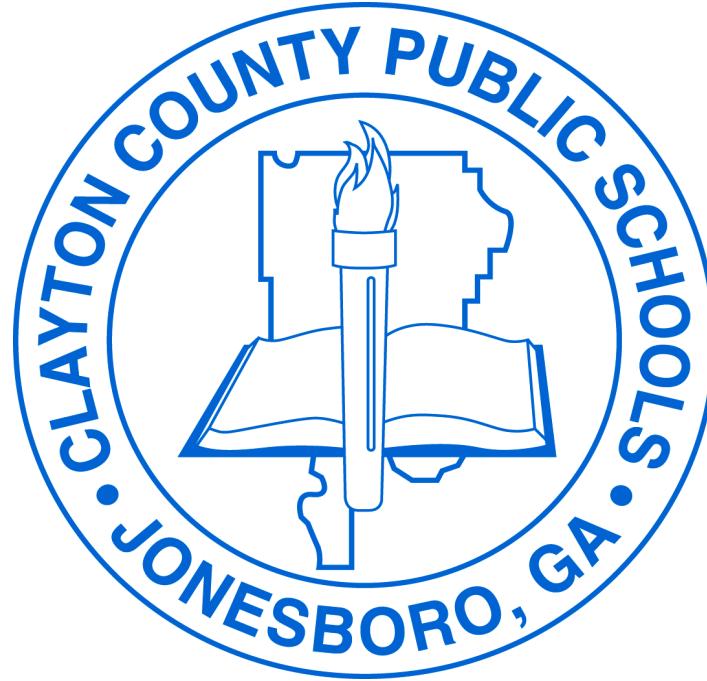# Comprehensive School Improvement Plan

Jonesboro Middle School
2019-2020

<u>Vision Statement</u>
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.

<u>Mission Statement</u>
The mission of Clayton County Public Schools is to empower students to achieve academic and personal goals.

Principal: Mr. Rodney Jordan
Assistant Principal(s): Dr. Shyla Ridley, Mr. Damon Marshall, Mr. Michael Walraven

School Leadership/Improvement Team	
Name	**Position**
Mr. Rodney Jordan	Principal
Dr. Shyla Ridley	Assistant Principal
Mr. Damon Marshall	Assistant Principal
Mr. Michael Walraven	Assistant Principal
Ms. Tania Wright-Faina	Instructional Facilitator
Ms. Hollie Taylor	Counselor
Ms. Crystal Benton	Science Department Chair
Ms. Sharon Reddick	6th Grade Level Chair
Mr. Antoine Lewis	7th Grade Level Chair
Ms. Sharicka Reddick	8th Grade Level Chair
Ms. Kimberly Trammel & Ms. Valerie Joachim-Francis	Math Department Chair
Mr. Tony Nelson	Social Studies Department Chair
Ms. Kimberly Smith	English Department Chair
Ms. Andretta Jefferson	Connections Department Chair
Ms. Lotunja Wright	Media Center
Ms. Natasha Reynolds	Athletic Director
Ms. Ilisa Jones	Parent Liaison
Ms. Wendy Thompson	Gifted Lead Teacher
Ms. Tandra Gibel	DES Lead Teacher
Ms. Eboni Ellis	Student Motivation/PBIS Coach

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CCRPI Score				
2015-2016	**2016-2017**	**2017-2018**	**2018-2019**	**2016-2020 Goals**
Overall CCRPI Score: 54.1	Overall CCRPI Score: 64.4	Overall CCRPI Score: 54.6	**Overall CCRPI Score: 47.31**	**2016 Goal: 54.9** **2019 Goal: 59.9** **2017 Goal: 55.8** **2020 Goal: 61.2** **2018 Goal: 57.1**
Achievement Points Earned: 19/50	Achievement Points Earned: 21.3/50	Content Mastery Points Earned: 35.8	**Content Mastery Points Earned: 32.9**	**Overall CCRPI Goals based on the following formula:**
Progress Points Earned: 30.7/40	Progress Points Earned: 35.9/40	Progress Points Earned: 66.7	**Progress Points Earned: 65**	**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**, School will increase its College and Career Ready Performance Index (CCRPI) score with *Challenge Points* by 3% of the gap between the baseline year CCRPI score and 100.
Achievement Gap Points Earned: 5/10	Achievement Gap Points Earned: 6.7/10	Closing Gaps Points Earned: 48.2	**Closing Gaps Points Earned: 12.5**	*Example*
Challenge Points Earned: .5/10	Challenge Points Earned: .5/10	Readiness Points Earned 66.4	**Readiness Points Earned 64.1**	

Example

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

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2018-2019 CCRPI Portal Data

WHAT IS CONTENT MASTERY?

