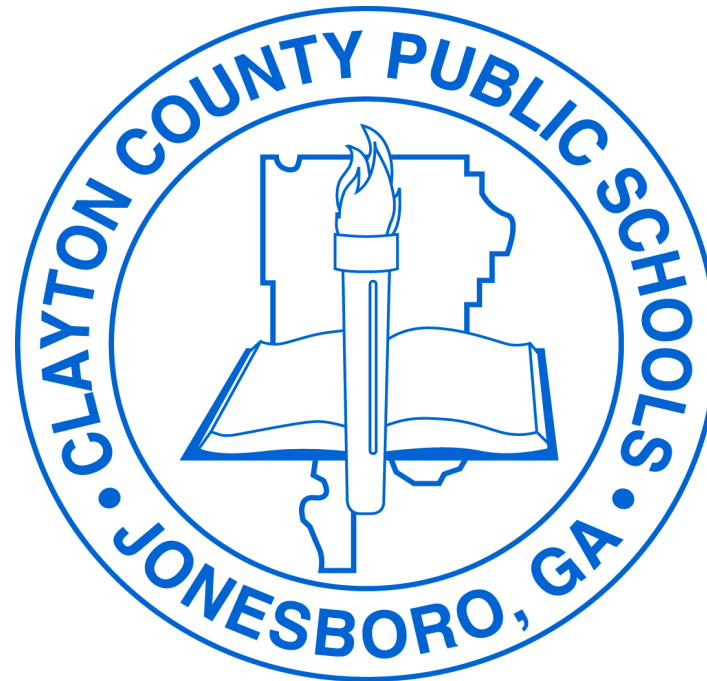


Comprehensive School Improvement Plan



Lovejoy High School 2016 –2017

Vision Statement

The vision of Clayton County Public Schools is to be a district of excellence preparing ALL students to live and compete successfully in a global society.

Mission Statement

The mission of Clayton County Public Schools is to be accountable to all stakeholders for providing a globally competitive education that empowers students to achieve academic and personal goals and to become college and career ready, productive, responsible citizens.

District-Wide Expectations for Comprehensive School Improvement Plans

- Utilize the schools' pertinent data such as CCRPI data to make instructional decisions and prioritize strategic actions and monitoring protocols.
- Performance goals should be written as specific, measurable, attainable, realistic, and timely (S.M.A.R.T.) goals using goal setting formulas.
- Include action steps that deepen the school's implementation of the Clayton County Public Schools' instructional priorities: **Literacy Across the Curriculum, Numeracy Across the Curriculum, Integrating Technology, and Critical Thinking** in the comprehensive plan. The action steps should include training (professional development) that addresses S.T.A.R.T.S., Explicit Instruction, and the development of the teachers' content knowledge.
- A formative assessment system with data analysis should be included in the action steps for all applicable goals.
- Plan action steps for necessary interventions based on academic and behavioral data (i.e. subgroup data, placed or retained students, reading interventions, and the Behavior Big 7 Report).
- Consult the Technology Department before purchasing hardware or software to support an action step.
- Formatting: Times New Roman, 10 font, updated revision date
- In various school meetings such as administrative, leadership, data, grade level and collaborative planning sessions, schools should regularly review Comprehensive School Improvement Plans and make revisions as needed. **District level reviews will occur periodically – August/September 2016, January 2017, and May 2017.**

Principal: Arthur Carter

Assistant Principal(s): Arlando Dawson, Rogena Ellison

School Leadership/Improvement Team	
Name	Position
Arthur Carter	Principal
Rogena Ellison	Assistant Principal
Arlando Dawson	Assistant Principal
Dr. Bonnie Waring	Instructional Site Facilitator
Tiffany Pippins	Athletic Director
Jamita Cobb	English Teacher
Veronica Dillard	Math Department Chair
Nassera Chong	Science Department Chair
Jennifer Foster	English Department Chair
Ruthie People-Ruffin	Social Studies Department Chair
Karen Heatley	Parent Liaison
Rachelle Robinson	DES Department Chair
Cory Johnson	PE Department Chair
Jimmy Cheek	Fine Arts Department Chair
Dr. Teresa Yarbrough	CTAE Department Chair
Carleen Murray	ROTC Department Chair
Isabel English	Foreign Language Department Chair

