

2020-2021 SCHOOL IMPROVEMENT PLAN



DIVISION OF SCHOOL & DISTRICT EFFECTIVENESS
ADVANCING LEADERSHIP IN EMPOWERING SCHOOLS

NAME OF SCHOOL: C. T Walker
PRINCIPAL: Aletha Snowberger

NAME OF DISTRICT: Richmond County School System

SUPERINTENDENT: Dr. Kenneth Bradshaw

Comprehensive Support and Intervention CSI Alternative Targeted Support and Intervention Promise

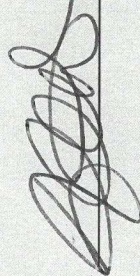
Schoolwide Title I School Targeted Assistance Title I School Non-Title I School

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal  _____ Date 9/3/20

Federal Programs Director _____ Date _____

Revision Date: 9/3/20




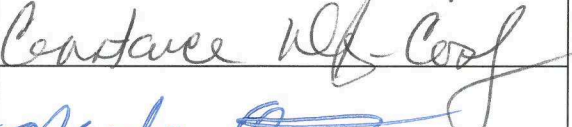

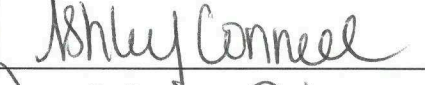



Revision Date: _____

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School Name: _____

Date: _____

Planning Committee Members

Name	Position/Role	Signature
Aletha Snowberger	Principal	
^{Erin Lewis} Nakia Johnson	Assistant Principal	
Kerisee Thompson	Teacher	
Constance Davis-Cosby	Teacher	
Manda Cawthon	Teacher	
Ashley Connell	Teacher	
Jessica Horne	Teacher	
	Teacher	
Kennya Lee	Family Facilitator	
Melody Smith	Parent	
	Parent	
	Student (9th-10th Representative)	
	Student (11th-12th Representative)	

Note** All parents are invited and more students are encouraged to participate in the schoolwide planning process.

School:	Aletha Snowberger		
Principal:	C.T. Walker		
Date Last Revised:	Goal Area:	High Academic Achievement	Performance Objective:
			Increased student performance at or above grade level.

Initiative 1 (SMART Goal):	Decrease the percent of students scoring 1 or more grade levels below in the numbers and operations strand of the Iready assessment from 57% at the BOY (2019) benchmark to 85% at the EOY benchmark in numbers and operations. At the MOY benchmark in January of 2020, 75% of students were on grade level in number and operations. The goal is to regain any mastery lost due to COVID-19 and improve student proficiency in this area to 85%		
Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader
I ready targeted lessons on number and operations for students who score in yellow and red on this strand. In addition, targeted lessons for students who have already mastered grade level content will be used to accelerate learning for students who need above grade level rigor.	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_mat_pg_042109.pdf#page=27	Moderate	Classroom teachers both F2F and virtual
Identified RTI students as well as students requiring acceleration will meet with intervention team to provide direct instruction in the area of numbers and operations and fact fluency. If doing digital learning, intervention team will conference with assigned students bi-monthly through Microsoft Teams	http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf	Moderate	Kenya Lee leading intervention team
Students will utilize xtramath.org to complete fact fluency activities and lessons (which is also can be linked to Canvas) at least bi-weekly to increase fact fluency	https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_e mpg_numbers_020714.pdf	Moderate	Classroom teachers both F2F and virtual
			Evidence of Effectiveness
			Timeline for Implementation
			Materials/Resources Needed (Include Professional Learning Needed)
			Funding Source
	progress monitoring data from I ready on numbers and operations assigned lessons		2 weeks after BOY benchmarks and prescribed progress monitored every two weeks
	conference logs, Iready benchmarks and progress monitoring, content mastery assessments		Small groups assigned to Intervention Team by end of September, meetings held bi-monthly beginning in October
	reports generated from xtramath		Beginning in October students will use program at least two times a month to increase fact fluency
			Iready prescribed lessons and content mastery assessments
			Envision intervention lessons and Iready pdf lessons
			None needed as district purchased
			None needed as district purchased
			Program is free of charge for teachers and students

School: C.T Walker			
Principal: Aletha Snowberger			
Date Last Revised:	Goal Area:	High Academic Achievement For All	Performance Objective:
	07/25/2020		Increased student performance at or above grade level.