Content Mastery addresses whether students are achieving at the level necessary to be prepared for the next grade, college, or career. This component includes achievement scores in English language arts, mathematics, science, and social studies.

HOW DID THE SCHOOL PERFORM ON CONTENT MASTERY?

32.9 ↓ -2.9

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	47.1
STATE SCORE	66.3

HOW DID THE SCHOOL PERFORM ON EACH CONTENT AREA?

ENGLISH LANGUAGE ARTS 99.51% Participation Rate	37.26 ↓	-0.40
MATHEMATICS 99.22% Participation Rate	30.83 ↓	-4.37
SCIENCE 99.07% Participation Rate	21.43 ↓	-5.91
SOCIAL STUDIES 97.53% Participation Rate	37.73 ↓	-2.40

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HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

ACHIEVEMENT LEVELS   SCORES, TARGETS, AND FLAGS

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 99.51% Participation Rate	47.52%	32.72%	17.49%	2.27%
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER 100.00% Participation Rate	26.67%	6.67%	53.33%	13.33%
BLACK 99.56% Participation Rate	49.51%	32.40%	16.61%	1.48%
HISPANIC 99.29% Participation Rate	41.92%	38.08%	16.54%	3.46%
MULTI-RACIAL 100.00% Participation Rate	72.22%	11.11%	16.67%	0.00%
WHITE 100.00% Participation Rate	56.52%	17.39%	26.09%	0.00%
ECONOMICALLY DISADVANTAGED 99.51% Participation Rate	47.52%	32.72%	17.49%	2.27%
ENGLISH LEARNERS 98.88% Participation Rate	53.37%	33.74%	10.43%	2.45%
STUDENTS WITH DISABILITY 99.42% Participation Rate	80.50%	8.81%	5.66%	5.03%

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HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

ACHIEVEMENT LEVELS   SCORES, TARGETS, AND FLAGS

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 99.22% Participation Rate	52.00%	36.19%	9.97%	1.84%
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER 100.00% Participation Rate	13.33%	33.33%	46.67%	6.67%
BLACK 99.27% Participation Rate	56.77%	33.83%	7.59%	1.82%
HISPANIC 98.93% Participation Rate	42.69%	43.46%	12.31%	1.54%
MULTI-RACIAL 100.00% Participation Rate	55.56%	38.89%	5.56%	0.00%
WHITE 100.00% Participation Rate	56.52%	17.39%	26.09%	0.00%
ECONOMICALLY DISADVANTAGED 99.22% Participation Rate	52.00%	36.19%	9.97%	1.84%
ENGLISH LEARNERS 98.31% Participation Rate	48.47%	41.10%	8.59%	1.84%
STUDENTS WITH DISABILITY 99.42% Participation Rate	79.25%	13.84%	2.52%	4.40%

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HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 99.07% Participation Rate	65.31%	27.21%	6.80%	0.68%
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK 99.55% Participation Rate	71.50%	22.50%	5.00%	1.00%
HISPANIC 97.65% Participation Rate	53.25%	37.66%	9.09%	0.00%
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ECONOMICALLY DISADVANTAGED 99.07% Participation Rate	65.31%	27.21%	6.80%	0.68%
ENGLISH LEARNERS 94.29% Participation Rate	62.07%	31.03%	6.90%	0.00%
STUDENTS WITH DISABILITY 100.00% Participation Rate	83.02%	11.32%	1.89%	3.77%

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HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

SCORES, TARGETS, AND FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 97.53% Participation Rate	44.98%	37.37%	14.88%	2.77%
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK 97.74% Participation Rate	47.96%	38.27%	11.73%	2.04%
HISPANIC 96.47% Participation Rate	39.47%	38.16%	18.42%	3.95%
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ECONOMICALLY DISADVANTAGED 97.53% Participation Rate	44.98%	37.37%	14.88%	2.77%
ENGLISH LEARNERS 94.29% Participation Rate	72.41%	13.79%	10.34%	3.45%
STUDENTS WITH DISABILITY 98.33% Participation Rate	74.51%	13.73%	7.84%	3.92%

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WHAT IS PROGRESS?

Progress measures how much growth students demonstrate in English language arts and mathematics and how well English learners are progressing towards English language proficiency. The English language arts and mathematics indicators utilize Student Growth Percentiles (SGPs) to measure how much growth students demonstrated relative to academically-similar students. English Language Proficiency measures whether students are improving within a performance band or moving up to another performance band, thus moving towards English language proficiency.

