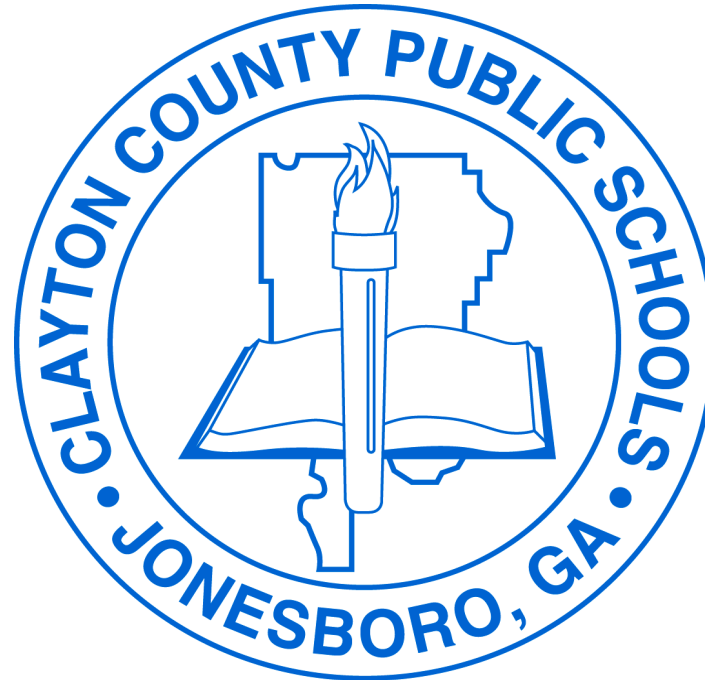


Comprehensive School Improvement Plan



Morrow High School 2017 –2018

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: Dr. Pamela Pitts

Assistant Principal(s): Trawick Boger, Keith Racine, Hardy Watkins, and Simone Wilson-Hunt

School Leadership/Improvement Team	
Name	Position
Dr. Pamela Pitts	Principal
Trawick Boger	Assistant Principal
Bernadette McAdam	Assistant Principal
Hardy Watkins	Assistant Principal
Simone Wilson-Hunt	Assistant Principal
Essila Jenkins	Lead Counselor
Creswell Foy	Athletic Director

High School Data Profile

School Demographic Data			
	2014-2015	2015-2016	2016-2017
Total Enrollment	1830	1903	1926
Asian	201	201	208
Black	1263	1327	1319
Hispanic	256	274	288
Multiracial	37	41	58
White	55	54	45
English Language Learners	49	93	96
Gifted	99	110	126
Students with Disabilities	147	234	181

CCRPI Score																						
2014-2015	2015-2016	2016-2020 Goals																				
Overall CCRPI Score: 65.1	Overall CCRPI Score: 72.1	2016 Goal: 2017 Goal: 2018 Goal: 2019 Goal: 2020 Goal:																				
Achievement Points Earned: 37.4/50	Achievement Points Earned: 27.2/50	<p>Overall CCRPI Goals based on the following formula:</p> <p>CCPRI Performance Goals</p> <p>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.</p> <p>IE2 Annual Growth</p> $= (100 - 2016 \text{ CCRPI Score (without Challenge Points)}) \times 0.03$ <p><i>Example</i></p> <table border="1"> <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>(100 – 65)(.03)</td> <td>65 + 1(1.05)</td> <td>65 + 2(1.05)</td> <td>65 + 3(1.05)</td> <td>65 + 4(1.05)</td> <td>65 + 5(1.05)</td> </tr> <tr> <td>1.05</td> <td>66.05</td> <td>67.1</td> <td>68.15</td> <td>69.2</td> <td>70.25</td> </tr> </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: 16/40	Progress Points Earned: 37/40																					
Achievement Gap Points Earned: 10/10	Achievement Gap Points Earned: 5.8/10																					
Challenge Points Earned: 1.7/10	Challenge Points Earned: 2.1/10																					