Lovejoy High School Data Profile

School Demographic Data			
	2014-2015	2015-2016	2016-2017
Total Enrollment	1880	1867	1915
Asian	30	19	20
Black	1512	1523	1517
Hispanic	212	220	271
Multiracial	65	58	45
White	57	42	47
English Language Learners	24	29	33
Gifted	130	136	119
Students with Disabilities	242	252	212

CCRPI Score																							
2014-2015	2015-2016	2016-2020 Goals																					
Overall CCRPI Score:	Overall CCRPI Score:	2016 Goal: 68.2 2019 Goal: 71.4 2017 Goal: 69.3 2020 Goal: 72.5 2018 Goal: 70.4																					
Achievement Points Earned: 38.3/50	Achievement Points Earned: /50	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 , ____ 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. $IE2 \text{ Annual Growth} = (100 - 2016 \text{ CCRPI Score (without Challenge Points)}) \times 0.03$ Example																					
Progress Points Earned: 15.8/40	Progress Points Earned: /40																						
Achievement Gap Points Earned: 7.5/10	Achievement Gap Points Earned: /10																						
Challenge Points Earned: 2.8/10	Challenge Points Earned: /10																						
				<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Baseline CCRPI Score</th> <th style="text-align: center;">Expected Annual Growth</th> <th style="text-align: center;">Year 1</th> <th style="text-align: center;">Year 2</th> <th style="text-align: center;">Year 3</th> <th style="text-align: center;">Year 4</th> <th style="text-align: center;">Year 5</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">65</td> <td style="text-align: center;">(100 – 65)(.03)</td> <td style="text-align: center;">65 + 1(1.05)</td> <td style="text-align: center;">65 + 2(1.05)</td> <td style="text-align: center;">65 + 3(1.05)</td> <td style="text-align: center;">65 + 4(1.05)</td> <td style="text-align: center;">65 + 5(1.05)</td> </tr> <tr> <td></td> <td style="text-align: center;">1.05</td> <td style="text-align: center;">66.05</td> <td style="text-align: center;">67.1</td> <td style="text-align: center;">68.15</td> <td style="text-align: center;">69.2</td> <td style="text-align: center;">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
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																	

Language! Live Lexile Mean*		
BOY 2016-2017	MOY 2016-2017	EOY 2016-2017

Read 180 Lexile Mean*		
BOY 2016-2017	MOY 2016-2017	EOY 2016-2017

2015-2016 Georgia Milestone Assessment Data																						
9 th Grade Literature												American Literature										
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and Distinguished		2017 State Performance Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and Distinguished		2017 State Performance Target
	#	%	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	%
ALL Students	188	35	230	45	97	19	10	1	107	20	67.9	155	35	188	41	96	21	13	3	109	24	65.8
Black	156	36	194	44	78	18	8	2	86	20	56.5	139	37	158	42	70	19	10	3	80	22	53.5
Hispanic	21	33	29	45	14	22	0	0	14	22	61.8	14	27	22	43	12	24	3	6	15	30	60.8
Multiracial	6	18	2	59	3	24	2	0	5	24	72.5	1	7	6	40	8	53	0	0	8	53	71.2
White	5	42	5	42	2	17	0	0	2	17	77.5	1	0	2	0	6	0	0	0	6	0	75.4
Econ-Disadvantaged	185	35	238	45	98	19	8	1	106	20	58.0	155	34	188	42	96	21	13	3	109	24	56.2
English Learners	6	0	0	0	0	0	0	0	0	0	36.6	6	0	0	0	0	0	0	0	0	0	34.2
Students with Disabilities	58	92	5	8	0	0	0	0	0	0	35.1	36	82	8	18	0	0	0	0	0	0	39.6

