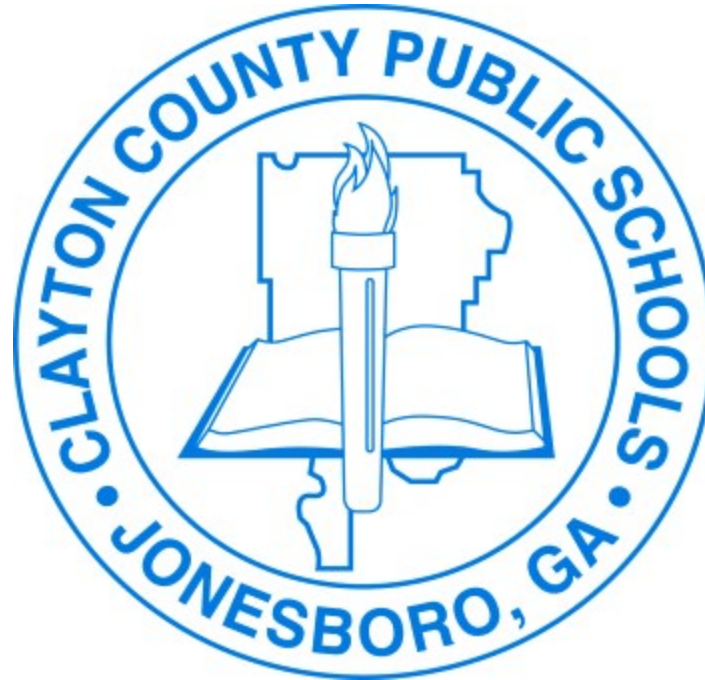


# Comprehensive School Improvement Plan



## **M. D. Roberts Middle School 2018-2019**

### Vision Statement

The vision of M.D. Roberts Middle School is to be a distinguished school of excellence through the integration of the arts in which all students are college and career ready and prepared to compete 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

**Principal: Sara C. Stephens, Ed. S.**

**Assistant Principal(s): William Blackwood, Christopher Robinson, Ed. D, Shannon Walker**

<b>Ramsi Leadership/Improvement Team</b>	
<b>Name</b>	<b>Position</b>
<b>Sara Stephens</b>	<b>Principal</b>
<b>William Blackwood</b>	<b>Assistant Principal</b>
<b>Christopher Robinson</b>	<b>Assistant Principal</b>
<b>Shannon Walker</b>	<b>Assistant Principal</b>
<b>Bridget Long</b>	<b>Connections/ Magnet Department Chairperson</b>
<b>Demetra Williams</b>	<b>DES Department Chairperson</b>
<b>Jennifer Germany</b>	<b>Science Department Chairperson</b>
<b>Chiara Browning</b>	<b>Social Studies Department Chairperson</b>
<b>Michelle Harden- Brown</b>	<b>ELA Department Chairperson</b>
<b>Catherine Lawrence</b>	<b>Math Department Chairperson</b>
<b>Marguerite Garrett</b>	<b>6<sup>th</sup> Grade Chairperson</b>
<b>Stephanie Floyd</b>	<b>7<sup>th</sup> Grade Chairperson</b>
<b>Karen Lee</b>	<b>8<sup>th</sup> Grade Chairperson</b>
<b>Jacqueline Cook</b>	<b>Counseling</b>
<b>Chelsea Green</b>	<b>7<sup>th</sup> Grade Representative</b>
<b>Heather Kaufman</b>	<b>6<sup>th</sup> Grade Representative</b>

CCRPI Score																										
2014-2015	2015-2016	2016-2017	2017-2018	2016-2020 Goals																						
Overall CCRPI Score: 71.7	Overall CCRPI Score: 84.3	Overall CCRPI Score: 84.8	Overall CCRPI Score:	2016 Goal: 74.05 2017 Goal: 76.01 2018 Goal: 78.15	2019 Goal: 80.02 2020 Goal: 82.25																					
Achievement Points Earned: 30.7/50	Achievement Points Earned: 32.6/50	Achievement Points Earned: 33.3/50	Content Mastery Points Earned: /30	<b>Overall CCRPI Goals based on the following formula:</b> <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. $IE2 \text{ Annual Growth} = 100 - 2016 \text{ CCRPI Score without Challenge Points} \times 0.03$ <i>Example</i> <table border="1" data-bbox="1026 656 1892 829"> <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><math>(100 - 65)(.03)</math></td> <td><math>65 + 1(1.05)</math></td> <td><math>65 + 2(1.05)</math></td> <td><math>65 + 3(1.05)</math></td> <td><math>65 + 4(1.05)</math></td> <td><math>65 + 5(1.05)</math></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: 31.9/40	Progress Points Earned: 36.8/40	Progress Points Earned: 39.3/40	Progress Points Earned: /35																							
Achievement Gap Points Earned: 5.8/10	Achievement Gap Points Earned: 6.7/10	Achievement Gap Points Earned: 6.7/10	Closing Gaps Points Earned: /15																							
Challenge Points Earned: 3.3/10	Challenge Points Earned: 8.2/10	Challenge Points Earned: 8.2/10	Readiness Points Earned: /20																							