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	203	35%	238	41%	122	3%	17	21%	41	7%	67.9%	164	35%	187	40%	98	21%	14	3%	112	24%	65.8%
Asian	8	16%	20	36%	21	38%	6	11%	27	49%	88.2%	16	29%	19	34%	15	27%	6	11%	21	38%	85.3%
Black	154	38%	166	41%	81	20%	4	1%	85	21%	56.5%	130	40%	130	40%	58	18%	6	2%	64	20%	53.5%
Hispanic	28	34%	38	46%	14	17%	3	4%	17	21%	61.8%	17	25%	40	51%	15	23%	1	1%	16	24%	60.8%
Multiracial	4	25%	7	44%	3	19%	2	13%	5	32%	72.5%	2	20%	3	30%	4	40%	1	10%	5	50%	71.2%
White	11	58%	4	26%	2	11%	1	5%	3	16%	77.5	-	-	-	-	-	-	-	-	-	-	75.4%
Econ-Disadvantaged	203	35%	238	41%	122	3%	17	21%	41	7%	58%	164	35%	187	40%	98	21%	14	3%	112	24%	56.2%
English Learners	10	91%	1	9%	0	0	0	0	0	0	36.6%	-	-	-	-	-	-	-	-	-	-	34.2%
Students with Disabilities	50	82%	10	16%	0	0	0	0	0	0	35.1	36	84%	3	9%	3	7%	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	217	54%	145	36%	40	10%	0	0	40	10	%	247	50%	158	32%	74	15%	14	3%	88	18%	18%
Asian	8	24%	14	44%	10	32%	0	0	10	32%	10%	5	9%	17	33%	23	44%	7	13%	30	57%	18%
Black	161	58%	98	35%	19	7%	0	0	19	7%	10%	207	59%	105	30%	38	11%	3	1%	41	12%	18%
Hispanic	33	50%	24	36%	8	12%	1	2%	9	14%	10%	27	44%	22	37%	8	13%	3	6%	11	19%	18%
Multiracial	4	31%	8	62%	1	8%	0	0	1	8%	10%	6	50%	3	25%	2	17%	1	8%	3	25%	18%
White	8	73%	3	27%	0	0	0	0	0	0	10%	3	23%	8	62%	1	8%	1	8%	2	16%	18%
Econ-Disadvantaged	217	54%	145	36%	40	10%	0	0	40	10	10%	247	50%	158	32%	74	15%	14	3%	88	18%	18%
English Learners	-	-	-	-	-	-	-	-	-	-	10%	-	--	-	-	-	-	-	-	-	-	18%
Students with Disabilities	-	-	-	-	-	-	-	-	-	-	10%	30	90%	3	9%	0	0	0	0	0	0	18%

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	215	51%	139	33%	67	16%	4	1%	71	17%	58.5%	264	50%	132	25%	111	21	21	4%	115	25%	63.8%
Asian	7	26%	9	33%	11	41%	0	0	11	41%	85.6%	9	16%	17	30%	22	39%	8	14%	31	53%	91.5%
Black	170	54%	107	34%	11	35%	3	1%	14	36%	42.5%	202	55%	88	24%	73	20%	3	1%	76	21%	47.5%
Hispanic	3	27%	4	36%	4	36%	0	0	4	36%	54.3%	9	64%	1	14%	1	14%	1	7%	2	21%	56.3%
Multiracial	5	50%	2	20%	3	30%	0	0	3	30%	62.5%	4	36%	5	45%	1	9%	1	9%	2	18%	70.3%

