

JCPS CIP FY20 (DRAFT)
08.01.2020-06.30.2021





» **Strategic Goal I-Attain High Levels of Student Achievement and Success (Focus Areas: Literacy and Mathematics)**

» Initiative 1-JCPS will implement the Georgia Standards of Excellence (GSE) in the areas of Literacy and Mathematics.






- » ○ Action Step a-Implement Tier I non-negotiables for reading and math using the Tier I non-negotiables as decided upon by our BST yearly. (All staff)
 - Math Non-negotiables- Math journaling, Number Talks, Small groups (Differentiation based on MAP, formative assessments, and posttests)
 - Reading Non-negotiables - Small groups (Differentiation based on MAP, formative assessments, and posttests), Growing Readers, Reading Horizons, Writer's Workshop
- » ○ Action Step b- Utilize our Early Intervention Program teachers (one full time for 1st and 2nd grade and two part time for KK for remediation for students with deficits in reading and math daily by providing intense interventions. (EIP teachers, PH)
- » ○ Action Step c-Utilize Mathematics Support through the use of GA Numeracy Project Assessments & Intervention Activities; Math Progress Monitoring with GA Numeracy Project Assessment (Tier 2 & 3 math); Reading Support through the use of MAP Fluency (Florida Center for Reading Research Activities) Reading Progress monitoring with MAP Fluency or DIBLES Probes- (Tier 2 & 3 reading). (Grades KK-2nd grade tier 3 teachers, PH, JR)
- » ○ Action Step d- Participate in professional learning on writing across the curriculum K-2nd grade. Teachers will complete PL on using the data from our WriteScore assessments (1st & 2nd) & Jennifer Serravallo's Writing Strategies; Implement those strategies daily in writing instruction. There will also be an intense study with Jennifer Serravallo Reading Strategies as well. (all staff, JR)

- » ○ Action Step e- Explore, monitor and facilitate innovative instructional practices at JCPS including reading and math small groups (min. of 45 min daily) using the MAP Learning Continuum to differentiate instruction, instructional technology including i-Ready, Reading Horizons Software Component, Reflex Math, Brainpop Jr, Moby Max (2nd grade), and blended learning including RAZ Plus/ Headsprout online in conjunction with Growing Readers researched based instructional strategies for all certified teachers. (All staff)
- » ○ Action Step f- Participate in and implement a reading initiative called Growing Readers by all certified teachers. Teachers will be able to implement reading strategies, provide leveled readers, and teach fundamentals of reading. Year 2 of PL. (JR, all certified teachers)
- » ○ Action Step g- Implement a sustained, independent reading time daily for all classes through Growing Readers. (All staff)
- » ○ Action Step h- All certified staff will participate in Growing Readers foundations professional learning monthly including the use of data collection on reading level (Rigby Kits), running records, conferencing, and independent reading times. (All staff, JR)
- » ○ Action Step i- The continued use of a Scholastic Book Room with leveled readers for our teachers to utilize for small group reading differentiated lessons. Teachers will use the data from their Rigby assessments to determine book selection for small group reading times. (ST, JR)
- » ○ Action Step j- Implement the Reading Horizons Discovery for phonics instruction with all students (All staff)
- » ○ Action Step k- Participate in monthly professional learning for Reading Horizons phonics curriculum. (All staff, JR)
- » ○ Action Step l- Participate in professional learning for i-Ready Reading and i-Ready Math. (Certified Staff, JR)
- » ○ Action Step m- Carefully monitor trend data for all subpops including minority & SWD. Discussions and research will follow data analysis to determine effective research based strategies for closing gap among identified sub pops (All Staff, PE, PH, JR)
- » ○ Action Step n- Ensure virtual teachers have access to resources necessary to deliver developmentally appropriate, high-quality instruction online including resources such as Screencastify as well as reliable internet (All Staff, PE, PH, JR)




» Initiative 2-JCPS will implement the Georgia Standards of Excellence (GSE) in the areas of Science and Social Studies.