2015-2016 Georgia Milestone Assessment Data																						
Algebra I												Geometry										
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Performance Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Performance Target
	#	%	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	%
ALL Students	259	64	124	31	22	5	1	6	23	6	63.6	210	44	189	39	64	13	6	1	70	15	63.0
Black	206	63	103	31	20	6	1	0	21	6	48.7	180	46	153	39	56	14	5	1	71	15	47.6
Hispanic	40	71	15	27	1	0	0	0	1	0	56.5	25	51	19	39	4	8	1	2	5	1	57.0
Multiracial	9	75	2	2	1	1	0	0	1	1	68.3	1	8	8	67	3	25	0	0	3	25	68.5
White	4	50	4	50	0	0	0	0	0	0	75.7	4	29	9	64	1	7	0	0	1	7	74.1
Econ-Disadvantaged	259	64	124	31	22	5	1	6	23	6	52.1	210	44	189	39	64	13	6	1	70	15	51.5
English Learners	7	88	1	12	0	0	0	0	0	0	37.2	7	54	0	0	0	0	0	0	0	0	45.9
Students with Disabilities	23	96	0	0	1	4	0	0	1	4	34.4	42	87	6	13	0	0	0	0	0	0	38.5

2015-2016 Georgia Milestone Assessment Data																						
Physical Science												Biology										
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Performance Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Performance Target
	#	%	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	%
ALL Students	216	56	126	33	38	10	1	1	39	11	58.5	193	56	104	30	43	12	7	2	50	14	63.8
Black	188	58	101	31	37	11	0	0	37	11	42.5	163	56	86	29	36	12	6	2	42	14	47.5
Hispanic	19	51	17	46	1	3	0	0	1	3	54.3	24	56	13	30	5	12	1	2	6	14	56.3
Multiracial	3	50	3	50	0	0	0	0	0	0	62.5	3	50	1	16	2	33	0	0	2	33	70.3
White	6	50	5	42	0	0	1	8	1	8	69.6	2	33	4	66	0	0	0	0	0	0	77.7
Econ-Disadvantaged	216	56	126	33	38	10	1	1	39	11	48.6	193	56	104	30	43	12	7	2	50	14	52.0

English Learners	6	100	0	0	0	0	0	0	0	0	34.5	8	100	0	0	0	0	0	0	0	0	34.3
Students with Disabilities	43	81	9	17	1	0	0	0	0	0	34.5	9	75	2	17	1	1	0	0	1	1	39.4

2015-2016 Georgia Milestone Assessment Data																							
U.S. History												Economics											
	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Performance Target	Percent of Beginning		Percent of Developing		Percent of Proficient		Percent of Distinguished		Percent of Proficient and/Distinguished		2017 State Performance Target	
	#	%	#	%	#	%	#	%	#	%	%	#	%	#	%	#	%	#	%	#	%	%	
ALL Students	120	27	167	38	125	28	29	7	154	35	68.0	94	25	123	30	149	37	28	7	177	44	65.3	
Black	105	29	142	39	96	26	22	6	118	32	55.1	81	24	115	32	130	37	24	7	154	44	52.6	
Hispanic	12	23	18	35	17	33	5	10	22	43	63.0	5	19	6	22	14	52	2	7	16	59	58.1	
Multiracial	1	7	5	33	7	47	2	13	9	60	73.2	6	46	2	15	3	23	2	15	5	38	70.0	
White	2	0	2	0	5	0	0	0	5	0	78.1	2	0	0	0	2	0	0	0	2	50	75.6	
Econ-Disadvantaged	120	27	167	38	125	28	29	7	154	35	57.8	94	24	123	31	149	38	28	7	177	45	55.5	
English Learners	5	83	1	17	0	0	0	0	0	0	40.5	2	100	0	0	0	0	0	0	0	0	38.5	
Students with Disabilities	29	67	8	19	6	14	0	0	6	14	47.2	15	65	8	34	0	0	0	0	0	0	37.4	