White	3	27%	4	36%	4	36%	0	0	4	36%	69.6%	9	64%	1	14%	1	14%	1	7%	2	21%	77.7%
Econ-Disadvantaged	215	51%	139	33%	67	16%	4	1%	71	17%	48.6%	264	50%	132	25%	111	21	21	4%	115	25%	52.0%
English Learners	215	51%	139	33%	67	16%	4	1%	71	17%	34.5%	264	50%	132	25%	111	21	21	4%	115	25%	34.3%
Students with Disabilities	18	95%	1	5%	0	0	0	0	0	0	34.5%	37	88%	4	10%	1	2%	0	0	0	0	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	122	27%	167	37%	126	28%	32	7%	158	35%	68%	92	27%	102	30%	119	35%	24	7%	143	42%	65.3%
Asian	7	13%	18	33%	20	36%	10	17%	30	53%	87.6%	8	19%	12	28%	18	42%	5	12%	23	54%	81.6%
Black	100	32%	119	38%	79	25%	16	5%	95	30%	55.1%	70	31%	77	34%	68	30%	11	5%	79	35%	52.6%
Hispanic	11	17%	24	38%	21	33%	7	11%	28	44%	63.0%	13	23%	11	20%	24	43%	8	14%	31	57%	58.1%
Multiracial	2	20%	2	20%	5	50%	1	10%	6	60%	73.2%	-	-	-	-	-	-	-	-	-	-	70%
White	-	-	-	-	-	-	-	-	-	-	78.1%	-	-	-	-	-	-	-	-	-	-	75.6%
Econ-Disadvantaged	122	27%	167	37%	126	28%	32	7%	158	35%	57.8%	92	27%	102	30%	119	35%	24	7%	143	42%	55.5%
English Learners	-	-	-	-	-	-	-	-	-	-	40.5%	-	-	-	-	-	-	-	-	-	-	38.5%
Students with Disabilities	26	65%	8	20%	5	13%	1	3%	6	16%	47.2%	11	79%	3	21%	0	0	0	0	0	0	37.4%

GMAS Percent of FAY Students Meeting Typical/High Growth			
	2014-2015	2015-2016	2016-2017
9th Grade Lit.	319		
American Lit.	272		
Algebra I			
Geometry			
Physical Science	292		
Biology	296		
U.S. History	280		
Economics	286		

GMAS Median Student Growth Percentile (SGP)			
	2014-2015	2015-2016	2016-2017
9th Grade Lit.	50.6		
American Lit.	50.4		
Algebra I			
Geometry			
Physical Science	61.3		
Biology	38.5		
U.S. History	48.4		
Economics	47.4		

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
Spanish	785	747		18%		
French	183	152		14%		
Latin	125	122		51%		

AJROTC	270	290		44%		
Automobile Maintenance	170	180		31%		
Business & Technology	255	270		17%		
Engineering and Tech	158	150		21%		
Food and Nutrition	200	180		27%		
Law Enforcement	330	290		25%		
Web & Digital Design	163	180		23%		
Marketing	165	180		29%		

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	954	1015				

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
11th Grade	120	16			0	
12th Grade		9			0	

*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
11th Grade	88					
12th 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	7	11			0	18%	9%		
Calculus	12	6			0	0	16%		
Macro Econ	9	19			0	0	6%		
Micro Econ	10				0	0	0		
Eng Lang & Comp	32	25			9.4	28%	48%		
Eng Lit & Comp	33	27			3	33%	11%		
Human Geo	12	50			58.3	24%	52%		
Gov & Pol: US	23	47			26.1	34%	34%		
Psychology	10	19			10	16%	79%		
US History	39	27			23.1	41%	44		
World History	16	18			25	28%	11%		

Graduation Rates			
	2013-2014		2014-2015
4-Year Cohort Graduation Rate %	60.6		67.335
5-Year Cohort Graduation Rate %	64.044		

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.				

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

Student Discipline Data			
	2014-2015	2015-2016	2016-2017
Total OSS Days	1352	2947	
Total OSS Incidents	395	884	
Total ISS Days	1968	486	
Total ISS Incidents	298	782	

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 Cutting Class		Cutting			
2 Tardy		Tardy			
3 Class Disruption		Failure follow procedure			
4 Dress Code		Disruptive behavior			
5 Fighting		School disturbance			