- »  Action Step a- Continue to monitor the implementation of GSE Science and Social Studies Standards via observations and monitoring of pacing guides. This will also be completed through embedded project based learning completed in each unit per grade level. (All certified teachers, PE, PH, and JR).
- »  Action Step b- Continue to include assessed science and social studies standards on 1st and 2nd grade standards based report cards and GKIDS 2.0 Reports. (lead teachers from each grade level, STEAM team leads, and JR)
- »  Action Step c- Continue to refine STEAM based lessons to include evidence of mastery of standards for science and math. (lead teachers from each grade level, STEAM team leads, AJ, and JR)
- »  Action Step d- Continue to implement common assessments in Science and Social Studies and analyze results during grade level Data Team Meetings (AJ, lead teachers from each grade level, STEAM team leads, and JR)


» Initiative 3-Establish a clear STEAM focus for JCPS.

- »  Action Step a-Provide and support STEAM professional learning opportunities for teachers and support staff including Middle GA RESA & Learners' Advantage (AJ, PE, JR, and STEAM team).
- »  Action Step b- Continuation of a STEAM lab at JCPS to be a special daily to include STEAM PBL daily with instructional technology devices, and other devices to provide a 21st century learning experience for all JCPS students. (DW, AJ, JR, PE, and STEAM team).
- »  Action Step c- The STEAM Team will continue working towards STEM Certification as the team reviews, implements, and monitors the progress towards the STEM Certification for Elementary Schools using the GADOE STEM Continuum. (STEAM team, AJ, PE, JR)
- »  Action Step d- The STEAM Lead will continue to plan Family Engagement Activities to support math/science connections and update stakeholders monthly about STEM integration throughout school including the webpage, newspaper articles, parent newsletter- all updated monthly. (Steam team, AJ)
- »  Action Step e- The STEAM Lead will develop and distribute parent brochures at events that provide STEM information on the importance of making

math/science connections including suggested at-home activities that use research-based strategies/approaches related to math/science connections. (AJ)



- »  Action Step f- Quarterly Steam planning will take place for Steam leads per grade level to create or modify current Steam based learning units. (Steam leads, AJ, JR) **Key will be rigorous interdisciplinary units with a strong integration for math and science daily with instruction. (include daily journaling)
- »  Action Step g- Set goals for growth on STEM Unit Assessments. STEAM Lead will ensure teachers understand and have consistent STEM unit testing procedures and lead analysis of assessment data through data teams for mastery of content and concepts based on GSE, changes/modification in assessments based on data analysis and teacher feedback. (AJ, STEAM Leads, JR)
- »  Action Step h-Use the Impact check process and TKES walk-through data to ensure that teachers are embedding GSE standards into STEAM activities (BST, PE, PH)

» Initiative 4-Implement and monitor the required Improvement Priority from the May 2017 AdvancED visit.



- »  Action Step a-Collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, program evaluation and organizational conditions that support learning (BST).

» Strategic Goal II-Improve Organizational and Operational Effectiveness.



» Initiative 1-Align financial and personnel resources to support JCPS.

- »  Action Step a-Participate in professional learning to teacher leaders and SGTs on school finance (BST and SGT).
- »  Action Step b-Engage SGTs and BST in the FY 21 & FY 22 budget process. (BST, SGT, PE).



» Initiative 2-Explore and implement the flexibility afforded under the Charter System Statute.

- »  Action Step a- Participate in Professional Learning that is offered by the Charter Foundation on innovative practices such as the Annual Charter Conference in October. (PE)
- »  Action Step b-Provide the SGT the opportunity to participate in PL such as new SGT member training, annual charter conferences, coffee pot sessions, and providing the Charter System Newsletter monthly. (PE, SGT).

» Initiative 3-Support the State and Local Five Year Facilities Plan at JCPS.