GMAS Percent of FAY Students Meeting Typical/High Growth			
	2014-2015	2015-2016	2016-2017
9 th Grade Lit.	71.7		
American Lit.	71.7		
Algebra I			
Geometry			
Physical Science	55.3		
Biology	55.3		
U.S. History	70.9		
Economics	70.9		

GMAS Median Student Growth Percentile (SGP)			
	2014-2015	2015-2016	2016-2017
9 th Grade Lit.			
American Lit.			
Algebra I			
Geometry			
Physical Science			
Biology			
U.S. History			
Economics			

Percent of Pathway Completers						
Name of Pathway	# of Students in Pathway			% of Students who have completed Pathways		
	FY 15-16	FY 16-17	Proposed FY 17-18	FY 15-16	FY 16-17	Proposed FY 17-18
Carpentry	167			17		
Advanced Accounting	144			9		
Business and Tech	304			22		
JROTC	479			70		
Health Informatics	167			17		
Food and Nutrition	180			7		
Web and Digital Design	131			2		
Marketing	173			13		
Automobile and Light	120			9		

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PSAT						
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
	# of Students Tested	# of Students Tested	# of Students Tested	% of Students with AP Potential	% of Students with AP Potential	% of Students with AP Potential
PSAT	1001	1057		42.1	20.5	

SAT						
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016*	2016-2017*
	# of Students Tested	# of Students Tested	# of Students Tested	% of Students scoring 1550 or higher	% of Students scoring 1550 or higher	% of Students scoring 1550 or higher
11 th Grade						
12 th Grade						

*subject to change due to changes with new scoring

ACT						
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
	# of Students Tested	# of Students Tested	# of Students Tested	% of Students scoring 22 or higher	% of Students scoring 22 or higher	% of Students scoring 22 or higher
11 th Grade						
12 th Grade						

Advanced Placement (A.P)									
	2014-2015	2015-2016	2016-2017	2014-2015		2015-2016		2016-2017	
A.P. Exam Name	# of Students Tested	# of Students Tested	# of Students Tested	% of Students scoring 2	% of Students scoring 3 or higher	% of Students scoring 2	% of Students scoring 3 or higher	% of Students scoring 2	% of Students scoring 3 or higher
Biology	36	14			25%		14%		
Physics	17	1			0		100%		
Calculus	13	7			0		14%		
Environmental Science	N/A	40			0		3%		
English Language	64	52			16%		17%		

English Literature	60	40			8%		10%		
Macro Economics	9	15			0		0		
Micro Economics	5	0			0		0		
Psychology	7	25			14		16%		
US Government	71				25%		11%		
US History	80				14%		23%		
World History	21				24%		4%		
Spanish	13				85%		28%		

Graduation Rates			
	2013-2014	2014-2015	2015-2016
4-Year Cohort Graduation Rate %	66.9%	73.5%	
5-Year Cohort Graduation Rate %	68.5%	69.8%	

Failure Rate 2016-2017				
	First Semester		Second Semester	
	9 weeks	18 weeks	9 weeks	18 weeks
9 th Grade Lit.				
American Lit.				
Algebra I				
Geometry				
Physical Science				
Biology				
U.S. History				
Economics				
CTAE				
Fine Arts				
World Languages				

Health and P.E.				
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ESOL- Percent of Students Increasing to a Higher Performance Band on ACCESS			
	2014-2015	2015-2016	2016-2017
Ninth Grade			
Tenth Grade			
Eleventh Grade			
Twelfth Grade			

SLDS Teacher Usage			
First Quarter: Percentage of teachers with monthly average of 50 or more page clicks	Second Quarter: Percentage of teachers with monthly average of 50 or more page clicks	Third Quarter: Percentage of teachers with monthly average of 50 or more page clicks	Fourth Quarter: Percentage of teachers with monthly average of 50 or more page clicks
0	0	0	0