## Intervention Data

Read180			
Language Live (Average Lexile)			
School Year	BOY	MOY	EOY
2016-17	680	653	700
2017-18	600.6	626	685.7
2018-19			

Math180 (Quantile)			
School Year	BOY	MOY	EOY
2016-17	500	585	634
2017-18	450	610	660
2018-19			

iReady			
School Year	BOY	MOY	EOY
2017-18			
2018-19			

<b>iReady Reading Percentage</b>
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School Year		BOY			MOY			EOY		
	Grade Level	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
2017-2018	6 <sup>th</sup>				48	22	30	40	20	39
	7 <sup>th</sup>				90	0	10	39	14	47
	8 <sup>th</sup>				40	16	44	29	21	50
2018-2019	6 <sup>th</sup>									
	7 <sup>th</sup>									
	8 <sup>th</sup>									

iReady Math Percentage				
School Year		BOY	MOY	EOY

	Grade Level	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
2017-2018	6th				32	36	32	32	48	20
	7th				59	19	22	8	47	45
	8th				47	30	23	No Data	No data	No data
2018-2019	6th									
	7th									
	8th									

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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

## 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)
<p style="text-align: center;"><b>Action Step</b></p> <p>1. Implement the Rigor/Relevant Framework. Rigorous instruction that falls within the four quadrants.</p>	August-May	Administrators Dept. Chairs IST	Rigor/Relevant Toolkit CCPS Title I	Bi-weekly common assessments Cumulative Assessments-2 weeks Observations, e-walks, and informal Observation rubrics-monthly Student work samples that align with the rigorous/relevant framework	August, 27, 2018 September 12, 2018 October 10, 2018 November 13, 2018 January 10, 2019 February 14, 2019



<p style="text-align: center;"><b>Task</b></p> <p>A. Provide professional development to all content teachers on the use of Rigor/Relevant Framework.</p> <p>B. The Rigor and Relevance Model Poster will be displayed in the data room as well as the Rigorous Learning Toolkit. They will be referenced during planning sessions when discussing instructional strategies</p> <p>C. Ensuring consistent and effective collaborative planning practices.</p>	<p>August-May (6 days)</p> <p>August 6-10, 2018</p> <p>August – May 2019</p>	<p>Administrators Dept. Chairs IST</p> <p>Administrators Dept. Chairs IST</p> <p>Administrators Dept Chairs Content Teachers IST</p>	<p>Rigor/Relevant Toolkit CCPS</p> <p>High Impact Reference Card</p>	<p>Agendas Sign in sheets Artifacts from PD sections (teachers' artifacts)</p> <p>Completed Collaborative Planning Observations from each Administrator and Academic Coach through the designated time period.</p> <p>Weekly collaborative planning minutes Agendas Sign in sheets Lesson plans Student assessment results. Teacher artifacts</p>	<p>Every Tuesday for math and science teachers</p> <p>Every Thursday for ELA &amp; Social Studies teachers</p>
<p style="text-align: center;"><b>Action Step</b></p> <p>2. Implement the literacy strategy of the month across each content area (reading &amp; writing across the curriculum)</p>	<p>August-April 2019</p>	<p>Administrators IST Content Leads</p>	<p>Best Practices in writing</p>	<p>Writing Rubrics all contents Student work samples Classroom observations (conducted weekly) PD sign in sheets Agendas from PD sessions Presentations from PD Reading Logs MYON Lexile Report &amp; usage data C.E.R. Lab Reports Student interactive notebooks</p>	<p>Last Wednesday of each month during grade level meetings</p>