- »  Action Step a- Provide information on updates with progress on the upcoming facilities improvements.
- »  Action Step b-Share facilities walkthrough information from the SGT to our local Board including carpet removal, painting for all classrooms, restroom, media center, and lunchroom upgrades with lighting, painting, and furniture in our media center. Additional money should be budgeted for new rugs for our classrooms as well. (PE, SGT)












» Initiative 4-Ensure JCPS communicates with Executive Cabinet in the following areas: Technology, Transportation, School Nutrition, Personnel, Registration, Student Information, Social Work, Student Instructional Support, etc.

- »  Action Step a-Collaborates with each of the above departments when applicable through various means including email, phone, or in person. (All staff)
- »  Action Step b-Participates in monthly principal's meetings where all departments are represented and reports are given. (PE)

» **Strategic Goal III-Promote Stakeholder (Students, Parents, Community) Engagement and Support.**

» Initiative 1-Increase school attendance in grades K-2.

- »  Action Step a- All teachers complete attendance in the IC portal by 9:00 AM. (All certified teachers, DR).

- »  Action Step b- Attendance letters are sent home at three unexcused absences or contact made to the parent by the teacher and documented in IC using a contact log. (all staff, AS)
- »  Action Step c- Target students who missed more than five days in FY20 with a mentor teacher or staff member and make personal connections and build relations. (AS, all staff)
- »  Action Step d- Collaborates with Dr. Fendley, Mrs. Gee, and our Board level attendance team to follow through with 5 unexcused absences. (AS)
- »  Action Step e- When students are absent attempts are made to contact the parents or guardians as to the reason they are out of school and documented. (AS, teachers). 2 consecutive days
- »  Action Step f- Plans and coordinates yearly attendance incentives for students with no early check outs, tardies, or absences each month. (AS)
- »  Action Step g- Visual reminders posted in front of our school as to arrival time. Collects data daily for the number of tardies, early check outs, and absences daily and is posted at our front door. (AS)
- »  Action Step h -Provide support to students and parents to our counselor to determine if additional resources are needed with our social worker or Transformation Therapy. (AS, SG)
- »  Action Step i –Monitor student attendance, both face to face and virtually. Provide monthly reports to building principals and administrative team (AS, DR)
- »  Action Step j –Inform parents of the system attendance protocol to ensure parents are aware of the policies and expectations. Use various communication strategies to promote the importance of student attendance (AS, PE, BST)
- »  Action Step k –Counselor will meet with and support students identified through behavior screener for specific concerns (such as attendance) (AS)
- »  Action Step l- Begin to investigate grants or other avenues for the addition of a full time nurse here at JCPS. A prime responsibility of the school nurse would be to educate parents on possible resources for care, educating parents on protocols for illnesses such as lice, and to provide resources on line such as videos for various treatments and links to agencies that can provide care for our students with limited resources. The nurse would be a key link between the schools and our local health department, DFACS, and our local mental health agencies (PE, VJ)

» Initiative 2-Promote and encourage the role(s) of the School Governance Team at JCPS.

- » Action Step a-Participates in a communication plan between the SGTs and the Board of Education. (JH, PE)
 - » Action Step b-Participates in Professional Learning (both locally and through the Charter System Foundation) (SGT, PE).
 - » Action Step c-Begins to collaborate in the planning and feedback of the development of the continuous improvement planning at JCPS. (SGT, PE).
- » Initiative 3-Support CTAE programs, Dual Enrollment and expanded student internship opportunities (NA)
- » Initiative 4-Participates in Positive Behavioral and Intervention Supports (PBIS) at JCPS. (3rd year).
 - » Action Step a- Provides professional learning to all new staff with our PBIS manual and review that manual yearly with expectations, lesson planning, and implementation guide yearly. (PBIS team)
 - » Action Step b- Provide positive rewards and acknowledgements to students at a minimum of monthly through the use of our Canes Cart. (PBIS team and all staff).
 - » Action Step c- Designs fundraising incentives for PBIS to purchase rewards and acknowledgements for students and staff. (PBIS team)
 - » Action Step d- Provides opportunities for JCPS staff to attend conferences/ presentations or even school visits for PBIS successful implementation. (PE)