Student Discipline Data			
	2014-2015	2015-2016	2016-2017
Total OSS Days	959	1649	
Total OSS Incidents	298	483	
Total ISS Days	345	296	
Total ISS Incidents	273	215	

Student Discipline Data					
2014-2015		2015-2016		2016-2017	
Top 5 Referrals by Behavior	Percentage	Top 5 Referrals by Behavior	Percentage	Top 5 Referrals by Behavior	Percentage
1 Failure to follow procedures		Failure to follow instruction			
2 Failure to follow instructions		Failure to follow procedures			
3 Cutting Class		Cutting Class			
4 Class Disruption		Fighting			
5 Fighting		Disrespect			

Student and Staff Attendance											
Student Attendance Rate			Percent of Students with 3-5 absences			Percent of Students with 6+ absences			Faculty and Staff Attendance Rate		
2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
94%	93%		19%	19%		6%	8%				

Certified Staff Attrition					
2014-2015		2015-2016		2016-2017	
Number of certified teachers at BOY	Number of certified teachers at EOY	Number of certified teachers at BOY	Number of certified teachers at EOY	Number of certified teachers at BOY	Number of certified teachers at EOY
95	95	92	92	92	

Academic Achievement

Goal 1: To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results.					
ELA Performance Goals: Decrease the number of students scoring at the beginning level by 20ppt				CCRPI Alignment: HS Indicator 1. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Ninth Grade Literature EOC (required participation rate \geq 95%) HS Indicator 2. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones American Literature EOC (required participation rate \geq 95%) HS Indicator 14. Percent of students achieving a Lexile measure greater than or equal to 1275 on the Georgia Milestones American Literature EOC	
Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Improve students' ability to use textual evidence when answering questions, conducting close reading, and annotating text.	Sept. Oct. Nov. Dec. Jan. Feb. March April	Dawson, Waring, 10 th and 11 th Grade Literature Teachers	Title 1 PD Collaborative Planning Minutes Monthly book reviews	<ul style="list-style-type: none"> Usage of GaDOE resources to evaluate student written. (Rubrics) Evaluating close reading protocols. Common writing assessments Weekly lesson plans Collaborative Planning Agenda/Session/Minutes Student work samples Benchmarks from Edutraxx 	<ul style="list-style-type: none"> Ga DOE and Lexile presentations Professional Learning Early Release Days ELA teachers deliver close reading protocols to other departments

Increase the number of students who score at or above grade level Lexile band.	Dec. Feb.	Dawson	District Benchmark /Lexile Assessment	<ul style="list-style-type: none"> • Data from MYON results • Student logs/data logs • Collaborative planning meetings • SLDS usage to compare lexile scores. • LL/Read 180 	Teacher effectiveness w/ the use of Lexile data to inform instruction
Improve student's ability to write from a different perspective or point of view.	Aug-May	Dawson, Grade Level Chairs, ELA teachers, Media Specialist	Title 1 Collaborative Planning Minutes Monthly book reviews	<ul style="list-style-type: none"> • Scored writing samples • Collaborative planning meetings that focuses on GaDOE rubrics. • Posted student samples and GaDOE released samples. 	Teacher scoring of writing samples(Unit Assessment-Monthly)
Increase the number of students who are increasing grade level Lexile in REP Classes. (Read 180/Language Live!)	Aug-May	Finney, Graham, Dawson	Language Live! and Read 180 resources.	<ul style="list-style-type: none"> • Beginning year benchmarks • Mid-Year benchmarks. • End of year Benchmarks • Unit Mastery Reports • LL/Read180 	Language Live/Read 180 Feedback from Vendor
Increase the proficiency level of teachers using explicit instruction to deliver quality instruction.	Aug.-May	ISF, Department Administrator	Collaborative Planning Minutes	<ul style="list-style-type: none"> • Explicit Instructional Lesson Plans 	

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

Math Performance Goals: Decrease the number of students scoring at the Beginning Level by 20ppt.