HOW DID THE SCHOOL PERFORM ON PROGRESS?

65.0 ↓ -1.7

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	73.7
STATE SCORE	80.3

HOW DID THE SCHOOL PERFORM ON EACH INDICATOR?

ENGLISH LANGUAGE ARTS	68.43 ↓	-6.61
MATHEMATICS	60.38 ↓	-1.96
PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY	70.59 ↑	+22.25

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HOW DID THE SCHOOL PERFORM ON CLOSING GAPS?

12.5 ↓ -35.7

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	51.3
STATE SCORE	50.0

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS	◤ (pink)	◤ (pink)	◤ (pink)	◤ (pink)
AMERICAN INDIAN / ALASKAN NATIVE				
ASIAN / PACIFIC ISLANDER	◤ (green)	◤ (pink)		
BLACK	◤ (pink)	◤ (pink)	◤ (pink)	◤ (pink)
HISPANIC	◤ (green)	◤ (pink)	◤ (pink)	◤ (pink)
MULTI-RACIAL				
WHITE	◤ (pink)	◤ (pink)		
ECONOMICALLY DISADVANTAGED	◤ (pink)	◤ (pink)	◤ (pink)	◤ (pink)
ENGLISH LEARNERS	◤ (pink)	◤ (pink)	◤ (green)	◤ (pink)
STUDENTS WITH DISABILITY	◤ (yellow)	◤ (pink)	◤ (pink)	◤ (pink)

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HOW DID THE SCHOOL PERFORM ON READINESS?

64.1 ↓ -2.3

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	71.5
STATE SCORE	82.8

HOW DID THE SCHOOL PERFORM IN EACH AREA OF READINESS?

LITERACY	30.91% ↓	-5.42
STUDENT ATTENDANCE	81.35% ↓	-3.87
BEYOND THE CORE	79.92% ↑	+2.36

(−) Hide BEYOND THE CORE data

Fine arts	56.21%
World language	0.57%
Physical education / health	76.96%
Career exploratory	57.27%

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Intervention Data

Read180			
School Year	**BOY**	**MOY**	**EOY**
2016-17	686	730	772.54
2017-18	613.93	685.81	700.90

Language Live			
School Year	**BOY**	**MOY**	**EOY**
2016-17	615.9	676.46	775.23
2017-18	645.43	692.60	743.36
2018-19	6th - 623.5 7th - 653.5 8th - 736.5	6th - 636.3 7th - 634.3 8th - 748.3	6th - TBD 7th - TBD 8th - TBD

Math180			
School Year	**BOY**	**MOY**	**EOY**
2016-17			
2017-18			
2018-19			

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iReady						
School Year	**BOY**	**MOY**			**EOY**		
2017-18	███████████	6th Tier 1 (17%)	7th Tier 1 (23%)	8th Tier 1 (17%)	6th Tier 1 N/A	7th Tier 1 N/A	8th Tier 1 N/A
	███████████	Tier 2 (20%)	Tier 2 (16%)	Tier 2 (11%)	Tier 2 N/A	Tier 2 N/A	Tier 2 N/A
	███████████	Tier 3 (64%)	Tier 3 (61%)	Tier 3 (72%)	Tier 3 N/A	Tier 3 N/A	Tier 3 N/A
2018-19	Tier 1 (15%) Tier 2 (17%) Tier 3 (68%)	Tier 1 (15%) Tier 2 (15%) Tier 3 (65%)			Tier 1 (20.6) Tier 2 (22.33) Tier 3 (57.1)		
2019-20	Tier 1 (17.6) Tier 2 (16.5) Tier 3 (65.8)	Tier 1 (TBD) Tier 2 (TBD) Tier 3 (TBD)					

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"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

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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)
Instructional engagement to promote high performance for students through professional development. 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, 2019 – May 3, 2020 (Collab Planning Wednesday and Weekly Coaching Sessions)
Implement and use iReady data to inform instruction connected to Math and Reading. 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, 2019 - May 3, 2020 (Monday & Wednesday iReady Math & ELA days) Wednesday Collab. Planning
Implement and Strengthen Collaborative Planning model and Protocols	August – 2019 To May – 2020	Academic Coach Administrative Team	● Title I ● Rigor & Relevance Tool Kit	● Academic Framework Lesson plan template ● Agenda ● Sign-In Sheet ● Observation	All Wednesdays: Teacher Team Guided Work Sessions