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%	94%										

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
90%	90%	90%	90%		

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.					
<p>ELA Performance Objectives: The percent of first time test takers scoring at the Developing Learner level or above for the 9th Grade Lit EOC (Georgia Milestone) will increase by 5 percentage points.</p> <p>The percent of first time test takers scoring at the Developing Learner or above for the American Lit EOC (Georgia Milestone) will increase by 5 percentage points.</p>			<p>CCRPI Alignment:</p> <p>Indicator 1. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Ninth Grade Literature EOC (required participation rate $\geq 95\%$)</p> <p>Indicator 2. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones American Literature EOC (required participation rate $\geq 95\%$)</p> <p>Indicator 14. Percent of students achieving a Lexile measure greater than or equal to 1275 on the Georgia Milestones American Literature EOC</p>		
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)
Train teachers on the next step of data collection for individual students. Teachers will continue to use and analyze data including data from SLDS in an effort to differentiate instruction and respond effectively to the academic needs of the students.	July 2017 - May 2018	Administrators Instructional Site Facilitator Department Chairs Content Teachers	Title I Professional Development Data collection software	Teachers will become proficient at utilizing and analyzing data to guide their instruction.	Collecting and utilizing data to guide instruction Training on SLDS use
Development of and utilization of Data Notebooks to track student performance throughout the year.	July 2017 - May 2018	Administrators Instructional Site Facilitator Department Chairs Content Teachers		Teachers will keep their data notebooks current and use them as a resource to plan lessons. Teachers will always be aware of their students' level of academic performance on specific standards and domains.	Collecting and utilizing data to guide instruction Training on compiling and maintaining the data notebook

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 Objectives: Math Performance Objectives:

The percent of first time test takers scoring at the Developing Learner level or above for the Algebra 1 EOC (Georgia Milestone) will increase by 5 percentage points.

The percent of first time test takers scoring at the Developing Learner level or above for the Analytic Geometry EOC (Georgia Milestone) will increase by 5 percentage points.

CCRPI Alignment:

Indicator 3.Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Algebra I/Coordinate Algebra EOC (required participation rate $\geq 95\%$)

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	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Train teachers on the next step of data collection for individual students. Teachers will continue to use and analyze data including data from SLDS in an effort to differentiate instruction and respond effectively to the academic needs of the students.	July 2017 - May 2018	Administrators Instructional Site Facilitator Department Chairs Content Teachers	Title I Professional Development Data collection software	Teachers will become proficient at utilizing and analyzing data to guide their instruction.	Collecting and utilizing data to guide instruction Training on SLDS use
Development of and utilization of Data Notebooks to track student performance throughout the year.	July 2017 - May 2018	Administrators Instructional Site Facilitator Department Chairs Content Teachers		Teachers will keep their data notebooks current and use them as a resource to plan lessons. Teachers will always be aware of their students' level of academic performance on specific standards and domains.	Collecting and utilizing data to guide instruction Training on compiling and maintaining the data notebook

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: The percent of first time test takers scoring at the Developing Learner level or above Physical Science EOC (Georgia Milestone) will increase by 5 percentage points.

The percent of first time test takers scoring at the Developing Learner level or above Biology EOC (Georgia Milestone) will increase by 5 percentage points.

CCRPI Alignment:

Indicator 5.Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Physical Science EOC (required participation rate \geq 95%)

Indicator 6.Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Biology EOC (required participation rate \geq 95%)

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)
Train teachers on the next step of data collection for individual students. Teachers will continue to use and analyze data including data from SLDS in an effort to differentiate instruction and respond effectively to the academic needs of the students.	July 2017 - May 2018	Administrators Instructional Site Facilitator Department Chairs Content Teachers	Title I Professional Development Data collection software	Teachers will become proficient at utilizing and analyzing data to guide their instruction.	Collecting and utilizing data to guide instruction Training on SLDS use
Development of and utilization of Data Notebooks to track student performance throughout the year.	July 2017 - May 2018	Administrators Instructional Site Facilitator Department Chairs Content Teachers		Teachers will keep their data notebooks current and use them as a resource to plan lessons. Teachers will always be aware of their students' level of academic performance on specific standards and domains.	Collecting and utilizing data to guide instruction Training on compiling and maintaining the data notebook