CCRPI Alignment:
HS Indicator 3.Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Algebra I/Coordinate Algebra EOC (required participation rate \geq 95%)
HS Indicator 4.Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Geometry/Analytic Geometry EOC (required participation rate \geq 95%)

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Improve students' ability to make sense of problems and persevere in solving them	Sept. Oct. Nov. Dec. Jan. Feb. March April	Carter V Dillard Waring, Math Teachers	GaDOE study guides. SLDS Textbooks TI Calculators Smart Boards Math Apps Math Manipulatives NCTM (regional conference GCTM	<ul style="list-style-type: none"> • Common assessments • Benchmark data • Evaluate student work in collaborative planning. • Explicit lesson plan 	GaDOE Study Guides Usage

<p>Improve students' ability to reason abstractly and quantitatively</p>	<p>August-May</p>	<p>Carter V Dillard Waring, Math Teachers</p>	<p>SLDS GaDoe study guides Textbooks Khan Academy Collaborative Planning TI Calculators Smart Boards Math Apps Math Manipulatives NCTM (regional conference) GCTM</p>	<ul style="list-style-type: none"> • Common assessments • Cornell notes • Boot Camps • Student Standard Mastery Checklist 	<p>IIS(Edutraxx)</p>
<p>Improve students' ability to explain and justify math responses.</p>	<p>August-</p>		<p>SLDS GaDoe study guides Textbooks Khan Academy Collaborative Planning TI Calculators Smart Boards Math Apps Math Manipulatives NCTM (regional conference) GCTM</p>	<ul style="list-style-type: none"> • Common Assessmentsw/ constructed responses • Boot Camp • Writing Wednesdays 	

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

Science Performance Objectives: Improve the number of students who are moving from beginning to developing and developing to proficient by 10 ppt.				CCRPI Alignment: Achievement Indicator number 5 and 6 Progress	
Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Increase students ability to analyze data and given information to infer answers to science concepts	August-May	Lawyer, Chong, Waring, Teachers	Title 1, PD	<ul style="list-style-type: none"> ● Collaborative planning to analyze student responses in lab reports ● Common assessments ● Benchmark data ● Common Assessment ● Lab Reports ● Lab Verification 	GOFAR Study Guides usage for GaDOE NSTA Conferences
Improve student's literacy of science concepts to increase the student's ability to think critically.	August-May	Lawyer, Waring and Science teachers	Access, SLDS, Edutraxx	<ul style="list-style-type: none"> ● Collaborative planning to analyze student responses to science journals/ articles ● Common assessments ● Benchmark data ● Ed helper ● Study Island ● Discovery Education 	Georgia Online Assessment System- GOFAR NSTA Conferences

To increase students' ability to use basic math skills to solve scientific equations.	August-May		Collaborative Planning, PD	<ul style="list-style-type: none"> • Common assessment • Benchmark data • Standard analysis • Lab Report • Study Island • Gizmo 	<p>STARTS</p> <p>NSTA Conferences</p> <p>Professional Development in the Science Industry</p> <p>College/University Lab visits</p> <p>Technology Training</p>
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Goal 1: To increase academic achievement for all students in Clayton County Public Schools as evidenced by state, national, and international assessment results.