<p style="text-align: center;"><b>Task(s)</b></p> <ul style="list-style-type: none"> <li>a. D.E.A.R. Time in all classes at the end of each day.</li> <li>b. Provide monthly PD on writing Strategies to be implemented in all content areas</li> <li>c. Revising H.I.T.S. to ensure alignment with GMAS.</li> <li>d. Increased implementation of C.E. R. in science classrooms</li> <li>e. Utilize H.I.T.S. to align with responses on GMAS.</li> <li>f. Students required to utilize the writing strategy of the month when writing constructed responses in all content.</li> <li>g. MYON usage across the board</li> <li>h. Students will engage in reading &amp; analyzing primary sources on a weekly basis in social studies.</li> </ul>			<p>Literacy &amp; Stemsopes articles for science</p> <p>Scope Magazine for ELA</p> <p>MYON software</p> <p>Studies Weekly</p>		
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<b>English Learners</b>	<b>Migrant</b>
<ol style="list-style-type: none"> <li>1. IReady program used to supplement remedial instruction – differentiated practices</li> <li>2. Remediation &amp; tutorial offered after school</li> <li>3. Writer’s workshops for all grades</li> <li>4. Saturday Academy</li> <li>5. Flashback Friday’s scheduled to reteach skills not previously mastered as determined by assessment outcomes</li> <li>6. Instructional resources are available for each student at school</li> </ol>	<ol style="list-style-type: none"> <li>1. IReady program used to supplement remedial instruction – differentiated practices</li> <li>2. Remediation &amp; tutorial offered after school</li> <li>3. Writer’s workshops for all grades</li> <li>4. Saturday Academy</li> <li>5. Flashback Friday’s scheduled to reteach skills not previously mastered as determined by assessment outcomes</li> <li>6. Instructional resources are available for each student at school</li> </ol>
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
<ol style="list-style-type: none"> <li>1. IReady program used to supplement remedial instruction – differentiated practices</li> <li>2. Remediation &amp; tutorial offered after school</li> <li>3. Writer’s workshops for all grades</li> <li>4. Saturday Academy</li> <li>5. Flashback Friday’s scheduled to reteach skills not previously mastered as determined by assessment outcomes</li> <li>6. Instructional resources are available for each student at school</li> </ol>	<ol style="list-style-type: none"> <li>1. IReady program used to supplement remedial instruction – differentiated practices</li> <li>2. Remediation &amp; tutorial offered after school</li> <li>3. Writer’s workshops for all grades</li> <li>4. Saturday Academy</li> <li>5. Flashback Friday’s scheduled to reteach skills not previously mastered as determined by assessment outcomes</li> <li>6. Instructional resources are available for each student at school</li> <li>7. Individual accommodations and modifications are provided according to the students IEP</li> </ol>

**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)
1. Implement the Rigor/ Relevance Instructional Framework	August – April 2019	Administrator ICLE Coach Dept Chairs IST	Rigor/Relevant Toolkit CCPS Title I	Bi-weekly common assessments Cumulative Assessments-2 weeks Observations, e-walks, and informal Observation rubrics-monthly Student work samples that align with the rigorous/relevant framework	August, 27, 2018 September 12, 2018 October 10, 2018 November 13, 2018 January 10, 2019 February 14, 2019
2. Implement the literacy strategy of the month across each content area (reading & writing across the curriculum)	August – April 2019	Administration All Teachers Dept Chairs	School Improvement Funds  Best practices in writing	Writing Rubric s all contents Student work samples Classroom observations (conducted weekly ) PD sign in sheets Agendas from PD sessions Presentations from PD Reading Logs MYON Lexile Report & usage data C.E.R. Lab Reports	The last Wednesday of each month during grade level meetings.
3. Decrease the number of student disciplinary infractions (PBIS rewards, monthly recognitions and incentives)	August – May 2019	Administration PBIS Team	Student recognition funds Field trip funds	Office referral data Big 7 discipline data Student of the month certificates/ pictures Field trip/ In house incentive requests Expense reports	N/A