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 Objectives:</p> <p>The percent of first time test takers scoring at the Developing Learner level or above for US History EOC (Georgia Milestone) will increase by 5 percentage points.</p> <p>The percent of first time test takers scoring at the Developing Learner level or above for Economics EOC (Georgia Milestone) will increase from 5 percentage points</p>	<p>CCRPI Alignment:</p> <p>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>Indicator 8.Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Economics EOC (required participation rate \geq 95%)</p>
--	---

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)
Train teachers on the next step of data collection for individual students. Teachers will continue to use and analyze data including data from SLDS in an effort to differentiate instruction and respond effectively to the academic needs of the students.	July 2017 - May 2018	Administrators Instructional Site Facilitator Department Chairs Content Teachers	Title I Professional Development Data collection software	Teachers will become proficient at utilizing and analyzing data to guide their instruction.	Collecting and utilizing data to guide instruction Training on SLDS use
Development of and utilization of Data Notebooks to track student performance throughout the year.	July 2017 - May 2018	Administrators Instructional Site Facilitator Department Chairs Content Teachers		Teachers will keep their data notebooks current and use them as a resource to plan lessons. Teachers will always be aware of their students' level of academic performance on specific standards and domains.	Collecting and utilizing data to guide instruction Training on compiling and maintaining the data notebook

Safe-Orderly-Secure Learning Environments

Goal 2: To provide and maintain a safe, orderly and secure learning environment.					
Performance Objectives: Train all faculty and staff in all aspects of the safety plan and the Positive Behavior Intervention and Supports (PBIS). Reduce number of office discipline referrals by at least 5 percent. Increase daily attendance rate to 95%.			CCRPI Alignment: 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.		
Maintain strong communication with students and parents regarding academic progress and attendance through the use of progress reports, Connect Ed, e-mail messages, and conferences.	August 2017 – May 2018	Attendance Committee	Title I School Improvement Grant	Increase daily attendance to 95%	Training related to parent contact, use of Connect Ed and parent conference procedures and expected behaviors
Use the school’s social worker and Student Support Team chairs to hold meetings with at-risk students, their parents, and teachers to identify strategies to improve students’ attendance.	August 2017– May 2018	Attendance Committee	Title I School Improvement Grant	Increase daily attendance to 95%	Attendance Committee Meeting

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 parental involvement and engagement presence in the building by 10% Improve school climate as it relates to academic achievement, student morale and student participation in extra-curricular activities				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	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Host Teacher Conference Nights, Meet and Greet, Open House, PTSA meetings and other events	Aug 2017- May 2018	Administration Parent Liaison PTSA officers	Title I	Increase parental involvement and engagement	
Parental Volunteer Incentive Drive	Aug 2017- May 2018	Parent Liaison	Title I	Increase parental involvement and engagement	
Principal Advisory Team	Aug 2017- May 2018	Principal	N/A	Improved communication between administration and student body	
Student Reward System	Aug 2017- May 2018	Administration Teachers	Title I	Increase student motivation and participation (behavior and academic achievement)	

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 Objectives:

Morrow High School will improve two-way communication and enhance the level of dialogue between internal and external stakeholders.

Provide parents with opportunities to gain skills to assist students with achieving academic success.

Provide opportunities for all stakeholders to be fully aware of the system'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	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Implement effective marketing strategies; continue to use Connect Ed.; update website daily/weekly; ensure all letters sent home will be translated on a needs basis, and update and maintain teacher websites.	Aug. 2017-May 2018	Administrators Parent Liaison Teachers	Title I School Improvement Grant	To ensure that all stakeholders work in collaboration to attain overall success as aligned with the vision and purpose for the total school program.	
Conduct parent meetings at periodic (each semester) parent/teacher conference nights.	Aug. 2017-May 2018	Administrators Parent Liaison Teachers	Title I School Improvement Grant	To ensure that all stakeholders work in collaboration to attain overall success as aligned with the vision and purpose for the total school program	
Provide informational updates at PTSA & School Council meetings.	Aug. 2017-May 2018	Administrators Parent Liaison Teachers	Title I School Improvement Grant	To ensure that all stakeholders work in collaboration to attain overall success as aligned with the vision and purpose for the total school program	