<p>Social Studies Performance Goals:</p> <p>Improve the number of students who are moving from beginning to developing and developing to proficient by 20 ppt.</p>	<p>CCRPI Alignment:</p> <p>HS Indicator 7.Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones US History EOC (required participation rate \geq 95%)</p> <p>HS Indicator 8.Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Economics EOC (required participation rate \geq 95%)</p>
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Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Analyzing graphs to answer economic mathematical concepts. Morning, Afternoon Tutorials	August-May	Ellison Peoples-Ruffin Waring	Title 1, PD	<ul style="list-style-type: none"> • Common assessments • Evaluate student work in collaborative planning • Explicit lesson plan and feedback 	Transformation 1.0

Using primary sources to critically evaluate information from different historical and political perspectives Video (Accompanied by Assessments)	Unit I- Oct. Unit II- Dec. District Benchmark-Dec.	Ellison People-Ruffin Waring		<ul style="list-style-type: none"> Evaluate DBQ responses in collaborative planning Common formative and summative assessments Properly cited primary sources in constructed response assessment Student notebook with tiered vocabulary and deconstructed standards Historical Documents 	Use of DBQs Use of Teacher Notes
Increase students' ability to analyze how historical events influence authors across literary time periods	August- May	Ellison People-Ruffin Waring Teachers	Collaborative planning GaDOE releases documents	<ul style="list-style-type: none"> Evaluate DBQ responses Common assessments including reading passages across literary time periods 	STARTS

Safe-Orderly-Secure Learning Environments

Goal 2: To provide and maintain a safe, orderly and secure learning environment.	
Performance Goals: Decrease the number of loss instruction days due to ISS/OSS	CCRPI Alignment: HS Exceeding the Bar Indicator 9. School or LEA Research/Evidence-based Program/Practice designed to facilitate a personalized climate in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Implement a comprehensive behavior management plan.	Review 1 st Wednesday of each month	Discipline team	NA	<ul style="list-style-type: none"> • MTSS visit reports • The reduction of students serving ISS/OSS. • Monthly discipline reports will be used to monitor. 	Multi-Tiered System of Support
Implement a student rewards program for students that exhibit expected behavior	Monthly-last Friday of each month	Counselors/Ad min. team and Discipline team.	General Fund	<ul style="list-style-type: none"> • Behavior Reports • Reduction in discipline 	NA
Implement a fully functioning Student Attendance Committee	First and third Thursday of each month.	Dwayne Lawyer, SAC	NA	<ul style="list-style-type: none"> • Attendance Reports • SAC committee meeting minutes • Attendance letters 	
Implement a student rewards program for perfect attendance	Ongoing Sept. - May	Dwayne Lawyer, SAC	NA	<ul style="list-style-type: none"> • Officially recognize those students who have perfect attendance per 9 week grading period. 	

Engagement of All Stakeholders

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

Performance Objectives: Increase family engagement in the students' academic progress Increase Stakeholder accountability Increase stakeholder collaboration				CCRPI Alignment: School Climate-- The School Climate Star Rating is calculated using data from the Georgia Student Health Survey 2.0, Georgia School Personnel Survey, Georgia Parent Survey, student discipline data and attendance records for students, teachers, staff and administrators.	
Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Increase parent awareness of curriculum, graduation requirements and state assessment information by offering more parent workshops/meetings	August-April	Leadership Team Faculty Staff	None	<ul style="list-style-type: none"> • Parent sign-in sheets • Parent Liaison logs • Teacher/parent conference sheets • 	None
Increase the number of events offered to assist parents/students with post-high school readiness information.	Quarterly	Administration Title I Committee Leadership Team	Title I	<ul style="list-style-type: none"> • Agendas • Parent sign-in sheets • Parent Resource center sign-in sheets 	7 Steps of Family Engagement
Increase the community participation(business, government agencies, community leaders) in the recognition of student achievement through their support to school activities, student grants, mentoring and student internships		Administration Title I School Activities Committee		Newsletter/Flyers/Letters to stakeholders Sign-in Sheets School activities Programs/Pictures/Videos -Homecoming -Hispanic Night -Black History Month Donations/Receipts/Orders	

