(s): Rogena Ellison, Sherry Nance and Jarrett Proctor**

<b>School Leadership/Improvement Team</b>	
<b>Name</b>	<b>Position</b>
Mr. Lawvigneaud Harrell	Principal
Mrs. Rogena Ellison	Asst. Principal
Mr. Jarrett Proctor	Asst. Principal
Ms. Sherry Nance	Asst. Principal
Ms. Theresa Lewis	Counselor
Mr. Charles Epps	Counselor
Mrs. Robertha Leslie-Gaynor	6 <sup>th</sup> Grade Level Chair
Mrs. Tiffany Woodfin	7 <sup>th</sup> Grade Level Chair
Mr. Roderick Dunlap	8 <sup>th</sup> Grade Level Chair
Ms. Marion Diaz	DES Department Chair
Ms. Danielle Perkins	ELA Dept. Chair
Ms. Tara Davenport	Math Dept. Chair
Mrs. Brianna Glenn	Social Studies Dept. Chair
Ms. Chandrika Wade	Science Dept. Chair
Ms. Starry Freeman	Connections Dept. Chair
Dr. Deanna Rhodes	ESOL Chair
Mrs. Lasheika Cabiness	Media Specialist
Ms. Leonor Bulnes	Dual Language Chair
Ms. Latoya Shannon	PBIS Chair
Ms. Brooke Sellars	Academic Coach
Mrs. Shamika Randolph	Instructional Support Teacher
Mr. Brandon Robinson	Student Engagement Specialist
Mr. Tony McCrear	PTSA President

CCRPI								
School Year	CCRPI Score	Content Mastery	School Progress	Closing the Gaps	Readiness	Climate Rating	Star Rating	PPE Percentile
2017-2018	71.9	40%	38.6%	6.7%	41.03%	86.4	3.5	8,662.36
2018-2019	66.5	50.1%	84%	51.6%	71.5%	84.19	3	5,322.67
2020-2021								





# "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**

**Commented [1]:** Thank you for submitting your CSIP draft. Please be sure to use the SY20-21 template that is located in your SY21 Important Documents folder.

**Performance Objective 1: By 2023, Clayton County Public Schools will demonstrate three percentage points growth each school year, for students scoring at the proficiency levels as evidenced by stated, national, and international assessments.**

**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)
<p>To provide teachers with weekly professional development during Friday Collaborative planning sessions that focus on the implementation of academically challenging and evidenced based reading and writing in all contents.</p> <p>Math - 3 Read Protocol                      ELA - 3 Read Protocol                      Social Studies - DBQ's                      Science - ADI</p>	<p>August 2020 - May 2021</p>	<p>Department Chairs                      Ms. Davenport                      Ms. Perkins                        Mrs. Glenn                      Ms. Wade                        Principal                      Mr. Harrell                        Assistant Principals                      Ms. Nance                      Ms. Ellison                      Mr. Proctor                        Academic Coaches                      Ms. Sellars (ELA/S.S)                      Ms. Randolph (Math/Science)</p>	<p>Title I, Professional Learning, Training Modules, Strategy Supports, Standard Rubrics, Title I Laptops,</p>	<p>MMS Professional Development Calendar (TKES) Teachers Keys Effectiveness System</p> <p>Implement Content Specific Strategies in all classrooms</p> <p>eWalk High Impact Practices Tools (Collaborative Planning and Lesson Observation); Feedback from Content Look-Fors</p> <p>Daily monitoring through formal and informal virtual walkthroughs (including TKES; district level content lead observations).</p> <p>Lesson Plans with feedback with Rating Sheet</p> <p>Classroom Observations - Teacher Video Study, Reflection and Peer Review</p> <p>Collaborative Planning with collegial modeling (Products)</p> <p>Formative Assessments</p> <p>Artifacts: eWalk, TKES, weekly collaborative planning and bi-monthly department meeting notes., agendas, sign-in sheets</p>	<p>TKES Orientation &amp; Performance Rubric PD Sept. 14th-17th</p>
<p>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.</p>	<p>August 2020 - May 2021</p>	<p>Testing Team                      Mr. Proctors                      Ms. Glenn</p>		<p>Check Points: Bi-weekly data reviews by content during collaborative planning to determine instructional needs.</p>	<p>PD                      Map Training Redelivery Aug. 28th</p>

**Commented [2]:** Make sure that you update your funding sources. All will not require Title I funding.

**Commented [3]:** Perhaps add the High Impact Practices (use the language here)

**Commented [4]:** Consider an artifact that speaks to classroom observations and feedback such as eWalk.

		Mr. Dunlap Ms. Taylor Mr. Martin Dr. Rhodes Ms. Cabiness Ms. Sellars		<b>Artifacts:</b> Collaborative planning and department notes, agendas, sign-in sheets, data charts	Illuminate Training Sept. 11th
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 2020 - May 2021	Department Chairs Ms. Davenport Ms. Perkins Mrs. Glenn Ms. Wade  Principal Mr. Harrell  Assistant Principals Ms. Nance Ms. Ellison Mr. Proctor  Academic Coaches Ms. Sellars (ELA/S.S) Ms. Randolph (Math/Science)	CCPS Curriculum Guides, Teacher Notes, GSEs, ALDs, Common Core Companion Guide, Planning Rubric	<b>Check Points:</b> Weekly collaborative planning by content scheduled every Friday.  <b>Artifacts:</b> Completed Lesson plans, Collaborative Planning Rubric/Artifact Common Assessments	PD: Collaborative Planning Expectations Trainings (Aug. 7) Lesson Plan Template Training Lesson Planning Artifacts

**Commented [5]:** Consider adding data charts by teacher, content, and or grade level to determine if they are meeting the school expectations of perhaps 80% mastery.