Initiative 2 (SMART Goal): Increase the % of students scoring on grade level in vocabulary, as measured by Iready assessments from 52% (BOY 19) to 85% by EOY 2021. Students at the BOY of (2019-2020) were at 52% proficiency. At the MOY benchmark in January of 2020, 75% of students were on grade level in vocabulary. The goal is to regain any vocabulary mastery lost due to COVID-19 and improve student proficiency in this area to 85%

Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Teachers will utilize Marzano's 6 steps to teaching vocabulary when teaching content vocabulary across the curriculum	https://ies.ed.gov/ncee/wwc/Study/86118	Strong	Eric Lewis	increase in the % of students scoring on/above grade level in vocabulary	September 2020-April 2020 with specific vocabulary PL 2 sessions (fall and winter) with Iready Progress Checks monthly	Instructional materials and training on Marzano's 6 steps. Vocabulary resources (Sadlier-Oxford already purchased) access to Iready provided by district.	Materials already purchased during the 2019-2020 school year.
Teachers will incorporate the use of interactive word walls with content specific vocabulary and key vocabulary for each instructional unit across the curriculum. Teachers teaching digitally will also utilize vocabulary word walls in Canvas for each major curriculum unit.	https://scholarcommons.sc.edu/cgi/viewcontent.cgi?article=5850&context=etd	Moderate	Manda Cawthon, Instructional Specialist	% of students increasing overall vocabulary proficiency	PL on Canvas in August and September, Word Walls for each unit beginning in 2nd nine weeks of instruction	Canvas (provided by district) materials to create word walls,	Title I supply budget for sentence strips and materials for word walls.
Students identified as needing RTI intervention or acceleration will meet with intervention team member weekly to focus on vocabulary instruction and reading fluency. If doing digital learning, intervention team will conference with assigned students bi-monthly through Microsoft Teams	https://ies.ed.gov/ncee/wwc/Docs/PractioniceGuide/rti_read ing_pg_021809.pdf#page=25	Strong	Kenya Lee, Leader Team members: Nakia Johnson Eric Lewis, Alpha Snowberg, Manda Cawthon, Laurie Montgomery	students in RTI for ELA will improve their vocabulary % on grade level as measured by Iready	Small groups assigned to Intervention Team by end of September, meetings held bi-monthly beginning in October	vocabulary and fluency workbooks (already purchased), technology for teams; if needed, fluency sheets for pre and post assessment	Title I for purchase of additional technology if needed for digital learning. Sadlier vocabulary (already purchased)

School: C.T. Walker			
Principal: Aletha Snowberger			
Date Last Revised:	09/01/2020	Goal Area:	Operational effectiveness
		Performance Objective:	Safe School Environments

Initiative 3 (SMART Goal): Increase the overall school climate rating score on the Georgia Health Climate Survey by 5% from 89.06 to 94.4 in order to increase the overall school climate score of the school that was calculated for the 2018-2019 school year, with specific focus on lowest scoring questions from the 2019-2020 GA Health Climate survey since the final survey score was not calculated for the 19-20 school year.

Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Students will participate targeted lessons on Social Emotional Learning with an emphasis on bullying identification and strategies to address conflict in peer mentoring groups assigned by the guidance counselors. We will be doing extra lessons on recognizing positive behavior as this was an area highlighted on our 2019-2020 school survey.	https://files.eric.ed.gov/fulltext/EJ1144782.pdf	Moderate	Kenya Lee and Laurie Montgome	peer mentoring logs, guidance referrals, lesson ideas	Monthly beginning in September	peer mentoring training, curriculum to help peer mentors, conflict resolution resources	none
Students will use our PAW incentive chart to earn incentives for positive behavior. Students enrolled both online and f2f will have the chance to earn incentives. At the end of each nine weeks, students who earn a specific number of points can exchange them for incentives (both in person and online)	https://static1.squarespace.com/static/5696b96a0e8737934cc521c1/56ac45c71140397b6d4784d1454167496270/Vincent.pdf	Strong	Nakia Johnson	number of students earning incentives, PBIS data sheets	Each nine weeks beginning with 2nd nine weeks	PBIS incentive sheets for both virtual and online students	None
Identified students will participate in mentoring groups "Girls with Pearls" and "Guys with Ties" to address topics on character, self-esteem, and school climate. Students will meet via zoom so that online academy students may participate. A group will be made in Canvas	https://www.tandfonline.com/doi/full/10.1080/0145935X.2009.524477?scroll=top&needAccess=true	Moderate	Nakia Johnson and Kenya Lee	sign in sheets	Monthly beginning in October	Canvas, mentoring lessons,	supplies for mentoring sessions

Performance Measure (with unit of measure)	Baseline	Target Year 1	Actuals Year 1	Target Year 2	Actuals Year 2	Target Year 3	Actuals Year 3	Target Year 4	Actuals Year 4	Target Year 5	Actuals Year 5
	(2019-2020)	(2020-2021)	(2020-2021)	(2021-2022)	(2021-2022)	(2022-2023)	(2022-2023)	(2023-2024)	(2023-2024)	(2024-2025)	(2024-2025)
Increase the percentage of students reading on grade level by Grade 3 (Proficient or Above) on the Grade 3	83.21	86.2									
Increase the percentage of students scoring Proficient or Above on the Grade 4 Georgia Milestones Math EOG	94.17	97.1									
Increase the percentage of students scoring Proficient or above on the Science Grade 5 EOG	70.32	73.3									
Increase the CCRPI score to meets or exceeds the school's SWSS CCRPI Target	85.0	88									

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Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific PL Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of PL	Evidence/Data of Impact on Student Learning
#1	Provide teachers with face to face and virtual PL on how to use xtramath and how to link it to Canvas for student use	September and October faculty meeting	N/A	Nakia Johnson and LaQuandra Staley	Canvas accounts linked to xtramath	usage and performance reports generated by program
#1	Envision intervention training for math teachers to support numbers and operations intervention	September-October in grade level meetings	N/A	Manda Cawthon, instructional specialist	admin observation in Canvas and in the classroom, small group intervention lessons in lesson plans	lesson exemplars, student work, observation
#2	Training on how to use interactive word walls in Canvas across the curriculum for both virtual and face to face teachers	September and October in grade level meetings	N/A	Manda Cawthon instructional specialist	admin observation in Canvas and in the classroom, small group intervention lesson in lesson plan	increase in vocabulary score on Iready, student work using vocabulary resources, student observation
#3	Peer mediation training for students involved in the peer mediation program	September and October in small group meetings	N/A	Kenya Lee and Laurie Montgomery	peer mediation referral logs	conflict resolution, number of office referrals

Response to SWP 3: Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Funding Source	How funds will be used
Federal Funds: Title I Funds Include any Title I paid employee And everything you plan on purchasing this year.	part time guidance counselor and parent facilitator, technology, software to support ela and math goals, supplies for teachers both virtual and face to face,
State Funds	Funds will be used for professional learning.
Reduced Class Size (If applicable)	
School Improvement Grant (If applicable)	
Local Professional Learning Funds	District coordinates activities
Grants	

Funding Source and Resources provided:

- FTE Teachers, paraprofessionals, other staff, instructional materials and supplies, software, expendable equipment, technology, professional learning.
- Title II-Professional Learning Opportunities.
- Title III-Specifically for ELL students - instructional materials and supplies, technology, teachers, software.
- IDEA - Specifically for IDEA students - instructional materials and supplies, technology, teachers, paraprofessionals, software.
- Carl D Perkins - N/A
- EIP - Teachers for identified EIP students
- McKinney Vento - Services for Homeless students
- Title I - instructional materials, software, technology, professional learning, parental involvement, materials/supplies and resource books that support CCGPS/GSE instruction.