4. Decrease the number of students absent more than 10% of their enrolled academic year (increase incentives and recognitions)	August – May 2019	Attendance Committee Administration Counselor Registrar	Student recognition funds Field trip funds	Student of the month certificates/ pictures Field trip/ In house incentive requests Weekly attendance data Daily attendance monitoring Contact logs for attendance calls Attendance initiative letters/ referrals	N/A
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<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	
<p style="text-align: center;"><b>Economically Disadvantaged</b></p> <ol style="list-style-type: none"> <li>1. IReady program used to supplement remedial instruction – differentiated practices</li> <li>2. Remediation &amp; tutorial offered after school</li> <li>3. Writer’s workshops for all grades</li> <li>4. Saturday Academy</li> <li>5. Instructional resources are available for each student at school</li> </ol>	<p style="text-align: center;"><b>Foster and Homeless</b></p> <ol style="list-style-type: none"> <li>1. IReady program used to supplement remedial instruction – differentiated practices</li> <li>2. Remediation &amp; tutorial offered after school</li> <li>3. Writer’s workshops for all grades</li> <li>4. Saturday Academy</li> <li>5. Instructional resources are available for each student at school</li> </ol>
<p style="text-align: center;"><b>English Learners</b></p> <ol style="list-style-type: none"> <li>1. IReady program used to supplement remedial instruction – differentiated practices</li> <li>2. Remediation &amp; tutorial offered after school</li> <li>3. Writer’s workshops for all grades</li> <li>4. Saturday Academy</li> <li>5. Instructional resources are available for each student at school</li> </ol>	<p style="text-align: center;"><b>Migrant</b></p> <ol style="list-style-type: none"> <li>1. IReady program used to supplement remedial instruction – differentiated practices</li> <li>2. Remediation &amp; tutorial offered after school</li> <li>3. Writer’s workshops for all grades</li> <li>4. Saturday Academy</li> <li>5. Instructional resources are available for each student at school</li> </ol>
<p style="text-align: center;"><b>Race/Ethnicity/Minority</b></p> <ol style="list-style-type: none"> <li>1. IReady program used to supplement remedial instruction – differentiated practices</li> <li>2. Remediation &amp; tutorial offered after school</li> <li>3. Writer’s workshops for all grades</li> <li>4. Saturday Academy</li> <li>5. Instructional resources are available for each student at school</li> </ol>	<p style="text-align: center;"><b>Students with Disabilities</b></p> <ol style="list-style-type: none"> <li>1. IReady program used to supplement remedial instruction – differentiated practices</li> <li>2. Remediation &amp; tutorial offered after school</li> <li>3. Writer’s workshops for all grades</li> <li>4. Saturday Academy</li> <li>5. Instructional resources are available for each student at school</li> </ol>

**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)
<p><b>Action Step</b></p> <p>1. Increase student attendance incentives &amp; recognitions</p>	August – April 2019	Ms. Darling Yvette Morelon Administration Registrar	Student Recognition Funds Fieldtrip Funds	Student of the month certificates/ pictures Field trip/ In house incentive requests Expense reports	N/A
<p><b>Tasks</b></p> <p>a. Nine week attendance incentives (field trips and/or in school activities and rewards)</p> <p>b. Students recognized monthly</p>					N/A
<p><b>Action Step</b></p> <p>2. Daily &amp; weekly attendance monitoring</p>	August – April 2019	Ms. Darling Yvette Morelon Administration Registrar	Student Recognition Funds Fieldtrip Funds	Weekly attendance data Daily attendance monitoring Contact logs for attendance calls Attendance initiative letters/ referrals	N/A

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

Economically Disadvantaged	Foster and Homeless
All resources and supplies provided for the students as the need is identified.	All school resources and supplies provided for students as the need is identified.
English Learners	Migrant
Parent calls via the use of interpretation services as needed.	N/A

<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
N/A	N/A

**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)
<p style="text-align: center;"><b>Action Steps</b></p> <p>1. Increase student incentive and reward system for positive behavior (PBIS)</p>	August – May 2019	Administration PBIS Team Teachers & Staff Ramsi Leadership Team	Student Recognition Fund  PBIS Fund	Discipline data reviewed monthly during PBIS & Leadership Team Meetings Ram Buck & Ram Store Reward System Nine week School-wide Incentives Student of The Month Office Referral data	N/A
<p>2. Increase employee morale</p>	August – May 2019	Administration Teacher Appreciation Committee	Teacher Recognition Funds  PTSA contributions  PIE Donations	Staff Attendance Staff Survey Big Ram of the Month/ Teacher Recognitions TOTY Teacher Ram Bucks Duty Free Lunch Staff Celebrations	N/A



3. Increased Community Support & Active Engagement of all stakeholders	August– May 2019	Administration Parent Liaison	Parental Involvement Budget	Parent workshop agendas, sign in sheets & photos Parent meeting letters, agendas, and sign in sheets School calendars School Messenger Reports Partner In Education written communications/ Outreach Principal’s Chat N Chew agendas, sign in and parent feedback Curriculum Night feedback Magnet Parent Night agenda, presentation, and sign in sheet PIE appreciation luncheon agenda, sign in and pictures	N/A
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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>
N/A	N/A
<b>English Learners</b>	<b>Migrant</b>
All literature provided to students is translated as appropriate.	N/A
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
N/A	N/A