**Commented [6]:** Be sure to include all elements of the Collaborative Planning Rubric, deconstructing standards, analyzing student work, analyzing lessons and tasks, developing common assessments, and analyzing data.

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
Although action steps above address this subgroup, students will receive additional support 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.
<b>English Learners</b>	<b>Migrant</b>
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.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
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)
MMS faculty and staff will participate in professional learning on Social Emotional Learning and implement the core practices of (SEL) to meet the social/emotional learning needs of students.	August 2020 - 2021	SEL Team Ms. Ellison Ms. Freeman Mr. Epps Ms. Lewis	District Professional Learning ReThink Ed	<b>Check points:</b> Professional learning days established by the district; <b>Artifacts:</b> Lesson plans; TKES observation and feedback.	SEL In-house PD Dates: Aug. 3, 11, 12 Sept. 3, 10,
MMS will work to increase the number of students enrolled in the following courses: (Algebra 1, Physical Science, Spanish 1-3)	August 2020 - ongoing -	Administrative Team Mr. Harrell Ms. Nance Mr. Proctor Ms. Ellison Counselors Mr. Epps Ms. Lewis	Gifted Testing, Spanish Proficiency Test (STAMP)	<b>Monitoring student performance on Common Assessments, Benchmarks, iReady and Map assessments.</b>	Collaborative Planning and Bi-weekly common Assessment
MMS will offer a Spanish I Class as a third high school course option for general education students. (This needs to be reflective of ALL of our HS Courses)	January 2021 - May 2021	Ms. Sherry Nance Master Scheduler Ms. Perez	Connections	<b>Check points:</b> Included in master schedule development during spring, on final master schedule <b>Artifacts:</b> Master schedule	PD Spanish I Teacher participates in district World Language PD. Sept. 18th

**Commented [9]:** Perhaps consider student surveys as well. Are the practices meeting the needs of the students?

**Commented [7]:** Is the action step is to implement the core practices of SEL or to receive professional development?

**Commented [8]:** What is your goal? What are you hoping to achieve?

**Commented [10]:** Update this date to reflect second semester.



		Ms. Peredes Teacher		Artifacts: Parent Consent forms for student participation in HS course.	
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<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
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.
<b>English Learners</b>	<b>Migrant</b>
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.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
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 specialists 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)
The faculty and staff of Morrow Middle School will implement Positive Behavior Implementation Strategies (PBIS) to increase student attendance and recognize students with good attendance.	August 2020 – May 2021	PBIS Committee Ms. Ellison Ms. Shannon Mr. Robinson Administrators,	PBIS Funding, Daily/Weekly attendance,	Agenda's, sign-in sheets, Students will be recognized for monthly (STOM) by utilizing ZOOM and school-wide website. Students will receive virtual or hard copy certificate at the end of the 9 week grading period for perfect attendance.	PBIS Professional Development Aug. 25 9 week grading period
The MMS Attendance committee will work with the Circle of Support Team to call parents of students that have not actively engaged in class and have contacted the classroom teacher. Team will collaborate with Social Worker to implement and monitor school's attendance protocol.	August 2020- May 2021	Teachers, Registrar, Social Worker, Counselors and Paraprofessionals Circle of Support	Contact Log, Daily and Weekly Attendance Reports	Daily Attendance Report Weekly attendance Artifacts: Meeting agendas, Attendance Committee, sign-in sheets, attendance data	Review virtual attendance guidelines Review virtual attendance incentives with staff and students MMS Attendance Recognition

**Commented [11]:** There are a lot of action steps for this performance objective. Remember to focus your work, being realistic. What can we accomplish in one year and do it well. Can any of these action items be combined?

**Commented [13]:** What will this look like on the student or school level. These artifacts all speak to the administrative level. Be sure to add the specific dates that your team will meet.

**Commented [12]:** I think this action item will be best served under performance objective #4.

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
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.
<b>English Learners</b>	<b>Migrant</b>
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.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
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)
Implement, monitor and support the student discipline through the implementation of (PBIS) Positive Behavior Intervention Strategies virtually and throughout the building.	August 2020 – May 2021	PBIS Committee Ms. Ellison Ms. Shannon Mr. Robinson Administrators, Counselors, Teachers	Student of the Month Committee.	Monthly review of discipline data reports (Virtual ISS, Attendance, Behavior Management documents) Monthly recognition of Students/Teachers Bobcat of the Month Award Review Big 7 Report	Every 4 ½ weeks, 9 week Grading Period
MMS will implement and monitor Circle of Support Identify students for Circle of Support based on attendance, academics and behavior.	August 2020 – Ongoing	Administrative Team/ Counselors, Social Worker		Monthly Meetings, Agenda/Sign In Sheets Discipline Referrals Attendance Counselor/Social Worker Referrals	Monthly

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	
<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
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.
<b>English Learners</b>	<b>Migrant</b>
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.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
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.