Provide a resource center for parents with quarterly workshops that will focus on parenting skills, healthcare, educational growth, and use of computer technology (Infinite Campus)	Aug. 2017-May 2018	Administrators Parent and Community Liaison	Title I School Improvement Grant	Parents will obtain skills necessary for the academic success of their child(ren).	
Allow parents to pick up and access students' grades during individual parent conferences and school wide parent conferences.	Aug. 2017-May 2018	Administrators Parent and Community Liaison Teachers	Title I School Improvement Grant	Parents will utilize opportunities to track the progress of their child(ren).	
Improve communication with the use of the school marquee, newsletters, website, and Connect Ed for major announcements of school and county functions.	Aug. 2017-May 2018	Parent Liaison School Webmaster Media Specialist	Title I School Improvement Grant	Parents will be fully aware of all activities and functions throughout the school year.	
Recruit and retain Partners of Education from local businesses to provide mentoring, motivational speaking, job shadowing, incentives, and monetary donations.	Aug. 2017-May 2018	Administrators Parent and Community Liaison	Title I School Improvement Grant	To increase the number of Partners in Education.	
Maintain open relationships with local businesses to support the performance incentive program.	Aug. 2017-May 2018	Administrators Parent and Community Liaison	Title I School Improvement Grant	To increase business partner involvement in school initiatives.	
Maintain quarterly meetings with Partners in Education to update on school's academic needs and wants	Aug. 2017-May 2018	Administrators Parent and Community Liaison	Title I School Improvement Grant	To increase business partner awareness in the school's progress toward school-wide goals.	

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: Increase operational efficiency in all areas. Increase fiscal responsibility.				CCRPI Alignment: School Climate Domain	
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 a school wide monitoring tool to track progress in all areas of school effectiveness.	Aug. 2017- May 2018	Administrators Instructional facilitator Department Chairs Content Teachers	Climate Survey and Stakeholder feedback	Make improvements in areas of concern in order to improve overall school effectiveness.	
Ensure the alignment of Morrow High School's Improvement plan with CCPS's Strategic Improvement Plan and Title I Plan.	Aug. 2017- May 2018	Administrators Instructional Facilitator Department Chairs Content Teachers	MHS School Improvement Plan CCPS Strategic Improvement Plan	Continued growth towards strategic goals.	Continued professional development training as mandated by District Level.
Actively monitor school wide purchasing.	Aug. 2017- May 2018	Administrators Bookkeeper Teachers	MHS accounts	All purchases made to increase academic achievement.	Training provided for faculty about the procedures and protocols governing purchases.

Use achievement data to drive purchases.	Aug. 2017- May 2018	Administrators Instructional Facilitator Department Chairs Content Teachers	Title 1 EOC and benchmark data	All purchases made to increase academic achievement.	
---	--	--	---	---	--

Highly Qualified and Effective Staff

Goal 6: To recruit and retain highly qualified and effective staff.					
Performance Objectives: Recruit and develop employees whose professional credentials and skills meet district, state and national standards. Implement methods by which employee satisfaction is measured.				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	Check Points/ Related Artifacts and Evidence	Professional Learning Activity and Date (where applicable)
Hire highly qualified candidates	June 2017- May 2018	Administrators	N/A	To employ highly qualified teachers To be fully staffed at all times	N/A
Attend all district and RESA job fairs	June 2017- May 2018	Administrators	N/A	To employ highly qualified teachers To be fully staffed at all times	N/A
Administer climate surveys to faculty and staff	Aug 2017-May 2018	Administrators Instructional Facilitator	Georgia School Personnel Survey	To achieve a positive school climate for all faculty and staff members To have buy-in from faculty and staff members that promotes the mission and vision of the school To determine and analyze areas of growth for school climate	N/A
School Improvement Team and departmental meetings through which faculty concerns are conveyed and problem-solving occurs.	June 2017-May 2018	Administrators School Improvement Team	Title I	To determine and analyze areas of growth for school climate To achieve a positive school climate for all faculty and staff members	N/A