Effective Communication

Goal 4: To effectively communicate the system's vision and purpose and allow stakeholder involvement in an effort to build understanding and support.					
Performance Goals: Increase stakeholders' knowledge and understanding of the District/School's vision and purpose			CCRPI Alignment: School Climate--The School Climate Star Rating is calculated using data from the Georgia Student Health Survey 2.0, Georgia School Personnel Survey, Georgia Parent Survey, student discipline data and attendance records for students, teachers, staff and administrators.		
Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Publish quarterly newsletters on the school's website that provide specific and timely information about school activities and successes.	Aug-May	School Leadership Team	NA	Published newsletters Student technology help desk	NA

Increase the number of stakeholders that are involved in the decision making process.	Aug-May	School Leadership Team School Council	NA	School Council agenda/minutes Surveys Student representatives to help with social media Incentives for followers on school social media	NA
Increase awareness among the student body of the District Vision and Purpose through daily morning announcements as well as on student communications.	Aug-May	School Leadership team	NA	IPTV announcements Vision/Mission posters Edmodo Page Social Media	NA

Organizational Processes

Goal 5: To provide high quality support services delivered on time and within budget to promote student academic success in the Clayton County Public Schools.	
Performance Objectives: To increase the use of support services to maximize student academic success	CCRPI Alignment: Financial Efficiency

Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Adhere to accepted accounting practices to ensure funds are properly distributed	Aug-May	Arthur Carter Bookkeeper	NA	Operational efficiency and minutes from monthly bookkeeping meetings.	
Inform all staff members of proper accounting and money handling procedures	Aug-May	Arthur Carter Bookkeeper	NA	All staff members are knowledgeable of district accounting procedures by ensuring that all staff members have signed the district's cash collection guideline/procedures.	

Highly Qualified and Effective Staff

Goal 6: To recruit and retain highly qualified and effective staff.

Performance Goals: To provide all students with Highly Qualified teachers. To improve the overall culture, climate, and morale of Lovejoy High School. Implement at least 4 teacher-focused initiatives that celebrate success during the 2016-17 school year.				CCRPI Alignment: School Climate-- The School Climate Star Rating is calculated using data from the Georgia Student Health Survey 2.0, Georgia School Personnel Survey, Georgia Parent Survey, student discipline data and attendance records for students, teachers, staff and administrators.	
Action Steps/ Tasks	Timeline	Project Leader(s) and School Level Person(s) Monitoring	Resources/ Funding	Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Continuous recruitment and retention of highly qualified teachers	Aug-May	Rogena Ellison	NA	<ul style="list-style-type: none"> • New teacher training(in-school) • New teacher mentor program monthly meetings • Departmental mentor monthly meetings • Training meetings with ISF • Outreach to local college teacher preparation programs • Maintaining an environment academic excellence • Network through professional organizations to recruit new teachers • Interview committee that encompasses faculty members 	<ul style="list-style-type: none"> • Mentor meeting are conducted monthly • ISF individual training on a monthly basis
Maintain a positive work environment that creates high staff moral	Aug-May	School Leadership	NA	<ul style="list-style-type: none"> • Increased positive perception of the school by teachers as measured by the School Climate Survey • Teacher input in decision making process • Teacher and staff recognition program • Staff Surveys 	

Providing teachers with consistent and timely feedback for growth and development	Aug-May	School Leadership	NA	<ul style="list-style-type: none"> • Feedback to increased teacher effectiveness and growth. • Monthly review of TKES/LKES reports that shows outstanding evaluations. 	<ul style="list-style-type: none"> • TKES yearly training
Provide teachers with opportunities to enhance their teaching skills through Professional Learning.	Aug-May	School Leadership	NA	<ul style="list-style-type: none"> • Increase teacher effectiveness and growth of teacher leaders through the use of Professional Learning Goals or plans. • All plans should be loaded into the TKES/LKES platform. • Intentional professional development throughout the year that aligns with school-based and district initiatives. • New teacher training • Training meetings with instructional site facilitator. 	<ul style="list-style-type: none"> • Early release day training • Collaborative planning PD training • Individual PD for subject for AP teachers • Individual teacher coaching with ISF