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A. Review expectations for collaborative planning during 4th August collaborative planning session	August 14th 2019	Academic Coach	● Title I ● Rigor & Relevance Tool Kit	● Lesson plan template ● Agenda ● Sign-In Sheet	● August 16th 2019
B. Administrators and Academic Coach will attend collaborative planning session and complete protocol checklist	August – 2019 To May – 2020	Leadership Team Title I Academic	● Title I ● Rigor & Relevance Tool Kit	● Agenda ● Sign-In Sheet ● Observation tool	All Tuesdays: Grade Level Planning and Student Management All Wednesdays: Teacher Team Guided Work Sessions All Thursdays: Core Content Planning
C. Teachers will complete *Collaborative Planning Meeting Documents* weekly	August – 2019 To May – 2020	Title I Academic Coach All Teachers	● Title I ● Rigor & Relevance Tool Kit	● Lesson plan template ● Agenda ● Sign-In Sheet	All Tuesdays: Grade Level Planning and Student Management All Wednesdays: Teacher Team Guided Work Sessions All Thursdays: Core Content Planning
D. Content Chairpersons will development a Unit Instructional Calendar	August – 2019 To May – 2020	Leadership Team Title I Academic Coach Department Chairpersons	● Title I ● Rigor & Relevance Tool Kit	● Academic Framework Lesson plan template ● Agenda ● Sign-In Sheet	N/A

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	Foster and Homeless
1. I-Ready program used to supplement remedial instruction – differentiated	1. I-Ready program used to supplement remedial instruction –

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practices	differentiated practices
2. Remediation & tutorial offered after school	2. Remediation & tutorial offered after school
3. Reading and writing logs & workshops for all grades	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	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	5. Instructional resources are available for each student at school
English Learners	**Migrant**
1. I-Ready program used to supplement remedial instruction – differentiated practices	1. I-Ready program used to supplement remedial instruction – differentiated practices
2. Remediation & tutorial offered after school	2. Remediation & tutorial offered after school
3. Reading and writing logs & workshops for all grades	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	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	5. Instructional resources are available for each student at school
Race/Ethnicity/Min ority	**Students with Disabilities**
1. I-Ready program used to supplement remedial instruction – differentiated practices	1. I-Ready program used to supplement remedial instruction – differentiated practices
2. Remediation & tutorial offered after school	2. Remediation & tutorial offered after school
3. Reading and writing logs & workshops for all grades	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	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	5. Instructional resources are available for each student at school

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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 2019 – May – 2020	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 30st 2019. Incentive program and guidance and professional learning sessions August 2019 – May 2020.
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 2019 – May – 2020	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 30, 2019. PBIS Team will conduct incentives and for students and reward system for students. Guidance & Counseling "Kindness" session with all

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					students. August 30, 2019 -Continuous discipline and positive school culture focus (August 2019 – May 2020)

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
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	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**
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 resources are available for each student at school 5. Interpretation services will be utilized	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 resources are available for each student at school
Race/Ethnicity/Minority	**Students with Disabilities**
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 resources are available for each student at school	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 resources are available for each student at school

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				5. 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 2019 – May 2020	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 30, 2019. Guidance & Counseling attendance session with all students. August 30, 2019 Continuous attendance focus (August 2019 – May 2020)
Attendance celebration and acknowledgement each month through the JMS "Student of the Month" Program	August 2019 – May 2020	Student Motivation Committee Attendance Committee 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 30, 2019. Monthly JMS Student of the month celebrations beginning September 2019 – May 2020

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		Assistant Principal			

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	
Economically Disadvantaged	**Foster and Homeless**
All resources provided for the students as the need is identified	All resources provided for the students as the need is identified
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

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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 Restorative Practices to strategically impact culture and climate at Jonesboro Middle School	August 2019 – May 2020	PBIS Team Student Engagement Specialist Principal Assistant Principal	-Red Slip Initiative -Increased Parental Conferences -Parent Shadow Program -Project: MANhood	• Weekly Data Monitoring: Infinite Campus • Monthly Discipline Meetings • Monthly Mentor Meeting: "motivating black males to achieve by Baruti Kafele" • Red Slip Data monitoring • Parent Shadow Completion log	School wide RP initiative training: July 30, 2019. Monthly meetings Weekly meetings Quarterly updates and adjustments.
PBIS (Positive Behavior Intervention System) to be implemented.	August 2019 – May 2020	PBIS Team Student Engagement Specialist 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 30, 2019. PBIS Team will conduct incentives and for students and reward system for students. Guidance & Counseling "Kindness" session with all students. August 30, 2019 Continuous discipline and positive school culture focus (August 2019 – May 2020)

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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 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 effect student 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.

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