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1. Comprehensive Needs Assessment – Section 1114(b)(6)

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency;

2. Schoolwide Reform Strategies that – Section 1114(b)(7)(A)(i-iii)

a. The school will be implementing to address school needs, including a description of how such strategies will

- i. Provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner [Section 1111(c)(2)]) to meet the challenging State academic standards;

Economically Disadvantage:	Data analysis is completed to determine subgroups and gaps for students. Technology resources and time will be devoted to closing technology gap for ED students, especially those learning from home
ESOL:	ESOL students are served in a pull out model as well as within the regular school day with small group instruction.
Race/Ethnicity/Minority:	Classes are designed to minimize disparity, providing a heterogenous mix of students in order to provide equitable opportunities for all students.
Students with Disabilities:	SPED services focus on the inclusion of students in the regular education classrooms. Supports include academic resources, tutoring, and parental communication

- ii. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

Teachers utilize small group differentiated instruction in the classroom daily in order to ensure th

- iii. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include -

- a) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

We have 2 full time guidance couneslors that provide individualized, small group, and classroom

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- b) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

All students in our school are part of TAA as well as involved in Career Clusters. Lessons are pro

- c) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C 1400 et seq.);

Students at Walker are involved in PBIS incentive programs. Students both online and F2F will h

- d) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

Wildcat workshops are held at the end of every month with professional learning plans designed

- e) strategies for assisting preschool children in the transition from early childhood education.

A handbook is provided to all of our entering Kindergarten students and parents that provides tra

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3. Schoolwide Plan Development – Section 1114(b)(1-5)

- a. Is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section;

School improvement plans are developed annually in order to address the new needs of students

- b. Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title, the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

School council, PTO, instructional leadership team (which consists of teachers, paras, and supp

- c. Remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

Our school improvement plan is designed for goals that will stretch from the beginnig of the year i

- d. Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The plan is written to reduce the amount of "education speak" so that parents, stakeholders, and

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4. ESSA Requirements to include in your Schoolwide Plan

- a. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B).

All software used in the course of instruction is focused on specific standards and academic achievement.

- b. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) for parents of English Learners.

Our parent facilitator/guidance sends monthly newsletters to parents to highlight ways to get involved.

- c. If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable –
 - i. Through coordination with institutions of higher education, employers, and other local partners; and

All of our 8th grade students complete an individual graduation plan. Students meet with the counselor.

- ii. Through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10)

Written Rationale (Dependent on ESSA Evidence Level)

All interventions, programs, strategies, activities, software, staff, etc. must include the evidence-based level in the SIP and budget/justification.

ESSA recognizes four levels of evidence:

1. **Strong:** evidence from at least 1 well-designed and well-implemented experimental study
2. **Moderate:** evidence from at least 1 well-designed and well-implemented quasi-experimental study
3. **Promising:** evidence with a well-designed and well-implemented correlational study with statistical controls for selection bias.
4. **Written Rationale:** evidence building based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes inside the school for which it was written.

The following links can be utilized for evidence:

- <http://www.bestevidence.org/search.cfm>
- <https://ies.ed.gov/ncee/wwc/>
- <https://evidenceforessa.org>
- <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseininvestment.pdf>

If an action step in the SIP does not have an evidence level of Strong, Moderate, or Promising, the Rationale must be written in the forms below.

Rationale #1	
Initiative:	
Action Step:	

<p>Current Research to Support this Action Step</p>					
<p>Expected Results</p>					
<p>How will Success be Measured?</p>					
<p>Data Points</p>	<p>Beginning of Year</p>			<p>Goal</p>	<p>Actual</p>
<p>Status Checkpoint Dates:</p>					
<p>End-of-Year Results and Reflection</p>					